



LIBRARY PATRONAGE AMONG FACULTY AND STUDENTS OF VALLEY VIEW UNIVERSITY

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Abstract

This study examines the patronage of the Walton Whaley Library of Valley View University, Accra, Ghana. The study used a descriptive survey. The researcher used stratified sampling to gather lecturers and students into strata. The convenience sampling technique was used to select the students. However, the researcher used the total number of faculty members in the University due to their small number. A questionnaire was used for the data collection. The IBM- Statistical Product and Service Solutions (IBM-SPSS) was used for the analysis. The study established that the majority of the faculty members and the student respondents were aware of the materials in the library. The findings revealed that faculty members on the one hand were aware of print journals which were ranked 1st with a value of (RII =0.589) while students, on the other hand, were aware of electronic journals which were ranked 1st with a value of (RII = 0.624). The results revealed further that textbooks were the most used materials that faculty members and students consulted when they visited the library with a rank value of (RII = 0.596) and (RII = 0.567) respectively. The study revealed that faculty members and students patronised the library daily. The most prominent recommendation was to raise awareness of all library materials in the library.

Keywords: Academic Libraries, Ghana, Paradigm, Patronage, Private Universities.

Introduction

Academic libraries are the nerve centre for institutions of higher learning.

These libraries are set up in the university community to serve the needs of lecturers, students, and researchers. Library users are likely to suffer from the brunt of ignorance if they do not have full access to relevant and timely information. In this era of information overload, all human activities seem supported by information due to the swift development of the internet and its

availability. The library's performance mostly depends on its ability to meet the needs of its users in terms of research (Asogwa & Daniel, 2022).

The existence of the academic library is to support the parent university in pursuance of its core objectives and philosophy through the provision of relevant information in multiple formats to the academic community. Olajide and Adio (2017) affirmed that the central objective of any university library is to assist its parent institution

in its teaching, learning, and research activities. Libraries are collections of information that have been arranged such that the target audience can easily access them (Aliokluk, 2020). University libraries are organised in a way that allows them to gather resources and develop facilities from which they can provide various services to users (Adamu & Maidabino, 2020). The value of a library is mainly determined by the quality of service provided to those accessing the system manually or through remote websites (Asogwa et al., 2014). Sibuyi (2016) in Ogbonnaya (2020) described the university library as a tool that provides people with knowledge, skills, techniques and information that enables them to know their rights and duties towards the family, society and the nation as a whole. Library users expect that such available resources are accurate and up to date and that the services provided are timely for the expedient support of the aforementioned institutional mandate. The earlier study by Verma (2015) indicated that academic institutions could not function effectively without a good library. The university library selects, collects, organises, and provides access to comprehensive materials in print and non-print formats, to meet the needs of all library patrons. Therefore, academic libraries are tasked to select and acquire these materials in all forms to support educational activities in the university community (Mohammed, 2017). The collections of academic libraries are expected to have informational value and authoritative content to motivate users to patronise the library regularly. Aggarwal and Akhter (2015) reiterated that no educational institution of higher learning could survive without a well-stocked library. Within the learning community, the library is spearheading the development of research and learning activities (Cox, 2018). The library represents a sophisticated and complex fabric of activities that promote the vision of a university-wide learning community (Harland et al., 2018; Ifijeh, 2011a). Interaction with the University Librarian revealed that the Management of the Library has invested heavily in purchasing learning resources for students and

faculty. The above statement affirmed an earlier assertion by Abdulganiyu et al. (2019) that even though, university libraries have shrinking budgets, they still spend a lot of money on library materials for their users.

Preliminary observation by the researcher revealed that students and lecturers do not utilise these available teaching and learning resources to the maximum. The literature also disclosed that there had not been any similar studies carried out in the Walton Whaley Library (WWL) to determine the extent of library materials patronage by faculty and learners. However, a few related studies on this subject have been conducted elsewhere (Gunasekera, 2010; Nnadozie & Nnadozie, 2008; Popoola, 2008); and in Ghana (Agyekum & Filson, 2012; Agyen-Gyasi et al., 2010). As indicated earlier, the non-existence of any similar studies carried out in Walton Whaley Library (WWL) has motivated the researcher to examine the extent of patronage in private university libraries in Ghana, using the Walton Whaley Library (WWL) of Valley View University as a case study. The findings of this current study are meant to fill the gap in the relevant area for future studies.

