AVAILABILITY AND ACCESSIBILITY OF INFORMATION RESOURCES BY STUDENTS IN TERTIARY INSTITUTION: A CASE STUDY OF BENUE STATE POLYTECHNIC, UGBOKOLO, BENUE STATE.

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Abstract-

This study examines the availability and accessibility of information resources in tertiary institutions, using the library of Benue State Polytechnic, Ugbokolo, as a case study. It highlights the critical role of libraries in supporting teaching, learning, and research by ensuring the provision of relevant and accessible resources. Data were collected from 310 respondents, including students and staff, through a survey methodology. Findings reveal that the library resources are grossly inadequate, with limited availability of essential materials such as books, journals, and digital resources. Accessibility challenges were attributed to poor organization, insufficient library staff, outdated materials, and the absence of modern technological tools like internet facilities. The study underscores the adverse effects of these deficiencies on library utilization and academic performance. Recommendations include increased funding, modernization of library operations, acquisition of current materials, and training library staff in contemporary technologies to enhance user satisfaction and academic achievement. This research contributes to the discourse on improving library services in Nigerian tertiary institutions and provides actionable strategies for addressing identified challenges.

Keywords: Information resources, Tertiary institutions, Accessibility, Availability.

1. Introduction

The present era is the era of information and knowledge revolution. Information resources have become very essential and effective tool for socio-economic and academic development of any given society. In academic environment learning take place effectively when learners have access to necessary materials resources [1]. They have to interact with tangible and intangible materials in institution to ensure some level of performance. The primary task of the academic libraries therefore is to select, acquire, maintain and provide access to relevant and representative information resources which will enhance effective learning and teaching in higher institutions of learning [2].

A library is an agency, which engages in the collection, processing, preservation and dissemination of recorded information in the various formats most convenient to its target users [3]. The available library collection must be placed where they can be easily accessible by users of the academic libraries [4]. Buckland.[5] stated that library collection is to make information resources available and accessible to students in tertiary institution of learning. In order to achieve this academic libraries and other information related organization should provide a variety of information resources to their range from printed sources such as Audio-visual materials, films, computerized/machine readable materials, etc [6]. Singh [7] stressed that the availability and accessibility of information resources and knowledge is the main mandate of academic libraries alongside supporting the mission of the parent institution such as teaching and research. Academic libraries are at the fore front of providing information resources to their respective communities which comprises of students, lecturers and researchers in order to support their teaching and research needs.

Accessibility and availability of information resources is an important re-occurring term in the literature. Khan and Shafique [8] argue that the choice to seek information depends on its perceived accessibility. Resources may be available in the library and even

identified bibliographically as relevant to one's subject of interest, but students may not be able to lay hands on them. The students may identify citations in indexes, but may not have access to the sources containing the relevant articles [9]. The more accessible information resources are, the more likely they are to be used. Researchers such as Slater [10], Allen [11], and Rosenberge [12] have validated through empirical studies the observation that student tend to use information sources that require the least effort. Osundina [13] studied the relationship between information accessibility and library use by students in tertiary institutions in Nigeria and noted that the problem of tertiary students is not the question of wanting to use the library, but whether or not the academic library can provide for their needs, and whether there is access to what is provided. Ajayi and Akinniye [14] found frustration among information seekers due to the non-availability of information sources, in their study on information needs of students in tertiary institutions. For the libraries to assist in the promotion of access to knowledge, they must help the students to identify, locate, and deliver information or document [9]. The identification and location of information pertinent to the students' inquiry depends on the availability of effective bibliography apparatus in general and specialized field. To facilitate identification and location of information material in the libraries by students, the library is expected to provide effective access tools as catalogues, bibliographies, guides, indexes and abstracts. Okiy [15] stated that nothing frustrates a student more than trying to retrieve a material which seems right on target, only to find that the library does not have the material. Iyoro [16] opined that for academic communities to realize their development choice, enhancement of their capacity to deliver and cope with student information demands is a critical necessity.

