



**Competency on the Use of Library Resources for Learning by NOUN  
Students in South- East, Nigeria**

**Compétence sur l'utilisation des ressources de la bibliothèque pour  
l'apprentissage par les étudiants de NOUN dans le sud-est du Nigeria**

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**Abstract**

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*This Study is highly necessary in the view about education for all citizens and the caption that there should be no barrier for enrolment to tertiary institutions. The author highlighted on different view and nature of Open and Distance Learning (ODL). The study is on the competency of NOUN students on the utilization of library resources for learning in the study center libraries in south -east. The design adopted for this study was descriptive survey. The sample size was 391, the completed and returned questionnaire was 365. The research was guided by four research questions. Data collected was analysed using frequency counts and simple percentages. Findings from the study reveal that learners are not aware of the available resources in the library, need ICT competencies for browsing for information. Problems militating the effective utilization of library resources were identified as lack of facilities and poor internet connectivity among others. Strategies for enhancement was captured. Based on the findings, the following recommendations were made: provision of current electronic resources; increase on awareness of available resources for NOUN students; adequate provision of fund for the library upkeep; constant training on the needed competencies for learners and internet connectivity for information surfing.*

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**Key words:** Competency, Library resources, NOUN Students, Learning

**Résumé**

*Cette étude est primordiale du point de vue du concept de l'éducation pour tous les citoyens et de la légende selon laquelle il ne devrait y avoir aucun obstacle*

à l'inscription dans les établissements d'enseignement supérieur. L'auteur a mis en évidence différents points de vue et nature de l'enseignement ouvert et à distance (OD). L'étude porte sur la compétence des étudiants de NOUN sur l'utilisation des ressources de la bibliothèque pour l'apprentissage dans les bibliothèques des centres d'études du sud-est. L'enquête descriptive a été adoptée comme outil de conception de cette étude. La taille de l'échantillon était de 391, le questionnaire rempli et retourné était de 365. La recherche était guidée par quatre questions de recherche. Les données recueillies ont été analysées à l'aide de comptages de fréquence et de pourcentages simples. Les résultats de l'étude ont révélé que les apprenants ne sont pas conscients des ressources disponibles dans la bibliothèque, qu'ils ont besoin de compétences en TIC pour rechercher des informations. Les problèmes qui empêchent l'utilisation efficace des ressources de la bibliothèque ont été identifiés comme le manque d'installations et la mauvaise connectivité Internet, entre autres. Les stratégies d'amélioration ont été capturées. Sur la base des conclusions, les recommandations suivantes ont été formulées : fourniture des ressources électroniques actuelles; augmentation de la sensibilisation aux ressources disponibles pour les étudiants de NOUN; provision adéquate de fonds pour l'entretien de la bibliothèque; formation permanente sur les compétences nécessaires aux apprenants et la connectivité Internet pour la navigation et la recherche de l'information.

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**Mots-clés:** Compétence, ressources de la bibliothèque, étudiants de NOUN, apprentissage

### **Introduction**

Education is as vital as ever, to the society and it's citizenry that no one will like to be in the dark, without any learning impact or abreast of knowledge. This is why an alternative ways in which one can conveniently enrol him/herself for learning now emerge. This led to the emergence of Open and Distance Learning which is to assist people that are in serious need of learning. It is therefore the system of teaching and learning where the student and the instructor are physically separated. It is an encouraging form of education which has a lot to offer to people across the whole society, that involves acquisition of both knowledge and skills through mediated information and instruction, in pursuit of lifelong learning for all. Ololube, Ubogu and Egbezor (2007) opined that Open and distance learning is a form of education in which there is normally a separation between teachers and learners. Thus, it incorporates the printed and written word, the telephone, computer conferencing or teleconferencing to bridge the physical gap between the instructor and the learner.

For its unanimous recognition and acceptance, it is no more for old people only, rather it is universal, for everybody privileged to meet up with past denied opportunity. Also Pena (2011) stated that open and distance learning is a field of education that focuses on teaching methods and technology which has been described as a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. On that note, Oblinger, (2000) identified some rationale behind the establishment of Open University education, as to expand access; alleviate capacity constraints; capitalizing on emerging market opportunities and serving as a catalyst for institutional transformation.

