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Lecturers and Postgraduates Perception of Libraries as Promoters of Teaching, Learning, and Research at the University of Ibadan, Nigeria

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UNIVERSITY OF IBADAN LIBRARY

Lecturers and Postgraduates Perception of Libraries as Promoters of Teaching, Learning, and Research at the University of Ibadan, Nigeria

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Lecturers and postgraduates are among the users of the university libraries and their perception of the libraries has influence on utilization of the information resources, hence the need for this study. Survey method was adopted for the study and simple random sampling method was used to select sample size of 38 lecturers and 233 postgraduates. Data was collected through a questionnaire complemented by an interview schedule. Results revealed that the overall perception was not favorable as 62% of lecturers and 77.7% of postgraduates indicated that they were not satisfied with the resources and facilities in the library.

KEYWORDS *lecturers, perception, postgraduates, university libraries, Nigeria*

INTRODUCTION

University library is an integral part of a university established to meet the information and research needs of its students, faculty, and staff. The university library is regarded as a repository of knowledge and information gateway where information materials are stored (Emwanta and Nwalo 2013). Ifijeh (2011) defined a university library as part of a university organization which aims at the advancement of teaching, learning, and research. Its functions include: provision of materials for undergraduates

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and postgraduates, supplementary reading, provision of materials in support of faculty, and external and collaborated researches.

To partner the university in promoting teaching, learning, and research, the library acquires information resources for its users. Aina (2004) noted that information resources appear in a variety of formats, both print and electronic, which are very useful to the users of the library. The optimal use of these library resources is expected to promote teaching, learning, and research by users. Bhatti (2009) carried out a study on the information needs and information seeking behavior of faculty members at the Islamia University Bahawalpur Pakistan, which revealed that 88% of the respondents used the library for teaching, 84% for research, 43% for knowledge renewal, 18% for reading, and 8% for writing and presenting papers. Okiki and Asiru (2011) in a study on factors influencing the use of electronic information resources by postgraduates in six Nigerian universities revealed that majority of the respondents used electronic resources in their university libraries for research, writing of term papers, and completing course assignments.

Odunlade and Ojo (2013) examined the utilization of electronic information resources by lecturers in teacher education departments in universities and colleges of education in South West Nigeria and reported that respondents utilized electronic databases for teaching and research. Results revealed that (37.5%) consulted CD-ROM, (37.0%) used JSTOR, while (23.2%) accessed ERIC in the university library. The respondents were able to utilize these information resources because they had good information literacy and information and computer technology (ICT) skills.

The study conducted by Rasul and Singh (2010) on the role of academic library in facilitating postgraduate students research in four universities in Malaysia discovered that majority of the respondents were not satisfied with the theses collection and the newspaper archives in the universities libraries. They, however, perceived that the university libraries have great value for facilitating research activities and the libraries are capable of helping them find reliable information research.

The analytical study conducted by Gowda and Shivalingaiah (2009) on the awareness and use of library facilities and services by research scholars in the Universities in Karnataka India, brought forward significant differences in the satisfaction level of research scholars of different disciplines with the facilities and services of university libraries. The majority of respondents in the humanities and social sciences considered the facilities and services of university libraries poor, whereas the respondents from the sciences regarded the facilities and services moderately good. Ifijeh (2011) assessed the faculty use of university library collection and services in Covenant University Ota, Nigeria and discovered that majority of the lecturers (49.2%) rated the services in the library as good, 29.8% rated library services as excellent, and 21.0% rated the services as fair. This makes it clear that the perception of lecturers and postgraduate students on their university libraries for teaching, learning, and research is varied.

Presently some Nigerian university libraries still find it difficult to provide efficient and effective resources. Funding is a challenge facing the university libraries as the acquisition of information resources like journals has decreased due to financial constraints (Adeyemi 2012). Okiy (2010) noted that of all different types of libraries in Nigeria only university libraries have a clearly defined policy of funding, because the National Universities Commission (NUC) has a statutory provision that at least 10% of the re-current annual budget of the parent institution should be allocated to the library. However, it is regrettable that such monies are not forthcoming because most university administrations fail to comply with that provision (Fabunmi 2004; Okiy 2005).

Scholars have also identified the challenges associated with digitalization and automation in Nigerian universities as factors hindering the university libraries in promoting teaching, learning, and research. Igbeka and Ola (2008) outlined the challenges of digitalization of special materials in university libraries as; lack of commitment by library managers, funds, expertise, IT infrastructure, institutional support, and electricity. University libraries also face the challenges associated with ICT use in facilitating teaching, learning, and research in the university. Adeniji, Adeniji, and Ogunniyi (2011) conducted a study on the availability and use of ICT in Olabisi Onabanjo University Library and discovered that factors militating against the use of ICT in the university library included high cost of connectivity, lack of ICT skills, inter-connectivity problems, and obsolete equipment.