Without adequate use of the library information resources by students, teaching and learning in the tertiary institutions becomes a problem. In addition, the maximum use of library resources is essential for the justification of the existence and survival of any tertiary library and its acquisition programme. To affirm this fact, Olowu [17] maintained that one of the major objectives of any library

is to ensure maximum use of its resources and services. This is because no matter how rich a library collection may be, it is believed that if the users do not effectively make use of the library collection is regarded as a waste. However, it has been observed that a majority of students did not use the library effectively because of unavailability of needed information resources in the library.

Availability of information resources must be distinguished from accessibility. Availability of information sources means ensuring their presence in the libraries for immediate use [9].

In a nutshell, it is generally believed that students in every polytechnic should effectively make use of the library resource to satisfy their information needs; however, these information resources are underutilized by the students [18]. Nevertheless, one wonders why the libraries in tertiary institution are underutilized even though they were established to supplement and complement the classroom teaching. Several questions come to across one's mind, as to what may have been responsible for this undesirable situation. Could it be that the library resources are poor in quality? Could it be due to lack of adequate environmental factors such as good ventilation, library physical facilities and noise free reading environment? Or could it be lack of currency of resources, lack of adequate access etc.

2. Methodology
2.1   Introduction
This chapter describes the method and procedures that will be used for the study. The procedures are discussed under the following sub-headings: research design, population of the study, sampling and sampling technique, data collection procedure, validation of instrument, Method of data collection and method of data analysis.
2.2   Research Design
In an attempt to obtain reliable information for this study's a survey method will be used since literature show that it has had immense contribution to the importance of library services. Survey according to Adedoyin [19] is based on information gathered through questions, interview, rating scales, self-report, and understanding of present condition.

2.3   Population of the Study

The population of this study includes all the lecturers, students, and staff of Benue State Polytechnic Ugbokolo. The Polytechnic comprise of 7 schools. (School of engineering; school of technology; school of business management; school of preliminary studies; school of environmental sciences; School of administration and school of vocation, art design and printing) The school has 192 academic staff (lecturers), 107 non-teaching staff, and five thousand two hundred and eighty (5280) students. The total population is 5579 respondents. The data on population for this study was collected from the registry department of the institution.

2.4   Sample and Sampling Technique

Simple random sampling technique will be used to drawn the samples from the population. This is due to the fact that, simple random sampling uses the principle of randomizations, a procedure that gives every subject in the population an equal chance of been selected.

Two hundred and eighty (280) students shall be selected at random for the study. 40 students shall be selected from each school of the institution. Twenty (20) academic staff and ten (10) non-academic staff will also be selected for the study.

2.5   Data Collection Procedure

The 310 copies of the questionnaire shall be administered to the respondents in the entire schools by the researcher. Research assistants shall be required in each school for easy and timely retrieval of the questionnaire. The questionnaire will be divided into two parts A & B. Part A will centre on the bio-data of the respondents, part B will be intended to elicit information about the topic " Availability and Accessibility of Information Resources by Users in Tertiary Institutions". The questionnaire will be based on the variables to be measured by the researcher.

2.6   Validation of Instrument

The questionnaire to be used for the study will be examined by the researcher's supervisor to ensure that it conforms to the researcher's set objectives and research questions and it can measure what it is intended to measure.

2.7   Method of Data Collection

The researcher will personally administer the questionnaire with the help of the research assistants from the various schools of the institution. The respondent will be allowed some time to answer /complete and return the questionnaire. The research assistants will help in retrieving the questionnaires from the various respondents from their schools.

2.8   Method of Data Analysis

The data collected for the research will be presented in percentage. Tables and charts will be drawn to illustrate certain responses, accompanied by relevant explanation.

3.   Results
3.1   Introduction

This section deals with data presentation, analysis, interpretation and discussion of findings. A total of three hundred and ten (310) copies of questionnaires were distributed by the researcher and 300 copies were returned to the researcher by the respondents

3.2 Response rate
Table 1: sex of participants

	Frequency	Percentage	Cumulative percent
Male	198	66	66
female	102	34	100
Total	300	100	100

Table 1 shows 66 % male participants and 34 % female participants. This shows that there were more male participants during the study. The result could mean that the school has more male students or it could as well be that male respondents were willing and more open to respond to the questionnaire than the female respondents

Table 2: Age of participants

	Frequency	Percentage	Cumulative percent
20-29	173	57.67	57.67
30-39	68	22.66	79.33
40-49	47	15.67	96
50 and above	12	4	100
Total	300	100	

The result in table 2 shows that a total of 300 participants were involved in this study. Participants between the ages of 20-29 years were 57.67 %, those between 30-39 years were 22.66 %, those between 40-49 years were 15.67 % and 50 and above years were 4 %. This implies majority of the participants were youths between the ages of 20-29 years.