The Federal Republic of Nigeria (2013) through its national policy on education detailed that the objectives of distance education should be to provide access to excellent education and equity in educational opportunities for those who otherwise would have been denied; meet the special needs of employers by instituting special certificate courses for their employees at their work place; encourage internationalization especially of tertiary education curricula and restructure the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work. The increasing demand for distance education in Nigeria led to the establishment of National Open University of Nigeria among other distance education institutions.

National Open University of Nigeria (NOUN) was established in July 1983 and was closed down in 1984, was resuscitated on April 2001 and fully took off and has been maintained to the present day. As at 2019, NOUN has 78 Study Centres, located in the state capitals, major and important communities in all the six geo-political zones of the country, as well as the Federal Capital Territory (FCT). This study covered all the study centres in the South East (Abia, Anambra, Ebonyi, Enugu and Imo) States. The researcher's choice of NOUN library, is that NOUN is the only university that practice a single mode of learning, trying to examine how the learners access the library resources and how to enhance retrieval and usage. The choice of South East, where NOUN study centres are is to ascertain whether the students in the local/ remote study centres really get the adequate current library resources and other facilities they need for their studies.

### **Library Resources in NOUN**

Library is a cornerstone of every institution of higher learning, distance institutions cannot be left out in such. NOUN University Library came into being in 2007, few years after the inception of the university. The first to be was the Main Library at the Headquarter, after which there were libraries in the various study centres, for the benefit of the distance learners, in spite of the

remote area. Electronic information usage in the library include textbooks, periodicals, reference materials, manuscripts and electronic information materials in the form of CD-ROMS- e-books, e-databases, electronic journals, electronic current awareness service and information gateways accessed through the internet. Hussaini, Vashistha, and Jimah (2018) opined that library resource comprise prints and electronics, including textbooks, magazines, notebooks, summaries, newspapers, magazines, reports, databases on CD-ROM, Internet, e-mail, video cassettes, floppy disks, computers and microforms.

NOUN Library subscribes to several electronic resources like electronic books, journals and periodicals, provides access links for their patronage patrons in all the centre libraries, including the ones in the South-east. Example of such e-resources are thus: African portal, the electronic library of mathematics, electronic resources for research methods, electronic journal of statistics, journal of entrepreneurial finance, national academic press, JSTOR, African journal archive, library and information science commons, e-prints in library & information science and African digital library among others, which ought to be available in the centre libraries for the distance learners, such retrieval of those information will be enhanced, if required competency by distance learners are acquired. Gakibayo, Ikoja- Odongo, and Okello-Obura. (2013) opined that the emergence of electronic information resources has tremendously transformed information handling and management in academic environments and in university libraries in particular. Iwhiwhu and Okorodudu (2012) stated that the library information resources are better utilized when relevant facilities such as reading tables, chairs, book shelves, ICTs among others are available. The availability of facilities enhances the ability of libraries to render necessary services to users, the integration of all these, will bring about user's overall satisfaction.

There are certain required study competency in which distance learners should have so as to access the resources in the library for their research and academic work. Such competency like motivational techniques, time management, note taking, ICT skills and organizational skills, when in-use often will assist users in exploring these e- resources for their information needs. Uwaifo (2010) stated that except the users are trained, they can't be relevant in the use of ICT resources. He emphasised the aspects of training as such that assist the learners on the use of library resources for learning. Students, who are unequipped with good study skills/competence, lack the capacity to utilize available school learning resources especially the library resources, such lack of skill/competency in concentration will make it impossible for a student to engage in any meaningful study and utilization of library resources at any given time (Ilogho and Iroaganachi, 2016)