STATEMENT OF THE PROBLEM

Studies have revealed that university libraries in Nigeria presently are struggling to maintain their place as the central point for information provision and dissemination within the universities. This is as a result of outdated nature of the resources, inadequate information resources, and facilities, which have led to many library users using the internet through the use of smart devices like blackberry phones, ipad, tablets and internet enabled cell phones to retrieve information for their teaching, learning, and research needs rather than the university library. In most cases, users use the library as a reading room for their private reading. This study examined the perception of the lecturers and postgraduate students of the University of Ibadan on the contributions of the University Library to their learning and research.

Research Questions

The following are the research questions for the study:

1. What are the resources consulted by lecturers and postgraduates to enhance teaching, learning, and research?

2. What is the frequency of use of the resources and services by lecturers and postgraduates for teaching, learning, and research?
3. What is the perception of lecturers and postgraduates on the resources in promoting teaching, learning, and research?
4. What are the constraints to the use of the resources provided for teaching, learning, and research?

METHODOLOGY

The survey method was used to carry out this research and the target population was 1,520 lecturers and 9,350 postgraduates who were registered users of Kenneth Dike Library, University of Ibadan. The simple random sampling technique was adopted to select a sample size of 271 comprised of 38 lecturers and 233 postgraduates. The questionnaire was the major instrument used for the data collection and it was complemented with an interview with the acquisition librarian and the university librarian. Data collected was analyzed using simple descriptive statistics such as tables, frequencies, and percentages.

RESULTS

A total of 271 copies of the questionnaire were administered to respondents; 38 to lecturers and 233 to the postgraduates who were using the library and 242 copies were duly filled and returned giving a response rate of 89%.

Demographic Characteristics of Respondents

The lecturers and postgraduates consisted more of male with a response of 67.7% and 55.9%, as against female which recorded a response of 32.3% and 44.1%, respectively (Table 1). Majority of the lecturers (22.6%) were between the ages of 41–45 and 51–56, whereas most of the postgraduate students (52.6%) were between the ages of 26–30. The results also showed that lecturers from the Faculty of Arts were the highest number registered with the library (22.6%), whereas 23.2% of the registered postgraduate students were from the Faculty of Science (Table 1).

Research Question 1: What are the resources consulted by users to enhance teaching, learning, and research?

Majority of the lecturers (41.9%) used textbooks available in the library for teaching, whereas 68.2% of the postgraduates used textbooks for learning.

TABLE 1 Demographic characteristics of respondents

Variables	Lecturers		Postgraduates	
	N	%	N	%
Gender				
Male	21	67.7	118	55.9
Female	10	32.3	93	44.1
Total	31	100.0	211	100
Age				
21–25	—	—	23	10.9
26–30	—	—	111	52.6
31–35	1	3.2	38	18.0
36–40	5	16.1	20	9.4
41–45	7	22.6	13	6.2
46–50	7	22.6	5	2.4
51–55	7	22.6	1	0.5
56–60	4	12.9	—	—
61–65	—	—	—	—
Total	31	100.0	211	100
Faculty				
Agriculture	2	6.5	21	10
Arts	7	22.6	37	17.5
Social sciences	6	19.4	34	16.1
Education	6	19.4	34	16.1
Law	1	3.2	2	0.95
Science	6	19.4	49	23.2
Engineering	2	6.5	2	0.95
Pharmacy	—	—	1	0.5
Basic medical science	—	—	12	5.7
Technology	—	—	9	4.3
ARCIS	—	—	3	1.4
Institute of African studies	1	3.2	4	1.9
Vet-Medicine	—	—	3	1.4
Total	31	100.0	211	100

Most of the respondents, lecturers (77.4%) and postgraduates (69.2%), agreed they used reference materials for research. The findings also revealed that journals were consulted for research as 74.2% of lecturers and 73% of postgraduate students attested to this (Table 2).

Research Question 2: What is the frequency of use of the resources by postgraduates and lecturers for teaching, learning, and research?

Textbooks and journals were occasionally used by lecturers (58.1%, 67%) and postgraduates (32.2%, 55.1%), respectively. Majority of lecturers (48.4%) used the internet occasionally, whereas 39.3% of the postgraduates indicated they never made use of this service (Table 3 and Table 4). The results showed that the resources and services contributed little to teaching, learning, and research as most of the resources and services were consulted only occasionally.