Table 3: Educational qualification

	Frequency	Percentage	Cumulative percent
SSCE	40	13.33	13.33
ND	108	36	49.33
HND	48	16	65.33
First degree	62	20.67	86
Master's degree	38	12.67	98.67
PhD	4	1.33	100
Total	300	100	

The result of Table 3 shows that 40 students representing 13.33% have SSCE qualification. 108 participants having national diploma in various fields representing 36% responded. 48 respondents representing 16 % have HND. Respondents with first degree and master's degree have 20.67% and 12.67% respectively. Respondents with PhD have 1.33%. The result shows that students studying higher national diploma participated more in responding to the research questions.

3.3   Analysis of Data
Table 4: Response on Information Needs
Question: How often do you need information resources in the school library?

Specific Information Needs	A N	%	SN	%	NN	%
How often do you need information in the school library for teaching and research	153	51.00	87	29.00	60	20.00
How often do you need information in the school library for community service	126	42.00	102	34.00	72	24.00
How often do you need information in the school library on current affairs	202	67.33	65	21.67	33	11.00
How often do you need information in the school library on health/Social welfare	99	33.00	82	27.33	119	39.67
How often do you need information in the school library on governmental/political issues	180	60.00	66	22.00	54	18.00
How often do you need information in the school library on business and economic affairs	178	59.33	99	33.00	23	7.67
How often do you need information in the school library on Technical/scientific	163	54.33	89	29.67	48	16.00
How often do you need information in the school library on Environmental Management	98	32.67	67	22.33	135	45.00
How often do you need information in the school library on Educational Matters	77	25.67	81	27.00	142	47.33
How often do you need information in the school library on General Administration	71	23.67	103	34.33	126	42.00

Table 4 shows the response on Information Needs Scale. The result shows that 51.0% of the respondents always need information in the library for teaching and research. 29.0% sometimes need information in the library for teaching and research purpose while 20.0% does not need information for teaching and research.

42.0% need information in the school library for community service, 34.0% sometimes need information in the school library for community service while 24.0 % does not need information in the school library for community services. 67.33 % need information in the school library on current affairs, 21.67 sometimes need information in the school library on current affairs and 11.0% does not need information in the school library on current affairs.

33.0% of the respondents need information in the school library on health/Social welfare. 27.33% and 39.67% sometimes need information in the school library on health/Social welfare and do not need information in the school library on health/Social welfare respectively. 60.0% of the respondents need information in the school library on governmental/political issues. 22.0% of the respondents sometimes need information in the school library on governmental/political issues and 18.0% does not need information in the school library on governmental/political issues. 59.33% of the participants need information in the school library on business and economic affairs, 33.0% of the respondents sometimes needs information in the school library on business and economic affairs and 7.67 % does not need information in the school library on business and economic affairs. 54.33% need information in the school library on Technical/scientific issues. 29.67% sometimes need information in the school library on Technical/scientific while 16.0% does not need information in the school library on Technical/scientific. 32.67% need information in the school library on Environmental Management. 22.33% sometimes need information in the school library on Environmental Management while 45.0% does not need information in the school library on Environmental Management. 25.67 % need information in the school library on educational matters. 27.0% of the

respondents sometimes need information in the school library on educational matters while 47.33% of the respondents do not need information in the school library on educational matters. 23.67% of the respondents need information in the school library on general administration, 34.33% of the respondents sometimes needs information in the school library on general administration while 42.0% of the respondents do not need information in the school library on general administration.

Table 5: Response on Library Information Resources Accessibility
Question: Do you have access to information resources that are available?