### **Review of Related Literature**

Ranganathan's law in librarianship portray that the right information resources must be available for the right user at the right time in their appropriate formats, which are the responsibilities of the library and librarians. Library resources are of great importance to even distance learners, especially the electronic resources, where desired skills are paramount for its accessibility. Damilola (2013) emphasized that electronic resources offer today students different opportunities, hence they hold great potentials in supporting and augmenting existing distance education programme and assisting in academic work of learners. Also Onye (2016) acknowledged that the value of library cannot be left out, for without the information resources provided by the library, teaching, learning and research, which is mainly for using the library resources will lack vital support. The effectiveness of any library is more on the use made of its resources and services. This proves the efforts of librarians in organizing library resources so that they can be easily and fully utilized. One of such efforts is the instruction given to library patrons to acquaint themselves with the library and its resources, with a view to enabling them retrieve needed information without difficulty (Uwakwe, Onyeneke and Njoku, 2016).

### **Competency for Accessibility of Library Resources**

Certain required competencies that enable access of library information/ resources, even in digital libraries for distance learners are highly encouraged. There ought to be effective and utilization of electronic information if users develop competence of using such search strategies like Boolean Operators, Truncation etc., that enable information users to either narrow or broaden their search to suite their need (Mwatela, 2013). These competencies are of vital in the accessibility of library resources by distance learners in order to improve in their learning output, they are thus: motivational techniques, time management competency, note taking skill, information and communication technology skills and organizational skills.

One of the enabling competency (information communication and technology) for browsing electronic resources assist in surfing for information irrespective of the patron's location. With the aid of ICT, libraries have drastically improved in all rounds, more especially in satisfying their users with the needed information, its impact provides a means of exchanging information in the digital format for learning and research. Onyebuchi (2005) noted that ICT is any equipment or interconnected system that is used in the management, transmission, reception of data or information processing, which is an electronic communications that promote usage of information by students or other categories. ICT has brought about considerable improvement in information provision, become cheaper to digitally store, process and access large amounts of information at greater speed.

Several ICT facilities enhance effectiveness in library resources access and utilization for all the activities of the library, such are thus: internet connectivity, connected computer, CD-ROM, scanner and electronic mail among others. Afolabi and Abidoye (2011) identified some relevant ICT facilities that can assist the users in the library as follows: the computer, video conferencing, internet facility, electronic mail (E-mail), computer networking, and the expert system. Chauhan, (2004) stated that developments in ICT have made significant impact on all spheres of human life, the impact has been rather prominent in case of service activities such as education and libraries. Sharma, Singh and Kumar (2009) inferred that the adoption of ICT should not be considered as a luxury, but as an added tool to provide effective information services for the information need of the user.

It is obvious that a user cannot wake up from sleep and start operating a system (computer), rather there must be some means of inculcating the knowledge of technology to aid effective utilization of these information resources in the library, through many possible ways to maintain a proper standards that can enhance retrieval of information resources. These standards are supported by thus; through library tour; through induction programmes; through workshops and conferences organized by school/library management; through course mates/ friends and through self-study. Prestridge (2010) inferred that these ways could make greater skill retention as users are using the skills repeatedly and purposefully at the time of information retrieval and use.

In addition, trendy competency ought to assist NOUN students to embrace globally. Noor-Ul-Amin (2013) opined that it provides opportunities to access an abundance of information and viewing information from multiple perspectives, thereby fostering the authenticity of learning environments. These has really improve various sectors including libraries and information centres.

**Statement of Problems**Libraries are known for its support to the university in learning, teaching, and research with vital learning resource and service delivery to the students, such is applicable to digital libraries for distance learners. The library provides the collection in well-organized manner to grant easy access to such resources, knowing fully well that information is not well placed when access to it is not provided. Information retrieval is very core when it comes to online information resources, especially for the students (distance learners) that learn at a distance.

It was observed that some of the resources are not really in use by students, what is really the problem, does it mean that there is no such resources available in the library, or they don't have the required competency to access



the resources or not aware of the availability of such resources in the library. Though many studies has been done which are related to competency of patrons for accessing and retrieving library resources, but none emphasised in connection to distance learners' retrieval of library resources, hence it calls for the present study- Competency on the use of library resources for learning by NOUN students in South- East, Nigeria.

