Information Needs and Utilization of the Kaduna State University Library Resources by the Academic Staff

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Abstract: *The study was conducted to assess the information needs and utilization of the Kaduna State University library resources by academic staff. The paper featured the introduction, literature review, methodology, sampling procedure, data analysis, conclusion and recommendations. Questionnaire was used as the main instrument for data collection for this research work.. A total of 148 questionaire were randomly administered to the respondents and 128 were filled and returned and found useful. The population was drawn from the four (4) faculties in the university, (Faculty of Arts, Faculty of Science, Faculty of Social and Management Sciences and Faculty of Medicine). The data collected were subjected to descriptive analysis using simple percentages. The study revealed that the major determinant of information needs of academic staff of the University is the need to support life-long learning and research purpose to meet up the academic programmes in the university. It was also revealed that textbooks/monographs are the major resources and sources staff consult for their information needs. The problems identified among others were: insufficient time to use the library, limited space and inadequate knowledge to use the internet and the e-resources by the staff. In conclusion, the study recommended as follows: the expansion of the library building, review of the opening and closing hours, broadening the internet services of the library and also empowering the library to organize seminars/workshops to sensitise staff on how to use the e-resources in the university library.*

I. Introduction

The 21st century as we all know, is an age that is powered by information in all its ramification. It is the age of information explosion in which the internet and its associate technologies are being used to take advantage of the universal knowledge of man all over the globe. Opeke (2004) affirmed that, "it is only a nation which is conscious of the importance of information in the drive towards the accelerated development that can survive and thrive in the committee of nations of this age. Several authors, thus: Aguolu (1989); Uwen (1990); Ajibero (1993); Utor (1994); attempted to define information and also highlighted its relevance in the society. For instance, Ajibero (1993) defines information as "data of value in planning, decision making and evaluating of any program. Uwen (1990), defined it as "data that have been subjected to some processing functions capable of answering a user's query be it recorded, summarized or simple collections that would help decision making." Utor (1994) understood it in term of books, journals, magazines, public and private sector documents of all kinds whether published for mass circulation or unpublished and or restricted/confidential in nature. However, information can be viewed as liquid asset (resources) produced by a process performed upon data through selection, organization, dissemination and utilization. It can neither be passive or static but it is a data communicated to or received by prospective users.

The basic aim of the university library is to provide information to the entire university community especially staff and students to enhance their study, teaching, research and recreation. Bozimo (1983) noted that, "information services are not end but they are means to the broader end of helping individuals to attain their goals and to improve their performance." Ankuya (2013) emphasized that, "information is an indefinite commodity and our needs for it are pervasive and essential". He further stressed that, "because technology changes the mode and pace for creating and storing information, it also demands changes in information accessing strategies". Thus, the needs for information for problem solving based on critical thinking are inherent in all areas of human endeavors. Academic staff, like any other professional bodies, needs library and information services to effectively handle their responsibilities in the university which are paramount in dictating their needs, including their information needs.

This research therefore, is guided by the following questions:
- What are the information needs of the academic staff of the university?
- What types of information resources does academic staff consult?
- What is the level of utilization of the information resources by the academic staff?
- What are the problems encountered (if any) in utilizing information resources to meet their information needs?
- What are the likely solutions to the problems?

II.   Literature Review

It is an acceptable fact that, information is power and that is why everyone in the society needs it and really wants to acquire it. Ajibero (1993), opined that all professions are base on a body of knowledge and specific skills and these are mainly acquired through training and practice where the right information is provided by the library. Thus, he sees information needs as job related. Also, Akusu (1987) found that information needs differed according to area of specialization, and most researchers make private arrangement such as subscription relevant to their field of specialization. Ochugwu (1993) equally affirmed that, 'teachers, students and civil servant demand for more education and recreational information, while bankers demand for economic and recreational information.' Bozimo (1983) observed that, "over whelming of majority of academic staff in Nigerian Universities had urgent need for library materials which were unfortunately not available in their libraries". Thus, created more difficulties for them in search of relevance information to aid and sustain their research need to enable them meet the demands in terms of recreation and teaching. This is in line with Thonton (1963) assertion that academics (lecturers) need effective information and communication to stimulate their thought and action by injection of and interaction with other people's ideas, knowledge, experience and achievements.