Resources	A	%	SA	%	D	%	SD	%
Books in the school library are easily accessible	89	29.67	23	7.67	88	29.33	200	66.67
Encyclopedia in the school library are easily accessible	101	33.67	21	7.00	90	30.00	88	29.33
Journals in the school library are easily accessible	102	34.00	23	7.67	97	32.33	78	26.00
Dictionaries in the school library are easily accessible	181	60.33	32	10.67	53	17.67	34	11.33
Handbooks in the school library are easily accessible	181	60.33	32	10.67	51	17.00	36	12.00
Newspapers/Magazines in the school library are easily accessible	10	3.33	8	2.67	101	33.67	181	60.33
Atlases/Maps in the school library are easily accessible	10	3.33	7	2.33	130	43.33	153	51.00
Directories in the school library are easily accessible	10	3.33	11	3.67	115	38.33	164	54.67
Manuals in the school library are easily accessible	76	25.33	69	23.00	97	32.33	58	19.33
Reports in the school library are easily accessible	15	5.00	13	4.33	190	63.33	82	27.33
Biographies in the school library are easily accessible	29	9.67	23	7.67	189	63.00	59	19.67
Almanacs in the school library are easily accessible	7	2.33	15	5.00	50	16.67	228	76.00
Bibliographies in the school library are easily accessible	18	6.00	8	2.67	123	41.00	177	59.00
Abstracts/Indexes in the school library are easily accessible	15	5.00	9	3.00	130	43.33	146	48.67
Gazettes in the school library are easily accessible	9	3.00	13	4.33	131	43.67	147	49.00
Computers in the school library are easily accessible	0	0.00	0	0.00	201	67.00	99	33.00
CD-ROM Facilities in the school library are easily accessible	0	0.00	0	0.00	198	66.00	102	34.00

Internet Facilities in the school library are easily accessible	0	0.00	0	0.00	178	59.33	122	40.67
Theses/Dissertations in the school library are easily accessible	34	11.33	174	58.00	87	29.00	6	2.00
Conference Proceedings in the school library are easily accessible	34	11.33	167	55.67	83	27.67	16	5.33
Radio/Television in the school library are easily accessible	0	0.00	0	0.00	267	89.00	33	11.00

The result shows that 29.67 % of the respondents agreed that books in the school library are easily accessible 7.67% strongly agreed that books in the school library are easily accessible but 29.33% of the respondents disagree and 66.67% of the respondents strongly disagree that books in the school library are easily accessible.

33.67% accepted that encyclopedia in the school library are easily accessible. 7.0 % strongly accept that encyclopedia in the school library are easily accessible but 30.0 % and 29.33 % disagree and strongly disagree respectively that encyclopedia in the school library are easily accessible.

34.0 % and 7.67 % of the respondents agreed and strongly agreed that Journals in the school library are easily accessible but 32.33% 26.0% disagree and strongly disagree respectively that Journals in the school library are easily accessible.

60.33% and 10.67% agreed and strongly agreed respectively that Dictionaries in the school library are easily accessible but 17.67% and 11.33% disagreed and strongly disagreed that Dictionaries in the school library are easily accessible.

60.33% and 10.67% accepted and strongly accepted respectively that Handbooks in the school library are easily accessible but 17.00% and 12.0% of the respondents disagree and strongly disagreed respectively that Handbooks in the school library are easily accessible. 3.33% and 2.67% agreed and strongly agreed that Newspapers/Magazines in the school library are easily accessible 33.67% 60.33% of the respondents disagreed and strongly disagreed respectively that Newspapers/Magazines in the school library are easily accessible.

3.33% and 2.33% of the respondents agreed and strongly disagreed respectively that Atlases/Maps in the school library are easily accessible while 43.33% and 51.00% disagreed and strongly disagreed respectively that Atlases/Maps in the school library are easily accessible. 3.33% and 3.67% agreed and strongly agreed that Directories in the school library are easily accessible but 38.33% and 54.67% disagreed and strongly disagreed respectively that Directories in the school library are easily accessible.

25.33% and 23.00% agreed and strongly agreed respectively that Manuals in the school library are easily accessible but 32.33% and 19.33% of the respondents disagreed and strongly disagreed respectively that Manuals in the school library are easily accessible.