### **Objectives of the Study**

This study aims at determining the:

1. Awareness of the available of library resources in the library for NOUN students for effective learning in the South -east, Nigeria.
2. Competence of use of library resources by NOUN students for effective learning in the South -east, Nigeria.
3. Problems that militating against effective utilization of library resources for learning by NOUN students in the South- east, Nigeria.
4. Strategies for effective utilization of library resources for learning by NOUN students in the South –east, Nigeria.

### **Research Questions**

The study will be guided by the following research questions:

1. What are the available library resources for NOUN students for effective learning in the South-east, Nigeria?
2. What is the competency of use of library resources by NOUN students for effective learning in the South-east, Nigeria?
3. What are the problems militating against effective utilization of library resources for learning by NOUN students in South- east?
4. What are the strategies needed for effective utilization of library resources for learning by NOUN students in the South-east?

### **Problems confronting distance learners on the use of library Resources**

Although electronic information resources hold great potentials in supporting and augmenting existing distance education programme, the fact remains that there are various problems militating against the use of library resources by distance learning students, of which if not addressed, the library resources will not be utilized by learners appropriately. Such challenges are thus: Inadequate competency/ training; inadequate of functioning computer; lack of facilities/resources; irregular power supply; poor internet connectivity; lack of finance; non-awareness creation of library resources and lack of peer-to-peer connection and learning among others.

- Inadequate competency/Training: Since certain competency are highly needed for the access of information (library resources) in the library, it is highly vital for the learners to have knowledge of the browsing

skills to enable use of resources for accessibility and retrieval. Distance learners without proper skills for accessing and retrieving information in the library will always find it difficult to get hold of the needed information for academic work and research. Ohiwerei, Azih, and Okoli (2013) commented that higher education institutions have adopted information and communication technology as vital to impact on students the knowledge and skills demanded by 21st century educational engagement.

- Inadequate of functioning Computer: Computers and electronic facilities are still very expensive and is hard for a good functioning ones to be affordable by individuals and library management. The absence of such vital facility can hamper the use of electronic resources in the library. Ololube, Ubogu and Egbezor (2007) added that ICT is having a revolutionary impact on educational methodology both at conventional and distance education levels globally, however if this is not widespread and strengthened, could be a challenge in the future.
- Lack of facilities/ resources: Adequate resources in the library increases the moral of the students in terms of usage in the library. It is a paramount importance for library management to procure variety of resources and at a reasonable quantity, which serve and encourage learners for more use of resources in the library. The non-availability of resources limits the users on the use of information. The absence of related facilities in some of the university libraries is one of the vital challenges facing students when they want to access and utilize digital information resources from anyway at any time and as such limit their usability (Urhiewhu, 2015)
- Irregular power supply: Libraries need electricity to empower their systems and for other electrical appliance to function well. Some academic institutions, on a special arrangement are always connected directly to Power Holdings Company, yet no regular electricity is supplied to the institutions and some faculties/departments or libraries of the institutions cannot afford a generating set such that can power the entire computer in the virtual section of the library. This brings about no regular power to access information in the library by users. The unsteady power supply has crippled various sectors and organization, especially on any activities / projects within the academic institutions and libraries (Ogbomo, 2011)
- Poor internet connectivity: Some of the study centre library are not able to connect to the World Wide Web (www) even where the universities are connected, because of no regular internet connection. Libraries and individuals find it difficult to enjoy the internet connectivity due to the high costs involved in the connection and usage.
- Lack of Finance: Finance is a very important engineer of any library to function properly, it helps in the provision of both human and material



resources. Money is actually needed in procurement of library resources and media technology to enhance access and usage, as such should be made a priority.

- Non-awareness creation of library resources: It is a good professional role a library management to always bring to the notice of learners about the new arrival of resources in the library. The knowledge of the existence and link for retrieval enhances usage, knowing fully well that information materials/ resources are out of place when access is not provided. But where awareness are not created, that is a big problem.
- Lack of peer – to – peer connection and learning: ODL programm and learning limits learners to themselves more, because it seem to be an individual thing. This makes learners to confine to yourself most often, not getting additional information on how to get some information in the library or to access electronic resources. It does narrows connection with other students and learning as well.