It is importance to note that, information is a tool that promote continues awareness of what other people are doing so that individual scholars get to know of new findings in their fields and related areas where remarkable progress has been achieved. Aguolu (1989) rightly acknowledges that "adequate information can increase our awareness and revise our reasoning; it can help us educate our people, enhance their progress and provide the source of data require for solution to their increasingly complex economic, scientific, social and other problems."   It is understood for instance that, information is needed to solve day to day problems such as finding consumer's goods, investment opportunities, government policies, improving on research topics and so on. Okeh (1999) lamented that "abilities to obtain and use relevant information is affected by many factors such as place of abode, mobility, level of literacy, previous experience and awareness of the individual of the availability of information resources and services within the immediate environment."

From the above, one can concludes that, information needs is often as a result of some unresolved problem(s). An individual may feel that his or her current state of knowledge is insufficient to cope with the task at hand or to resolve conflicts in a subject area, or to fill a void in some area of knowledge. So, information needs are the driving force behind literature searching. Thus, these elements: information needs, information seeking or searching are all interlinked and should not be considered in isolation. If there is no expressed information needs, there will be no driving force to undertake a literature search. Abu (1986) affirmed that, "there is interaction of information needs, user's behavior and as well utilization." He is of the opinion that information needs will influence the user's behavioral pattern in seeking, exchanging and finally utilizing information gathered. Therefore, it is certain that achieving information needs vary, depending on the ease with which they can be identified, located and assessed for specific user.

Types of Information Needs of theLibrary Clients.

There are various types of information needs clients occasionally approach the library on. Blaise (1981) identifies three types of information needs of library patrons as follows:
(a) Expressed information needs. This is a situation in which the user is aware of what he wants. He knows where and how to locate it.
(b) Unexpressed information needs. They are the needs which library patron is aware of and he really need the information, but he feels that it is not the duty of the librarian to know what he or she is looking for in the library.
(c) Dormant information needs. This refers to a situation when certain categories of library patrons have information needs which they are totally unaware of.

All the above categories of user's information needs has psychological instinct. So, mere identification of clientele's information needs is not enough to provide them with effective services they need. There is need for a close relationship between the library, the librarian and the parent organization i.e the community served by the library (University). This tally with Blaise (1981) who pointed out that, information provision is not a passive activity. A professional trained information scientist (librarian) has an important role to play as a catalyst in stimulating user's awareness and ensuring optimal use of library resources.

In the University, academic staff may require information in order to fill specific gaps in their field of knowledge. Some may need it to solve pragmatic issues that require evidences, while others need it to satisfy personal interest in a given situation. Others may need it to keep abreast with new ideas and knowledge. And, above all, most of them need information to teach and relate same to scholars and students.

Aguolu (1989) in his studies posits that information is needed in all sphere of life to facilitate decision making and progress. Aiyepekun (1974) affirmed also that, "information is the input which reduce the level of

uncertainty in an organization decision making progress." King (1987) is of the view that "one of mankind's greatest resources is information, and one of our unique assets is the ability to assimilate and use information." Base upon the above, it is imperative to note that academics (lecturers) need one type of information or the other to effectively carry out research in order to contribute to the growth of the university and the society at large.

Utilization of Information Resources

The library as an information centre, is saddled with the responsibility of generating information resources to address user's needs and demands, irrespective of classes or races in the society. Usman (l995) defined information resources as "the materials possessed by a library which may include: books, periodicals, films, microfilms that contain recorded knowledge." The sources could be in printed format as monographs, serials, maps, directories, etc. Non-print materials include the sources of information which are contained in a non-conventional format from which information is stored and retrieved through their relevant reading aids. Interestingly today, the trend of information services is changing drastically to a paperless society, which is a reality in computer era.