5.00% and 4.33% of the respondents agreed and strongly agreed respectively that Reports in the school library are easily accessible but 63.33% and 27.33% of the respondents disagreed and strongly disagreed respectively that Reports in the school library are easily accessible. 2.33% and 5.00% of the respondents agreed and strongly agreed respectively that Almanacs in the school library are easily accessible but 16.67% and 76.00% of the respondents disagreed and strongly disagreed respectively that Almanacs in the school library are easily accessible.

9.67% and 7.67% of the respondents agreed and strongly agreed respectively that Biographies in the school library are easily accessible but 63.00% and 19.67% of the respondents disagree and strongly disagreed respectively that Biographies in the school library are easily accessible.

6.00% and 2.67% of the respondents agreed and strongly agreed respectively that Bibliographies in the school library are easily accessible   but 41.00% 59.00% of the respondents disagreed and strongly disagreed respectively that Bibliographies in the school library are easily accessible.

The table also shows that   5.00% and 3.00% of the respondents agreed and strongly agreed that Abstracts/Indexes in the school library are easily accessible but 43.33% and 48.67% disagreed and strongly disagreed respectively that Abstracts/Indexes in the school library are easily accessible. 3.00% and 4.33% of the respondents agreed and strongly agreed that Gazettes in the school library are easily accessible 43.67% and 49.00% of the respondents disagreed and strongly disagreed respectively that Gazettes in the school library are easily accessible.

The result also shows that computers, C-D rom facilities, radio/television and internet facilities in the school library were not accessible by the respondents. It also shows that 11.33% and 58.00% of the respondents agreed and strongly agreed that Theses/Dissertations in the school library are easily accessible but 29.00% and 2.00% of the respondents disagreed and strongly disagreed that Theses/Dissertations in the school library are easily accessible.

11.33% and 55.67% of the respondents agreed and strongly agreed respectively that Conference Proceedings in the school library are easily accessible but 27.67% and 5.33% of the respondents disagreed and strongly disagreed respectively that Conference Proceedings in the school library are easily accessible.

Table 6: Response on Availability of Library Information Resources Question: What kinds of information resources are being made available to users?

Resources	A	%	SA	%	D	%	SD	%
Books needed are always available	77	25.67	23	7.67	105	35.00	95	31.67
Encyclopedia needed are always available	99	33.00	25	8.33	112	37.33	64	21.33
Journals needed are always available	79	26.33	46	15.33	88	29.33	87	29.00
Dictionaries needed are always available	98	32.67	95	31.67	76	25.33	21	7.00
Handbooks needed are always available	101	33.67	102	34.00	66	22.00	31	10.33
Newspapers/Magazines	10	3.33	8	2.67	189	63.00	93	31.00
Atlases/Maps needed are always available	8	2.67	9	3.00	205	68.33	78	26.00
Directories needed are always available	13	4.33	9	3.00	188	62.67	90	30.00
Manuals needed are always available	98	32.67	47	15.67	89	29.67	66	22.00
Reports needed are always available	15	5.00	13	4.33	190	63.33	82	27.33
Biographies needed are always available	18	6.00	8	2.67	123	41.00	151	50.33
Almanacs needed are always available	7	2.33	15	5.00	90	30.00	188	62,67
Bibliographies needed are always available	18	6.00	8	2.67	177	59.00	97	32.33
Abstracts/Indexes needed are always available	15	5.00	9	3.00	130	43.00	146	48.67
Gazettes needed are always available	9	3.00	13	4.33	153	51.00	125	41.67
Computers needed are always available	0	0.00	0	0.00	201	67.00	99	33.00
CD-ROM Facilities needed are always available	0	0.00	0	0.00	198	66.00	102	34.00
Internet Facilities needed are always available	0	0.00	0	0.00	178	59.33	122	40.67
Theses/Dissertations needed are always available	34	11.33	174	58.00	88	29.33	4	1.33
Conf. proceedings needed are always available	34	11.33	167	55.67	96	32.00	3	1.00
Radio/Television needed are always available	0	0.00	0	0.00	78	26.00	222	74.00

Table 6 shows the response of the respondents on Availability of Library Information Resources in the school library. The result shows that 25.67% and 7.67% of the respondents agreed and strongly agreed respectively that Books needed are always available but 35.00% and 31.67% of the respondents disagreed and strongly disagreed respectively with the statement that Books needed are always available. 33.00% and 8.33% of the respondents respectively agreed and strongly agreed that Encyclopedia needed are always available but 37.33% and 21.33% of the respondents disagreed and strongly disagreed respectively that Encyclopedia needed are always available.