TABLE 2 Library resources consulted for teaching, learning and research

Library Resources	Lecturers												Postgraduates							
	Undecided						Undecided						Undecided			Undecided				
	TN	%	LN	%	RN	%	TN	%	LN	%	RN	%	TN	%	LN	%	RN	%	N	%
Textbooks	13	41.9	9	29	1	3.2	8	25.8	10	4.7	144	68.2	41	19.4	16	7.6				
Reference materials	—	—	1	3.2	24	77.4	6	19.4	7	3.3	38	18	146	69.2	20	9.5				
Newspapers	—	—	12	38.7	4	12.9	15	48.4	2	0.95	120	56.9	36	17.1	53	25.1				
Magazines	—	—	10	32.3	2	6.5	19	61.3	1	0.5	80	37.9	55	26.1	75	35.5				
Journals	—	—	—	—	23	74.2	8	25.8	2	0.95	27	12.8	154	73	28	13.3				
Theses	—	—	1	3.2	23	74.2	7	22.6	2	0.95	17	8.1	157	74.4	35	16.6				
Electronic databases	1	3.2	2	6.5	13	41.9	15	48.4	1	0.5	27	12.8	136	64.5	47	22.3				

TABLE 3 Frequency of use of library resources and services by lecturers

Library Resources	Daily		Twice a week		Once a week		Monthly		Occasionally		Never	
	N	%	N	%	N	%	N	%	N	%	N	%
Textbooks	—		1	3.2	—		8	25.8	18	58.1	4	12.9
Newspapers	3	9.7	—		1	3.2	—		19	61.3	8	25.8
Magazines	—		—		1	3.2	3	9.7	16	51.6	11	35.5
References materials	—		1	3.2	—		2	6.5	21	67.7	7	22.6
Journals	2	6.5	—		1	3.2	2	6.5	21	67.7	5	16.1
Theses	—		—		2	6.5	2	6.5	23	74.2	4	12.9
Electronic databases	—		2	6.5	1	3.2	1	3.2	14	45.2	13	41.9
Inter Library loan	—		—		—		—		3	9.7	28	90.3
Internet services	1	3.2	1	3.2	—		—		15	48.4	12	38.7
Loaning services	—		1	3.2	—		2	6.5	16	51.6	11	35.5

$N = 31$.

Research Question 3: What is the perception of postgraduates and lecturers about resources in promoting teaching, learning, and research?

Lecturers and postgraduates were not satisfied with the resources provided by the library (Table 5). Majority of the respondents' lecturers (70.9%) and postgraduates (84.9%) indicated that the print resources were not current, whereas 54.8% of lecturers and 70.2% of postgraduates indicated that the print resources were not relevant.

The Acquisition Librarian in an interview identified the reason for this as lack of finance to adequately support all the disciplines in the university. A committee has been inaugurated that includes lecturers and postgraduates who would make recommendation on relevant resources required to satisfy their information needs.

Research Question 4: What are the constraints to the use of the resources provided for teaching, learning, and research?

TABLE 4 Frequency of use of library resources and services by postgraduates

Library Resources	Daily		Twice a week		Once a week		Monthly		Occasionally		Never	
	N	%	N	%	N	%	N	%	N	%	N	%
Textbooks	22	10.4	54	25.6	32	15.2	18	8.5	68	32.2	17	8.1
Newspapers	55	26.1	13	6.2	25	11.8	6	2.8	63	29.9	49	23.2
Magazines	11	5.2	25	11.8	29	13.7	20	9.5	65	30.8	61	28.9
References materials	2	0.95	17	8.1	24	11.4	24	11.4	109	51.7	35	16.6
Journals	6	2.8	12	5.7	31	14.7	8	3.8	116	55	28	13.3
Theses	2	0.95	11	5.2	19	9	22	10.4	120	56.9	37	17.5
Electronic databases	6	2.8	12	5.7	14	6.6	22	10.4	90	42.7	67	31.8
Inter Library loan	1	0.5	2	0.95	—		6	2.8	27	12.8	175	82.9
Internet services	7	3.3	14	6.6	18	8.5	19	9	70	33.2	83	39.3
Loaning services	—		3	1.4	6	2.8	22	10.4	71	33.6	109	51.7

$N = 211$.