These above mentioned challenges, if handled will go a long way in helping the learners to access library resources for learning that will be useful all through life. Active measures should be taken to enhance proper usage of resources and facilities in an academic institutions and their libraries, especially the digital libraries (for distance learners)

### **Strategies for enhancing competency of use of library resources by distance learners**

The ultimate use of library/information resources depends wholly on the proper arrangement (organisation) of those resources to ease retrieval by distance learners. The librarians has to put certain things in place so as to justify their service to the users. The challenges ought to be addressed to aid accessibility and retrieval of library resources, which distance learners should use for learning.

There is need for proper competency/ training for the browsing of information resources, this enables the learners to be able to retrieve their needed information with ease if skilful. The library management need to conduct training in form of workshops, orientation to educate the users on the tips of accessing library information.

There must be enough workable and functioning computer, this if made available entices the student and when they constantly use them, brings about mastery and competent. Functioning computer is also a very good advantage. When users constantly make use of their laptops or desktop for their academic work, it exposes them to lots of search engines and links for information accessibility.

Library management should device a means to procure adequate resources for

the benefit of the distance learners. The resources should be in various format in order to cater for all the beneficiaries. This encourage usage and learning too.

Constant supply of electricity is another ardent need for the library services delivery and usage. Electricity power supply is central; as such the government should endeavour to rise to this kind of challenge of meeting up to the demand for improved stability on its supply and steadiness. More also study centre libraries should have an alternative power supply to optimize electronic facilities working condition.

There should be a well-connected internet and its facilities in the library for better connection and information surfing globally. Ofori-Dwumfuo and Addo, (2012) stated that internet as an information repository allows to access timely information, check e-mails and do research. Online chat allows people to carry on discussions using written text, instant messaging enables users to exchange text messages, which are ways of learning. Ezeani (2010) added that electronic mail has become one of the most preferred means of communication and it offers the librarians the opportunity to reach one another and their patrons very fast.

Funding is another vital strategy for improving accessibility of library resources; lack of fund can hinder a lot in information provision and access. Government should take it as a priority to allot separate money for infrastructures and all maintenance in the library, this will enable for the provision of all needed implementation of necessary developments in the library. Siddike; Munshi and Sayeed (2011) opined that the government as well as university authorities should allocate sufficient funds to support the purchasing and maintenance of the university libraries.

There should be creation and increase of awareness on available resources in the library. This clears the error in the ignorance of the knowledge of the existence of some information awaiting learners in the library for their academic pursuit. Ezugwu (2011) opined that awareness could be improved by formulation of policies and strategic plans, collaboration with institutions, agents and governments from developed countries.

There should be a way of creating a forum for learners to come together for events and learn as a peer. This can have a good advantage on them, coming together as a peer group, as such work and learn together, know themselves better, read together and learn from each other.

Badaru and Oyegunle (2012) conclusively said that authorities in various institutions must find means of making library facilities and resources available to their users for their staff to work well with the facilities in the libraries.

### Research Methodology

The design adopted for this study was descriptive survey with a self structured designed questionnaire in line with the objectives of the study as the instrument used in collecting data. The total population of the four study centre in South-east is 27,588 students. The study centres are Awka study centre- 10,500; Enugu study centre – 7,488; Owerri study centre – 6,600 and Umudike study centre – 3,000. The sample size of each study centre is 99, 98, 98, 96 respectively, with a total of 391 derived by using

Yamene statistical formula: 
$$n = \frac{N}{1 + N(e)^2}$$

Purposive sampling technique was used to select the four study centre libraries out of six study centers used for the study, because the four study centre libraries has fully been commissioned and officially opened for use by learners. Uzoagulu (2011) opined that purposive sampling is where the characteristics or special feature of a subject grant him the qualification to be included in the sample. Stratified sampling technique was used to select the number of respondent from each study centre library, while simple random sampling technique was used to select the individual respondents. The reason for the choice of the sampling procedure at this stage is to ensure that the students are approximately represented and to ensure that the researcher selected a number of students that can be conveniently handled. Anaekwe (2007) states that, each element of the population has equal and independent chance of being included in the sample. And also Nworgu (2006) said that proportionate sampling ensures greater representativeness of the sample relative to the population and guarantees that minority constituents of the population are represented in the sample.