Objectives of the Study

1. To establish awareness of materials by faculty and students at WWL.
2. To determine the materials used by faculty and students at WWL.
3. To find out the frequency at which users visit the WWL.

Literature Review

Faculty and Students' Awareness of Library Materials

It is the responsibility of the custodians of information to create adequate awareness of the existence of their resources in either print or electronic formats.

According to Suleiman et al. (2018), an understanding of a present situation or issue based

on knowledge or experience is referred to as awareness. The Cambridge Dictionary (2022) defines awareness as the “knowledge that something exists, or understanding of a situation or subject at the present time based on information and experience”. The extensive use of library resources may depend widely on the strategies the library adopts to market its resources to the learning community.

Ifijeh (2011b) conducted a study on faculty use of university library collections and services at Covenant University, Ota, Nigeria. The discoveries detailed that out of 242 respondents, 79 (32.6%) indicated a lack of awareness of library materials, whereas 75 (31.0%) showed difficulty accessing electronic databases as their key challenge hindering the use of the library facilities by academic staff.

Okiki (2012) undertook a study on electronic information resources awareness, attitude, and use by academic staff members of the University of Lagos, Nigeria. According to the results, out of 113 respondents, 61 (54%), indicated a low level of awareness of the electronic information resources, while 52 (46%) admitted that they were aware of the electronic resources in the Library. According to Schoenberger (2018), a crucial indicator of the output of library services is patronage by intended users.

Abagai (2008) opined that the availability of suitable learning materials, accommodation, and competent staff influences the patronage of a library. Poor patronage of the library may be ascribed to some factors such as a low level of awareness, inflexible library rules and regulations, and a lack of satisfactory and vital materials to meet users' information needs.

The factors may include inadequate qualified personnel to handle user needs or queries at different sections in the library, inadequate resources, and a lack of information literacy programmes or orientations. The quality of services rendered to users in any library reflects the quality of the staff (Basey (2006). The author

argues that patrons will always be encouraged to use a library if it is run by staff with a lot of experience and good culture. A study by Kumar (2013a) on the use of library resources by students revealed that students were aware of various services offered by the Indian Institute of Management (IIM), such as circulation services, periodical/ reference as well as bibliography services. Leila and Fahimeh (2013) undertook a comparative study in three Iranian universities on the awareness and ability of medical students to use electronic resources of Iran's integrated digital library portal. Their findings revealed that students were unaware of the library materials but tended to use search engines available on the internet for information. Das et al. (2013) conducted a related study at Berhampur University on access, awareness and use of electronic information resources by research scholars. Their findings revealed that the staff were aware of the different electronic materials in the library, like electronic databases and electronic journals.

In this 21st Century, it appears that information is not limited to the physical library building; physical libraries are now competing with their online/virtual counterparts because of the internet and other technologies. Academic libraries should subscribe to electronic resources, such as electronic books, journals, and databases, as well as theses and dissertations, to keep up with the latest technological developments and create awareness of their usage. Ngozi et al. (2018) studied awareness and utilisation of databases subscribed to the FUTO Library. Their findings indicated that students' awareness level of library subscribed databases was very low.

Dar et al. (2017; Prakash, 2017; Chinnaraj & Tamilselvan, 2016) noted in their earlier studies that the use of information technology in libraries is not only a choice but also a necessity that provides avenues for users to access and use both online resources and other services effectively. With these current technological trends, libraries should pay considerable attention to user awareness and resource utilisation.

According to Duragappa et al. (2017) and Yebowah and Plockey (2017), the majority of lecturers and students were aware of electronic resources such as databases and journals. Dehghani et al. (2018) conducted a related study at Beheshti University and found that electronic databases were widely used because users were aware of their existence. Awareness of materials in the library may reinforce the usage level. A lack of awareness of materials may lead to poor patronage. Similarly, awareness may ignite usage, therefore, libraries must pay adequate attention to create users' awareness of their resources.