TABLE 5 Perception of lecturers and postgraduates on the resources and facilities

Statements	Lecturers				Postgraduates			
	AN	%	DN	%	AN	%	DN	%
Facilities are adequate	16	51.6	15	48.4	28	13.2	183	86.7
Power supply is constant	3	9.7	28	90.4	28	13.25	183	86.6
Print resources are adequate	10	32.3	21	67.7	37	17.1	174	82.5
Print resources are current	9	29.1	22	70.9	32	15.15	179	84.9
Print resources are relevant	14	45.2	17	54.8	63	30.8	148	70.2
Print resources are in good condition	9	29	22	70.9	34	16.1	177	83.9
Limited time is used to access the resources	9	29	22	71	54	35.5	157	74.4
I am satisfied with the resources and facilities	13	41.9	19	62	47	22.2	164	77.7

Table 6 indicated that 68.5% and 54.9% of the lecturers and postgraduates respectively identified lack of conducive environment as a constraint. Inadequate power supply was another limiting factor, even with the use of power generating sets as most of the lecturers (96.7%) postgraduates (91.5%) alluded to this. About half of the lecturers (51.6%) and three quarters of the postgraduates (77.8%) also felt that the library had not done enough in the area of user education and to them it was a major constraint.

DISCUSSION OF FINDINGS

Majority of the respondents consulted reference materials, journals, and theses for research. This view was also reported by Rasul and Singh (2010) in a study that examined postgraduates' views on the role of academic libraries in facilitating research, theses with a mean score of (4.0) ranked among the important library resources used for research. This is however in contrast with the result of the study conducted by Onuoha, Ikonne, and Madukomu (2013) on the perceived impact of library use on research productivity of

TABLE 6 Constraints to the use of the resources and facilities

Statements	Lecturers				Postgraduates			
	AN	%	DN	%	AN	%	DN	%
Lack of conducive environment	20	68.5	11	35.4	116	54.9	95	45
Inadequate power supply	30	96.7	—	—	193	91.5	18	8.5
Lack of user education	16	51.6	15	48.4	164	77.8	47	22.3
Lack of awareness of certain resources and facilities in the library	18	58.1	13	41.9	115	73.5	56	26.6
My lack of ICT skills	7	12.6	24	77.4	43	20.4	168	79.7
Inability to access materials from the shelves	8	25.8	23	74.2	95	45	116	55
Inability to access electronic databases	12	38.7	19	61.3	126	59.6	85	40.3
Lack of assistance from librarians	8	25.8	23	74.2	132	62.6	79	20.9

postgraduates at Babcock University Nigeria, where it was discovered that majority of the respondents considered printed books as the most important library resources for research.

Majority of the lecturers used internet facility in the library occasionally and this could be due to the fact that they had access to the internet from the comfort of their offices. The result of the study conducted at Gulbaraga University, Karnataka, India by Parameshwar and Patil (2009) as cited in Okafor (2011) provided a divergent view, as it was reported that majority of faculty members and research scholars accessed the internet through the central library.

The perception of the lecturers and postgraduates on the library resources was not quite favorable. Majority of the respondents were not satisfied with the available resources and facilities, with most of them noting that the resources were not relevant. However, the study carried out by Natarajan, Suresh, Sivaraman, and Sevukan (2010) on the faculty members and research scholars' perception of electronic resources in Annamalai University, India presented a different view with majority of the faculty members very satisfied with the electronic resources and they considered them relevant.

Among the major constraints that hindered their use of the resources and facilities in the library were inadequate power supply, lack of awareness of certain resources and facilities and lack of assistance from librarians. This result is supported by Echezona, Okafor, and Ukwoma (2011); Ifijeh (2011); and Onuoha et al. (2013). Echezona et al. (2011) conducted a study on the sources used by postgraduates in Library and Information Studies Department of the University of Nigeria Nsukka, and revealed that lack of power supply was a major constraint militating against the use of library resources. The study by Ifijeh (2011) highlighted that majority of the faculty members identified lack of awareness of library materials as the greatest problem affecting the use of library resources. Majority of the respondents in the study conducted by Onuoha et al. (2013) ranked personal assistance by library staff as very low.

CONCLUSION AND RECOMMENDATIONS

The university library acquires various resources and facilities to enhance teaching, learning and research and ensure favorable perception of its efforts by the users. However, the lecturers and postgraduates can only have a positive perception of the contributions of the library to their teaching, learning and research if current, adequate information resources and modern library facilities are available and accessible to them. The lecturers and postgraduates inputs should be taken into consideration by the acquisition's librarian so that relevant and needed library resources would be acquired. Adequate attention should also be given to the power supply situation in the

library, even though generating sets have been provided to enhance power supply, there is still room for improvement. User education programs should be intensified and the aesthetics of the library should be enriched to create an environment more conducive to teaching, learning, and research.

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