There are vast ranges of resources that can be utilized by the academics in the university. The basic information resources available and are being used, could be found both in print, non-print and electronic. The print is made up of; (a) Books (b) Journals (c) Reference Materials. The non-print consist of Audio-Visual resources in form of C.D, C.D-ROM, DVD, etc and Periodicals. The e-resources are the internet resources, data bases, web sites, etc. The library in turn offer the following services: conventional library provides: Lending Services, Current Awareness Services (CAS), Reference Services, Selective Dissemination of Information (SDI), Photocopy Services, Referral Services. While the e-library provide: Guide to Staff/Students on the use of e-resources, Printing and Scanning Services, Provision of Databases of books and journals in various disciplines through the e-library website at www.kasu.edu.ng/Library.

Lines (1974) consider uses or utilization as what an individual actually uses. This can also be as a result of information seeking, browsing or discovery. Roberts (1975), notes that "an individual who reads, view or listen to library materials is using those materials in the expected way". Thus, it signifies that an expressed demand of information needs has been satisfied.

III.   Methodology

Questionaire method was adopted for data collection. This was because of the large number of respondents. Moreso, it is the method that creates room for the respondents to freely express their opinions privately.

Scope

This research covers only academic staff in the four functional faculties in Kaduna State University, i.e. (Faculty of Art, Faculty of Social and Management Sciences, Faculty of Science and Faculty of Medicine) within May, 2006 and May, 2012.

Sampling Procedure

Simple random sampling was used in this research to administer the data. This method was to enable every member of the academic staff equal opportunity to be involved.

Sample Size:

All the academic staff in the four (4) faculties in Kaduna State University formed the population of the study as indicated on the table below.

Table 1: Sample Size of Respondents.

	Academic Staff As At May 2012	NO OF Q/A	NO OF Q/R.
Professor	10	8	6
Reader	7	7	4
Senior Lecturer	20	18	15
Lecturer I	40	36	34
Lecturer II	25	23	20
Assistant Lecturer	30	27	24
Graduate Assistant	31	29	25
Total	**163**	**148**	**128**

Table1 above shows that 163 was the total number of academic staff of the University as at May, 2012. One hundred and forty eight (148) number of questionnaire were administered, using random sampling procedure. One hundred and twenty eight (128) were retrieved and found useful. The choice of the population

was based on the fact that academic staff played major roles in search for knowledge, study and teaching in the University, and the major functions of the University library among others the (research), is collection of knowledge, organization of knowledge, dissemination of such as to meet the broad and varying needs of the staff of the University. The questions were broadly divided into 6 sections A-F. Section "A" sought to know the faculty and the current status of the respondents, section 'B' enquires to know the information needs of the respondents, while section 'C' enquires to know the information resources and services utilized by the respondents, section 'D' and 'E' sought to know the extent of utilization of information resources and sources and as well the extent of satisfaction derived from utilizing information resources and sources respectively and finally, section "f" sought to know the problems(s) encountered (if any) in utilizing information resources and sources and as well as solution to the problems.

Data Analysis
The data collected from the respondents were analyzed using descriptive and simple percentage statistical method as well as tables where necessary.

IV.   Discussion

The academic staff of Kaduna State University consists of different grade ranging from Graduate Assistant, Assistant Lecturers, Lecturer II, Lecturer I, Senior Lecturers, Readers and Professors. A total of 148 questionnaires were administered to the academic staff in the University. However, 128were returned and found usable.

Table 2: Distribution of Questionnaire by Faculties.

Faculty	Q/A	%	Q/R	%
Science	42	28.38	39	26.36
SMS	46	31.09	41	27.71
ARTS	45	30.41	38	25.68
Medicine	15	10.14	10	6.76
Total	148	100.02	128	86.51

Table 2 above shows that thirty nine (26.36%) responded from Faculty of Science, thirty eight (25.68%) from Arts, forty one (27.71%) from SMS and ten (6.767%) from medicine. Averagely, the response was very significant, considering the number of questionnaires administered and those retrieved. This shows that the academic staff attached more importance to the University Library for their information needs.
Information Needs of Respondents.