Types of Materials used by Faculty and Students in the Library

The survival of a library relies on the quality of the resources available and how accessible they are to users. Library users may be enticed to visit the library by the excellent materials it offers, such as information that is current, pertinent, and timely. Out-of-date materials may discourage patrons from using these resources and, consequently, prevent them from visiting the library. Haliso and Aina (2012) highlighted in their study that library collections are said to be of good quality if only they are readily accessible, current, accurate, devoid of outdated materials, and intended to serve users when the need arises. This means that it would be difficult for lecturers to impart quality knowledge to students without available resources and services at their disposal when they visit the library.

Sohail et al. (2012), studied students' use of library resources at the University of Kalia libraries. Their study established that journals, textbooks, and lecture notes were broadly used as sources of information for academic exercises. The substantial collection of library materials enhances the educational development of all users; these resources make a stride in the execution of academic staff, including productivity in their preferred careers (Ifijeh et al., 2018). Oluwatobi et al. (2014) revealed that the most used materials in

the library are online databases followed by dictionaries, books, and encyclopedias which are used every day while the least used materials are CD-ROM databases. Libraries are expected to have a better understanding of the rapidly shifting requirements of various user groups. According to Udo-Anyanwu et al. (2012), patrons used more print materials than electronic materials. Iwara (2015) revealed that postgraduate students in Nigerian universities utilised journals, textbooks, and theses as their primary source of information. Onuoha et al. (2013) studied the perceived impact of library use on the research productivity of postgraduate students at Babcock University, Nigeria. According to their results, graduate students utilised more print materials than any other materials in the library for their academic activities. The high level of patronage of print information might be due to the non-availability of electronic information, difficulty in accessing electronic information or non-availability of internet facilities.

Khan and Bhatti (2015) examined determinants of academic law libraries' use, collections, and services among the faculty members at the University of Peshawar. The results showed that the majority of respondents, 73 (84.9%), used textbooks, followed by 51 (59.3%) who used general books while 50 (58.1%) use law dictionaries to fulfil their information needs. Surprisingly, Mercy and Ologho's (2012) study on the utilisation of reference books reported that approximately half of the library patrons used more electronic materials than print resources. The era where libraries select only print materials is assumed to be a thing of the past. Libraries are expected to add electronic resources to their collections to serve the community's needs. It appears that library users have changed their information-seeking behaviour; thus, libraries that fail to add electronic materials to their collections will experience a sharp reduction in the use of their resources. The collections of university libraries should be comprehensive to cover all the disciplines in the university. Babalola (2017) stressed that libraries should include print and non-

print materials in their collections to support the university's curriculum, students' intellectual growth, academic staff, and researchers in the learning community.

Faculty and Students' Frequency of Library Visits

Library staff need to know the frequency with which patrons visit the library and its facilities. The use of a library may be influenced by the quality of the library's collections such as information formats, content coverage, the volume of relevant materials and the services. Others may be the hours of operation and the ambience.

Saikia and Gohain (2013) conducted a study at Tezpur University, India, on the use and user satisfaction with library resources and services. They revealed that out of 159 respondents, 63 (39.62%) visited the library two or three times a week, followed by 51 (32.07%) who visited the library facility every day. A related study by Kumar (2013b) at the Indian Institute of Management (IIM), Rohtak revealed that out of 96 respondents, 41 (42.70%) utilised the library daily, another 29 (30.20%) used the library three to four times (3-4 times) a week, whereas 10 (10.41%) indicated rarely.

According to Potnis et al. (2018), the frequency of use of the academic library by undergraduate students has been gradually decreasing. In a similar vein, Odu (2016) indicated that the patronage of the University of Calabar Library is also decreasing.

Mohammed and Akor (2017) studied the availability and utilisation of electronic databases in federal university libraries in North Central Nigeria. Their results showed that most of the respondents use electronic databases frequently.