26.33% and 15.33%   of the respondents agreed and strongly agreed respectively that Journals needed are always available but 29.33% and 29.00% of the respondents disagreed and strongly disagreed respectively that Journals needed are always available. 32.67% 31.67% of the respondents agreed and strongly agreed that Dictionaries needed are always available but 25.33% and   7.00% of the respondents disagreed and strongly disagreed respectively with the statement that Dictionaries needed are always available.

33.67% and 34.00% agreed and strongly agreed respectively that Handbooks needed are always available meanwhile 22.00% and 10.33% of the respondents disagreed and strongly disagreed respectively that Handbooks needed are always available. 3.33% and 2.67% agreed and strongly agreed respectively that Newspapers/Magazines needed are always available in the school library but 63.00% and 31.00% of the respondents disagreed and strongly disagreed respectively that Newspapers/Magazines needed are always available in the school library.
2.67% and 3.00% agreed and strongly agreed respectively that Atlases/Maps needed are always available but 68.33% and 26.00% disagreed and strongly disagreed that Atlases/Maps needed are always available. 4.33% and 3.00% of the respondents agreed and strongly agreed that Directories needed are always available but 62.67% and 30.00% disagreed and strongly disagreed respectively that

Directories needed are always available

32.67% and 15.67% of the respondents agreed and strongly disagreed respectively that Almanacs needed are always available while 29.67% and 22.00% of the respondents disagree and strongly disagree respectively that Almanacs needed are always available. 6.00% and 2.67% agreed and strongly agreed that Bibliographies needed are always available but 59.00% and 32.33% disagreed and strongly disagreed respectively that Bibliographies needed are always available.

5.00% and 3.00% agreed and strongly agreed respectively while 43.00% and 48.67% disagreed and strongly disagreed respectively that Abstracts/Indexes needed are always available. 3.00% and 4.33% agreed and strongly agreed respectively while 51.00% and 41.67% disagreed and strongly disagreed that Gazettes needed are always available

The result also shows that computers, C-D Rom, internet facilities and Radio/Television are not available in the school library. 11.33% and 58.00% agree and strongly agreed respectively while 29.33% and 1.33% disagree and strongly disagree respectively that Theses/Dissertations needed are always available. 11.33% and 55.67% agreed strongly agreed while 32.00% and 1.00% disagreed and strongly disagreed that Conference proceedings needed are always available.

Table 7: Response on Problems Encountered in Information Access and Use
Question: Which of the following problems do you encountered in utilizing the available information?

S/N	Problems	SA	%	A	%	SD	%	D	%
1.	Inadequacy of current and relevant information materials in the library	98	32.66	178	59.33	4	1.33	0	0.00
2.	Lack of information technologies	202	67.33	98	32.67	0	0.00	0	0.00
3.	Incompetent /shortage of library staff	67	22.33	155	51.67	20	6.67	58	19.33
4.	Economic/financial constraints	98	32.67	161	53.66	30	0.1	11	3.67
5.	Shortage of reading spaces in the library	89	29.67	102	34.00	77	25.67	32	10.67
6.	Unaware of where to locate needed information	131	43.67	67	22.33	45	15.00	57	19.00
7.	Irrelevant and outdated materials	167	55.67	72	24.00	43	14.33	18	6.00

Table 7 shows the Response on Problems Encountered in Information Access and Use. 98 respondents i.e 32.66% strongly agreed that Inadequacy of current and relevant information materials in the library is one of the problems encountered. 59.33 % of the respondents also agreed but 1.33% strongly disagreed.

Lack of information technologies in the school library was generally accepted by all respondents as problem encountered during the research work. This shows that the library has no internet facilities to access current information.