Table 3: The Determinants that prompt Information Need of the Respondents and the level   of Importance.

	Determination	Frequency	%
A	For research purpose	128	100
B	To satisfy the University personal interest and inclination	128	100
C	Search for evidence to support teaching	84	65.63
D	To support life-long learning and formal course of study	128	100
E	For business opportunity	56	43.75
F	Others.	-	-

The responses from table 3 above shows that 100% indicated that what mostly prompts staff's information needs are information for research purpose, to support life-long learning and their formal course of study and as well to satisfy the university and personal interest. Eighty four (65.63%) respondents indicated search for evidence to support teaching as one of the factors that prompt their information needs. Only fifty six (43.75%) respondents indicated information for business opportunity prompts their information needs. This, as some of them stated that the field of science and medicine is information intensive and is relatively higher in research than in any other field. Thus, new researches are being carried out day in day out. From all indications, the responses shows that learning is a continue process and majority of academic staff are mostly engage in other Universities for continue education, and they need information to help them carry out their research work and studies.

Table 4:   Level of importance attached to the information needs.

	Information Needs	Very High	%	High	%	Low	%	Very Low	%
A	Information for research purpose	128	100	-	-	-	-	-	-
B	To satisfy University as well as personal interest for research	128	100	-	-	-	-	-	-
C	Search for evidence to support teaching	--	--	82	64	-	-	-	-
D	To meet up academic program in the University	128	100	-	-	-	-	-	-
E	For Leisure and recreation			31	24	-	-	-	-

The response in table 4 above shows that 100% of the respondents (academic staff) indicated very high on importance value to information needs for research purpose and also to satisfy the university as well as personal interest for research to meet up with academic programme in the university. Eighty two (64%) indicated high for search to support teaching and thirty one (24%) states high for leisure and recreation. The library as it is known generally, houses both retrospective and current information, printed and non-printed etc. The librarians with the aids of micro-selection policy of the library, selects materials that meant to meet the university curriculum, which in turn satisfy the information needs of the library users (academic staff).

Table 5: Types of Information Resources and Sources Respondents Consult in the Library.

	Resources	Frequency	%
A	Conference proceedings	68	53.13
B	Textbooks and monographs	128	100
C	Learned journals	128	100
D	Internet	84	65.63
E	C.D-ROM	26	20.32
	Other: specify	0	0

Table 5 above, showed that 100% of the respondents consult textbooks and monographs and as well journals to meet their information needs. Among them, eighty four (65.63%) do consult the internet, sixty eight (53.13%) indicated that they consult conference proceedings. Only twenty six (20.32%) do consult C-D ROM for their information needs. However, the information needs may arise on the fact that textbooks are essential and they are designed for teaching and learning instruments. A reader can learn a subject without a teacher especially, the "teach yourself" type. Moreso, it is believed that standard books give comprehensive picture of their subjects as possible, and are accurate, unbiased, well indexed, and with at least selected bibliography. Above all, they are written by experts. Journals are considered to be the frontier of knowledge as they publish latest research outcomes in their fields of specialization. So the academic staff are not left out in the use of these information sources to meet their information needs.

Table 6. The level of Use of Information Resources by the Academic Staff.

Level	Frequency	%
Maximally utilized	44	34.38
Averagely	84	65.62
Under Utilised	-	-
Total	128	100

Table 6 above, indicated that eighty four (65.62%) respondents use the library averagely, while forty four (34.38%) uses the resources maximally. The reason which most of the respondents stated for using the library averagely among others were: inadequate textbooks/monographs, conference proceedings, and journals and lack of sufficient time to spend in the library.

Table7. The Extent of which the Information Resources Contribute to meeting the Academic Staff Information Needs.