Igun and Adogbeji (2007) opined that many students used the library often. Their reason for using the library included revising their lecture notes or updating their knowledge and skills. Kannappanavar and Manjunatha (2010), and Majid et al. (2000) revealed that users from different disciplines often visited Saudi university

libraries. Malangori et al. (2017) discovered that medical students in India frequently utilised library resources. According to their findings, 82% of the students patronised the library's resources. According to Ahmed and Al-Reyae (2017), the databases used by Saudi Arabian medical students revealed that 87% used Access-Medicine, followed by 84% who used Clinical Key, while 75% used Science Direct. Additionally, the study established that students were more familiar with electronic book databases than with journal publications. Gunasekera (2010) indicated that out of 800 respondents, 474 (59.3%) visited the library every day, whereas 181 (22.6%) visited the library when necessary. Ifijeh (2011c) opined that out of the 242 faculty members, 102 (42.1%) visited the library monthly, followed by 77 (31.8%) who visited the library twice a month, and 22 (9.2%) visited the library rarely. Simisaye (2012) conducted a similar study at Tai Solarin University of Education. It was established that out of 108 respondents, 64 (59.3%) of the academic staff visited the library once a week, whereas 12 (11.1%) visited the library every day. According to the study, textbooks, e-journals, and daily papers were the most used resources. Yusuf and Iwu (2010) conducted a study at Covenant University, Nigeria, on the use of the academic library. Their findings revealed that out of 90 academic staff, 28 (31.1%) visited the library 2 to 3 times a month, followed by 25 (27.8%) who visited the facility once a week. In the same study, out of 210 student respondents, 112 (53.3%) visited the library 2 to 3 times a week, while 75 (35.7%) visited the facility daily. It is subsequently critical for library management to make their resources available and accessible to all users without any stringent conditions attached to the use of resources.

Methodology

The study adopted a quantitative survey design method. A structured questionnaire was used as the research instrument for data collection. The researcher sought permission from the Pro-Vice Chancellor's office before gathering the data.

The population of this study comprised faculty and students drawn from the School of Business, School of Theology and Mission, Department of Education, Faculty of Social Sciences, and the School of Nursing and Midwifery. The total population of faculty and students at the time of carrying out this study was 2, 246 comprising 74 faculty members and 2, 172 students. The stratified and convenience sampling techniques were used in this study. The participants were grouped into strata according to their levels, programme of study and the department they belonged to, while faculty members were grouped according to their faculties, schools and departments. When cases in the population belong to different strata, stratified random sampling is necessary to ensure that all sections are equally represented (Sharma, 2017). Nsawah-Nuamah (2005) stated that using a stratified method enables the researcher to administer the questionnaire only to the respondents without wasting much time. The study utilised the convenience sampling technique to select the students. According to Taherdoost (2016), a researcher uses the convenience sampling method to select participants based on their availability, readiness, and ease of use. Shuttleworth (2009) indicated that convenience sampling is a method of nonprobability sampling in which subjects are chosen for their convenient accessibility and proximity to the researcher. Out of the 2,172 student population, 513 were sampled for the study. The researcher, however, used all 74 faculty members because of their small population. According to Bernard (2012), if the population is less than 200, a researcher can use the entire population. The researcher obtained the help of one library staff and two students who assisted in the administration of the questionnaire. Copies of the questionnaire were distributed to students who visited the Library at the time of this study. Some copies were also administered to students in their lecture halls while they were waiting for their lecturers. The faculty members were also given copies in their respective offices. The administration and collection of copies of the questionnaire took three weeks. Out of 74 copies of

the questionnaire distributed to the faculty members, on one hand, 53 (71.6%) were retrieved from the respondents. This translated to a 71.62% response rate. On the other hand, a total of 513 copies of the questionnaire were administered to the students, out of which 507 were used for analysis, which also translated to a 98.8% response rate. The data was computed, captured and analysed using the IBM- Statistical Product and Service Solutions (IBM-SPSS) to generate frequency tables and percentages from the quantitative data. The 1-5 point Likert scale order of ranking was used to rank the respondents' level of awareness and the most used material in the library (see Tables 1 and 2).