22.33% of the respondents strongly agreed that incompetent /shortage of library staff   is one of the major challenges facing the polytechnic library. 51.67% of the respondents agreed with this statement. 6.67% and 19.33% disagree and strongly disagree respectively that Incompetent /shortage of library staff is a challenge facing the polytechnic library.

Economic/financial constraints have also been strongly agreed by 32.67 of the respondents. 53.66% has also agreed that Economic/financial constraints are challenge to the polytechnic library. 0.1% and 3.67% disagreed and strongly disagreed that Economic/fin ancial constraints is a challenge to the polytechnic library. On the problem of shortage of reading spaces in the library 29.67% strongly agreed and 34.00% agreed. Meanwhile 25.67% and 10.67% of the respondents strongly disagreed and disagreed respectively that shortage of reading spaces in the library forms a major challenge to the polytechnic library.   43.67% and 22.33% strongly agreed and agreed respectively that unaware of where to locate needed information is one of the major problems encountered in the polytechnic library meanwhile 15.00% and   19.00% strongly disagree and disagree respectively.

55.67% of the respondents strongly agree that irrelevant and outdated materials pose a major challenge to research by the users. 24.00% agreed with the statement. Meanwhile, 14.33% of the respondents strongly disagree and 6.00% disagreed.

Table 8: Response on Suggestions for Improvement of Library Services

Question: Which of the following strategies do you suggest should be adopted to overcome these problems

Suggestions for improvement of Library Services	SA	%	A	%	D	%	SD	%
The library should acquire more materials.	212	70.67	88	23.33	0	0.00	0	0.00
The library needs more staff trained in modern technologies.	213	71.00	87	29.00	0	0.00	0	0.00
Library Operations need to be fully computerized.	256	85.33	44	14.67	0	0.00	0	0.00
The library needs to provide current awareness services.	189	63.00	111	37.00	0	0.00	0	0.00
Adequate provision for use of audio visual.	178	59.33	122	40.67	0	0.00	0	0.00
The library staff should be helpful and friendly to users at all times.	167	55.67	133	44.33	0	0.00	0	0.00
The library should make provision for seminar/conference rooms.	180	60.00	120	40.00	0	0.00	0	0.00
Library shelves should be orderly and clean always.	176	58.67	124	41.33	0	0.00	0	0.00
The library should be quiet all the time.	154	51.33	146	48.67	0	0.00	0	0.00
Provision of relatively cheap photocopying services.	112	37.33	188	62.67	0	0.00	0	0.00
Provision of binding facilities.	143	47.67	157	52.33	0	0.00	0	0.00
The library should be well illuminated.	167	55.67	133	44.33	0	0.00	0	0.00
The library should be well ventilated.	176	58.67	124	41.33	0	0.00	0	0.00

Response on Suggestions for Improvement of Library Services is as shown in table 8. The result of this response shows that the library should acquire more materials. 70.67% strongly agreed and 23.33 agreed to this suggestion. Respondents also suggested that the library needs more staff trained in modern technologies.71% strongly accept this suggestion and 29.00% also agreed to this suggestion. 85.33% strongly agreed and 14.67% agreed with the suggestion that library operations need to be fully computerized. 63.00% and 37.00% of the respondents strongly agreed and agreed respectively that the library needs to provide current awareness services.

The respondents also agreed that adequate provision for use of audio visual should be implemented. The library staff should be helpful and friendly to users at all times. The library should make provision for seminar/conference rooms. Library shelves should be orderly and clean always. The library should be quiet all the time.
Cheap photocopying services should be provided. Binding facilities should be provided in the library. The library should be well illuminated and well ventilated.

3.3   Discussion of Findings
The findings of this research are based on the analysis of the research questions on the topic under study.
 The study reveals that the polytechnic library resources are grossly inadequate for students and lecturers to make effective use of or empower their literacy level. This agrees with the findings of Dike [20]. He stated that some school libraries are in the form of locked up stores with scanty collection of books kept unorganized.

The findings during this study also show that the respondents use the school library resources occasionally. This implies that more efforts need to be made to improve frequency and regularity of the users. The finding is in agreement with Aina [21]. He stated that a greater majority of respondents use the library resources occasionally.