Resources	Very high	%	High	%	Low	%	Very low	%
Textbooks and monographs	128	100	-	-	-	-	-	-
learned Journals	-		76	59.58	-	-	-	-
Conference proceedings	-		40	31.25	-	-	-	'
Internet	-		86	67.19	-	-	-	-
C-D ROM	-	-	-	-	114	89	-	-
Other: specify	0	0	0	0	0	0		

Table 7 above depicts the frequencies to which the information resources contribute to meeting the academic needs of the respondents. 100% of the respondents indicated that textbooks and monographs contribute very high to their academic needs. Seventy six (58%) indicated that learned Journals contributes high while fourty (31.25%) indicated that conference proceedings contributes high and eighty six (67.19%) indicated that internet contributes high to meeting their information needs. And, one hundred and fourteen (89%) indicated low for C-D ROM contributing to meeting their information needs. This may be as a result of lack of knowledge of accessing the information via the C-D ROM.

In an attempt to find out problems encounter in sourcing and utilizing information in the university library, table 8 below presents the results.

Table 8. Problems Encounter in Sourcing and Utilizing Information Resources

		Respondents	%
a	Lack of knowledge on how to use electronic resources	80	62.50
b	Inadequate textbooks/ monographs in the University Library	106	82.82
c	Insufficient time to use information resources/ services	124	96.88
d	Lack of functional faculty library in the faculty	84	65.63
e	Absence of internet facilities in the faculty	120	93.75
f	Inadequate of power supply	78	60.94
g	Others: specify please	-	-

Table 8 above, shows a number of factors as being responsible for the problems in sourcing and utilizing information in the University Library. One hundred and twenty four (96.88%) of the respondents indicated insufficient time to use information resources/services. One hundred and twenty (93.75%) complained of absence of internet facilities in the faculties. Eighty four (65.63%) expressed lack of functional faculty libraries. One hundred and six (82.82%) indicated the inadequate textbooks/ monographs in the university library. Eighty (62.50%) indicated lack of knowledge to use electronic resources and seventy eight (60.94%) complained of inadequate of power supply. In the same vein, the respondents were asked to comment freely as to how the problems indicated above could be addressed. Their comments are stated below:

1. Provision of adequate and up-to-date textbooks in the Library
2. Extending the Library closing hours to enable staff use the resources
3. The need to expand the main library capacity to accommodate readers especially research unit for staff.
4. The need to improve on the internet facilities in the library.
5. Faculties and departments should have well stocked Libraries
6 The need for the library to organize seminar on how to use electronic resources for staff.

V.   Summary and Conclusion

Examining this research closely, one would appreciate that answers to the 7 research questions were obtained. The study was carried out hoping that the information needs of the academic staff and the information resources and sources they use in meeting those needs would, as a matter of consideration, be greatly given the necessary attention for effective library service delivery in the university. The study revealed that the major determinants of information needs of the academic staff is the need to support life-long learning and formal course of study and also for research purpose to meet up academic program in the University. Textbooks and monographs mostly are the resources that the academic staff consults in the library. Other resources like internet and Journals are not 100% consulted. It was also revealed that the extent of the resources to meet the academic needs of the staff is very high. This is because such material/resources carry factual information and are written by experts in their fields of study. Insufficient time to use the resources, absence of internet services, lack of functional faculty libraries and inadequate textbooks and monographs, lack of knowledge to use the internet where available and inadequate power supply were identified as problems militating against the maximum use of information resources in the library.

VI.   Recommendations

From the findings, the following recommendations are proffered:
.   There is a need for Kaduna State University to increase (expansion) the library   building to meet up the increasing rate of students' population and staff for   effective library services;
•   The opening and closing hours of the library to be reviewed as many of the respondents complained of lack of sufficient time to use the library resources sufficiently;
•   Internet services of the Library should be broadened to every nooks and crannies of the university so that academic staff can benefit from the internet resources right in their various offices;

- The currency of the Library collections as observed by the researcher, is mostly from 2000 to-date. However, the library still need to acquire more library resources as the university continue to grow (increase) in size. This should also apply to all faculties and departmental libraries; and
- The study revealed that more than 50% cannot access information effectively using the e-resources or the internet. So, there is the need for the university to allow the library management to initiate and organize seminars/workshops and exhibitions regularly to sensitise the staff on the importance of e-resources and usage.

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