Results and Discussions

This section of the study provides detailed demographic information about the respondents. The study's results established that out of 53 faculty respondents, 32 (60.4%) were males, whereas 21 (39.6%) were females. The distribution of the ages of the respondents is as follows: 6 (11.3 %) of the faculty members were in the age bracket of 21–30 years, and 13 (24.5%) fell between the ages of 31–40 years. Twenty-three (43.4 %) were between the ages of 41–50 years, and 11 (20.8 %) were between the ages of 51–60 years.

The study revealed that out of the 53 faculty members, 14 (26.4%) were from the School of Business, 5 (9.4 %) from the School of Theology and Mission. 10 (18.86 %) from the Department of Education, 16 (30.18 %) from the Faculty of Social Sciences, and 8 (15.1 %) from the School of Nursing and Midwifery.

Similarly, on the side of the student respondents, of 507, 321 (63.3%) were males, while 186 (36.7%) were females. The results established that out of the 507 student respondents, 185 (36.5%) were in the age bracket of 18-25 years, and 126 (24.8%) fell between the ages of 26 and 30 years, 118 (23.3%) were between 31 and 35 years, and 78 (15.4%) from 36-40 and above. The study revealed again that of the 507 respondents, 120 (23.7%) were from the School of Business, 78 (15.4%) from the

School of Theology and Mission, 118 (23.3%) were from the Department of Education, 76 (14.9%) from the Faculty of Social Sciences, and 115 (22.7%) from the School of Nursing and Midwifery.

Table 1 used the Relative Importance Index to rank respondents' views on preference and ranking of

resources accessed by the faculty and students. The following formula was used; thus, where 1= Very Low, 2 = Low, 3= Moderate, 4 = High, and 5= Very High.

The Relative Importance Index (RII) was calculated based on the following equation:

$$RII = \text{Sum of weights } (W1 + W2 + W3 + W4 + W5) / A \times N$$

$$\text{Relative Importance Index: } \frac{\sum w}{AN} = \frac{W1 + W2 + W3 + W4 + W5}{5N}$$

Where:

W: weighting as assigned by each respondent on a scale of 1 to 5. One (1) is the least, and five (5) is the highest. A: the highest weight (in this case, 5);

N: Total number of respondents.

$$\text{Hence: } (1 \times 9) + (2 \times 22) + (3 \times 14) + (4 \times 12) + (5 \times 7) = 9 + 44 + 42 + 48 + 35 = 156$$

$$= 156 / 265 \times 5 = 156 / 265 = 0.58867; RII = 0.589.$$

Table 1: Faculty and Students' Awareness of Library Materials

| Materials | Faculty (n= 53) Rank Given by Faculty Members | | | | | | | Materials | Students (n= 507) Rank Given by Students | | | | | | |
|----------------------------|---|----|----|----|----|-------|------------|---------------------|--|-----|-----|-----|-----|-------|------------|
| | 1 | 2 | 3 | 4 | 5 | RII | Rank | | Students = | 1 | 2 | 3 | 4 | 5 | RII |
| Print journals | 9 | 22 | 42 | 48 | 35 | 0.589 | 1st | E-journals | 76 | 208 | 330 | 468 | 500 | 0.624 | 1st |
| E-journals | 15 | 12 | 36 | 32 | 60 | 0.585 | 2nd | Textbooks | 108 | 194 | 303 | 268 | 670 | 0.609 | 2nd |
| Newspapers | 10 | 22 | 48 | 44 | 25 | 0.566 | 3rd | Newspapers | 96 | 216 | 309 | 448 | 440 | 0.595 | 3rd |
| E- databases | 16 | 14 | 39 | 24 | 55 | 0.562 | 4th | Yearbooks | 119 | 190 | 291 | 448 | 420 | 0.579 | 4th |
| Yearbook | 12 | 34 | 18 | 36 | 45 | 0.558 | 5th | Project work/thesis | 152 | 136 | 318 | 340 | 480 | 0.563 | 5th |
| Textbooks | 10 | 22 | 48 | 44 | 25 | 0.551 | 6th | E- databases | 121 | 210 | 339 | 364 | 385 | 0.559 | 6th |
| Periodicals | 17 | 24 | 21 | 36 | 40 | 0.536 | 7th | Periodicals | 145 | 230 | 330 | 324 | 280 | 0.516 | 7th |
| Reference materials | 13 | 28 | 30 | 36 | 35 | 0.521 | 8th | Reference materials | 158 | 192 | 360 | 304 | 285 | 0.512 | 8th |
| PhD dissertations | 21 | 20 | 27 | 24 | 35 | 0.479 | 9th | Print journals | 142 | 292 | 336 | 252 | 220 | 0.489 | 9th |