The findings also show that the library collection does not meet the study needs of the users. This is a   major factor militating against the use of this polytechnic library. This is in agreement with the findings of Gbadamosi and Salawu [22] that the library collections do not meet the study needs of their users. Shortage of reading spaces in the library, unawareness of where to locate needed information and irrelevant and outdated materials also militate against the use of the school library by the researcher. The study also proffers solutions to overcome these problems, among the possible solutions include the library should acquire more materials to meet users needs. The library needs to employ and train more staff in modern technologies. The library should be fully computerized and equip with internet and current awareness services. The use of audio visual should be implemented. The library staff should be helpful and friendly to users at all times. The library should make provision for seminar/conference rooms. Library shelves should be orderly and clean always. The library should be quiet all the time. Cheap photocopying services should be provided. Binding facilities should be provided in the library. The library should be well illuminated and well ventilated. The State Government should fund the Polytechnic library properly to enable it live up to expectations. This finding also agreed with Gbadamosi and Salawu [22] which they reviewed that the State Government should fund the school libraries properly to enable them live up to their responsibilities.

4. **Summary, Conclusion, Recommendations and Suggestions**
This chapter deals with summary of findings arising from statistical analysis in chapter four, as well as conclusion, recommendations and suggestions for further studies.

4.1 Summary
The study was conducted primarily to determine the availability and accessibility of information resources by users in tertiary institutions. Benue State Polytechnic, Ugbokolo library was used as a case study.

Research questions were formulated to guide the study and to

test the extent of availability of information to users, types of information resources provided to users, extent of utilization of the school library resources, problems encountered by the user in accessing and utilizing the available materials as well as the strategies that can be adopted to overcome the problems.

A self-structured questionnaire was used to elicit information from the respondents. The data generated was analyzed using descriptive method of analysis.

4.2   Conclusion

The study on the availability and accessibility of information resources by users in tertiary institutions (a case study of Benue State Polytechnic, Ugbokolo library) revealed that the Polytechnic library resources are grossly inadequate for students and lecturers to make effective use or empower their literacy level. The findings during this study also showed that the respondents use the school library resources occasionally. The findings also showed that the library collection does not meet the study needs of the users. This is a   major factor militating against the use of this Polytechnic library. It also identified some obstacles hindering the use of library resources as shortage of reading spaces in the library, unawareness of where to locate needed information, library's collection does not meet their study needs, shortage of library staff and irrelevant and outdated materials.

Finally, the study also proffers solutions to overcome these problems, among the possible solutions include the library should acquire more materials to meet users' needs.   The study stressed the need to employ and train more library staff in modern technologies. The library should be fully computerized and equipped with internet and current awareness services. The use of audio visual should be implemented. The library staff should be helpful and friendly to users at all times. The library should make provision for seminar/conference rooms. Library shelves should be orderly and clean always. The library should be quiet all the time. Cheap photocopying services should be provided. Binding facilities should

be provided in the library. The library should be well illuminated and well ventilated. The State Government should fund the Polytechnic library properly to enable it live up to expectations.

4.3   Recommendations

From the findings of the study the following recommendations were made by the researcher

1.   The state government should use the results of evaluation based on the availability and accessibility of information resources by users in tertiary institutions (a case study of Benue State Polytechnic, Ugbokolo library) to improve on the effectiveness of tertiary institutions libraries.

2.   Policies should be made by the state government to encourage a collective action by individuals, organizations and government to salvage the development of tertiary institutions library in Benue State.

3.   Digital resources and library resources should be provided for use by researchers in the school library.

4.   Internet services should be provided in the school library to meet activities going on in the global academic community. New information is being generated daily and added to the repertoire of the global academic records. It therefore befits the library not only to seek and bring information together in various sources and in various forms, but also to communicate and facilitate access to the knowledge contained therein to those who need them.

5.   Varieties of information on researchers need should be provided in the library to satisfy the yearnings of its target audience.

6.   The school librarian should develop encouraging policies that will stimulate users to access information and knowledge in order to have adequate access to information resources.

7.   There is the need for urgent replacement of information to avoid displaying of outdated information.

4.4 Suggestions for Further Study

Considering the findings of the study, I hereby suggest that further research into the libraries of other tertiary institutions in Benue State should be carried out to know what is obtainable there.

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