Source: Field Data, 2020

The respondents were asked to indicate their level of awareness of library materials in the library.

On the part of the faculty members, the print journals were ranked 1st with a value of (RII = 0.589), followed by E-journals which came 2nd with a value of (RII = 0.585) while newspapers were ranked 3rd with a value of (RII = 0.566). On the other hand, student respondents ranked E-journals 1st with a value of (RII = 0.624), textbooks, 2nd with a value of (RII = 0.609) while newspapers were ranked 3rd with a value of (RII = 0.609).

Table 2: Type of Materials used Most in the Library

| Materials | Faculty (n = 53) Rank Given by Faculty | | | | | | | Materials | Students (n = 507) Rank Given by Students | | | | | | |
|----------------------------|--|----|----|----|----|-------|------------|---------------------|---|-----|-----|-----|-----|-------|------------|
| | 1 | 2 | 3 | 4 | 5 | RII | Rank | | Students | 1 | 2 | 3 | 4 | 5 | RII |
| Textbooks | 9 | 24 | 42 | 28 | 55 | 0.596 | 1st | Textbooks | 141 | 204 | 186 | 412 | 495 | 0.567 | 1st |
| Newspapers | 15 | 14 | 24 | 44 | 60 | 0.585 | 2nd | Newspapers | 124 | 224 | 264 | 284 | 435 | 0.564 | 2nd |
| E-journals | 7 | 34 | 42 | 16 | 55 | 0.581 | 3rd | Reference materials | 91 | 276 | 324 | 464 | 270 | 0.562 | 3rd |
| E-databases | 9 | 38 | 30 | 24 | 45 | 0.551 | 4th | E-databases | 120 | 220 | 294 | 448 | 335 | 0.559 | 4th |
| Yearbook | 14 | 18 | 39 | 44 | 30 | 0.547 | 5th | Project work/thesis | 88 | 288 | 378 | 356 | 300 | 0.556 | 5th |
| Print journals | 12 | 34 | 27 | 28 | 40 | 0.532 | 6th | E-journals | 131 | 196 | 351 | 328 | 395 | 0.553 | 6th |
| Periodicals | 20 | 18 | 24 | 20 | 55 | 0.517 | 7th | Periodicals | 103 | 258 | 423 | 356 | 225 | 0.538 | 7th |
| Reference materials | 16 | 15 | 11 | 4 | 7 | 0.491 | 8th | Print journals | 140 | 226 | 288 | 468 | 205 | 0.523 | 8th |
| PhD dissertations | 46 | 4 | 3 | 12 | 5 | 0.264 | 9th | Print journals | 99 | 386 | 228 | 368 | 235 | 0.519 | 9th |

Source: Field Data, 2020

The researcher again sought to find out the materials that are used most in the library.

Table 2 revealed that textbooks were ranked 1st with a value of (RII= 0.596) by faculty members, followed by newspapers which came 2nd with a value of (RII = 0.585), and E-journals 3rd with a value of (RII = 0.581). Surprisingly, the students also ranked textbooks 1st with a value of (RII =

0.567) as the most used materials in the library, while newspapers were ranked 2nd with a value of (RII = 0.564), and reference materials were ranked 3rd with a value of (RII = 0.562). Based on these results, it can be concluded that print materials were the most used materials in the library.

Table 4: Frequency of Visits to the VVU Library

| Responses | Faculty Percentage (%) | Students Percentage (%) |
|------------------------|-------------------------------|--------------------------------|
| Daily | 16 (30.2) | 121 (23.9) |
| Weekly | 7 (13.2) | 86 (16.9) |
| Once a week | 11 (20.8) | 74 (14.6) |
| Monthly | 4 (7.5) | 69 (13.6) |
| Once a month | 9 (17.0) | 82 (16.2) |
| Occasionally | 6 (11.3) | 75 (14.8) |
| Total (n = 560) | 53 (100) | 507 (100) |

Source: Field Data, 2020

This section of the study sought to determine the frequency of visits to the library by faculty and students. Table 4 shows that out of 53 faculty respondents, 16 (30.2%) visited the library daily, followed by 11 (20.8%) who visited the library once a week, while 9 (17.0%) and 6 (11.3%) of the respondents also visited the library once a month and occasionally respectively. Out of the (507) student respondents, 121 (23.9%), visited the library daily, followed by 86 (16.9%) who indicated weekly, whereas 82 (16.2%) and 75 (14.8%) of the respondents visited the facility once a month and occasionally respectively.

Discussions

Faculty and Students' Awareness of Library Materials

Faculty and students' awareness of the library materials may be one of the critical fillips that influence the maximum use of the library. The findings established that majority of the faculty respondents, and student respondents were aware of the materials in the library. This discovery is in line

with Das et al. (2013), whose study found that faculty members were aware of the various library materials. However, the findings deviate from Ifijeh's (2011) assertion that a lack of awareness of materials or services in the library is the key factor influencing library use by faculty members.

Types of Materials used in the library

The types of materials available in a particular library can impact usage. Libraries that hold current, timely, and relevant materials are likely to receive higher patronage since they carry information that significantly affects learning, teaching, and research output.

The results indicated that faculty members and students used textbooks more than any other materials in the library. This attests to the disclosure made by Khan and Bhatti (2015) that faculty members use textbooks, general books, law reports, journals and reference collection to fulfil their information needs. Similarly, the results of the student respondents were not different from that of the faculty members. They also revealed that

textbooks were the most consulted materials in the library. These findings are consistent with Iwara (2015; Sohail et al., 2012) that students used textbooks, journals and theses as their primary source of information.

The Frequency of Library Visits by Faculty and Students

Faculty members and students need current and regular information to enhance their academic activities. For this reason, the researcher sought to examine how frequently users visit the library to access materials. The findings established that the majority of both faculty respondents and student respondents visited the library daily. This result contradicts Simisaye's (2012) findings that faculty members visited the library weekly.

The findings are not in line with Yusuf and Iwu (2011), whose study revealed that faculty members visited the library 2 to 3 times a month, whereas students visited the library 2 to 3 times a week.

Conclusion

Academic libraries' pivotal role in the university community cannot be underestimated. These libraries are set up to serve users and support all academic-related activities.

The findings confirmed that a significant number of faculty and students were aware of library materials, and both faculty and students visited the library daily. Academic staff and students revealed that they used more textbooks than any other materials in the library.

The findings of this current study will serve as a reference point for future studies.

Recommendations

Based on the results that emerged from the study, the following recommendations were made: The study found that most faculty members were aware of the existence of print journals, whereas students were aware of electronic journals. Even though most users are aware of the materials in the library, the library staff can still increase awareness of the materials. The staff can also use library websites to inform users about the arrival of new materials in the

library. The creation of awareness about materials in the library should be an ongoing process. It is suggested that the library acquire more relevant textbooks because the majority of faculty members and students use textbooks more than any other materials.

It is suggested that the library conducts a survey to ascertain the requirements of its patrons; this would help the library meet users' requests and increase patronage. A good customer relationship between staff and users can also help to increase the frequency of use of library materials. It is, therefore, incumbent on management of the library to implement measures that will ensure that all patrons utilise the facility.

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