The questionnaire were constructed on a four-point Likert scale of Strongly Agree (SA, 4Points); Agree (A, 3Points); Disagree (D, 2Points); Strongly Disagree (SD, 1Point). A total of 391 questionnaire were distributed to the students in the four study centre libraries in the South-east. A total of 99 questionnaire was distributed to students in Awka study centre, out of which 90 were completed and returned, 98 were distributed to students in Enugu study center, 90 were completed and returned, 98 were distributed to students in Owerri study center, 95 were completed and returned, 96 were distributed to students of Umudike, 90 were completed and returned. A total of 365 were completed and returned from the students. Data collected were analyzed using frequency counts and simple percentages.

### Distribution of Questionnaire

Study Centre Libraries	No. Distributed	No. Returned
Awka Study Centre	99	90
Enugu Study Centre	98	90
Owerri Study Centre	98	95
Umudike Study Centre	96	90

### Result and Findings

**Table 1: Awareness of the availability of library Resources N=365**

S/N	Awareness of available library resources	SA	A	D	SD	Total
1	Textbooks	44	13	17	15	89
2	Periodicals	13	17	20	23	73
3	Reference Materials	17	23	25	10	75
4	Manuscripts	27	10	13	15	65
5	E-Resources (e -books, e -journal, films, tapes, etc.)	14	13	17	19	63
	<b>Total</b>	<b>115</b>	<b>76</b>	<b>92</b>	<b>82</b>	<b>365</b>

From the **table 1** above, 57 (16%) respondents agreed that they are aware of the textbooks in the library, while 32 (9%) disagreed. 43 (12%) respondents disagreed the knowledge of the availability of periodicals, while 30 (8%) agreed. 40 (11%) respondents agreed about the awareness of reference materials, while 35 (11%) disagreed. 37 (10%) respondents agreed that they are aware of the manuscripts, while 28 (8%) disagreed. 36 (10%) respondents disagreed that they are not aware of e-resources in the library, while 27 (7%) agreed.

**Table 2: What Competency of use of library Resources do you have N=365**

S/N	Competency for using library resources	SA	A	D	SD	Total
1	Motivational techniques	38	12	23	11	84
2	Time management	15	20	28	11	74
3	Note –taking	11	31	12	25	79
4	Information and communication technology skills	15	14	17	19	65
5	Organizational skills,	18	14	16	15	63
	<b>Total</b>					<b>365</b>

From **table 2**, 40 (11%) respondents agreed they possess motivational techniques to assist them in accessing library resources, while 34 (9%) disagreed. 35 (10%) respondents agreed they maximise the time, which is crucial while accessing library resources, while 29 (8%) disagreed. 42 (12%) respondents agreed they do note- taking as they read and access library resources, while 37 (10%) disagreed and indicated that they don't use it at all. 36 (10%) respondents disagreed having ICT competency for browsing library resources, while 29 (8%) agreed they are ICT compliant. 32 (9%) respondents agreed they possess organizational skills to access library resources, while 31 (8%) disagreed.

**Table 3: Problems militating against the acquisition of competency in the use of library resources N=365**

S/N	Problems	SA	A	D	SD	Total
1	Inadequate competency/ training	18	16	15	17	66
2	Inadequate of functioning computer	10	13	11	14	48
3	Lack of facilities/resources	15	9	10	12	46
4	Irregular power supply	10	8	12	13	43
5	Poor internet connectivity	7	10	20	5	42
6	Lack of finance	10	13	5	10	38
7	Non-awareness creation of library resources	6	10	16	8	40
8	Lack of peer-to-peer connection and learning	8	13	11	10	42
	<b>Total</b>					<b>365</b>

The data in **table 3** shows that 34 (9%) respondents agreed that inadequate competency/training on how to browse and access information hinders them from effective utilization of library resources, while 32 (9%) disagreed. 25 (7%) respondents disagreed that inadequate of functioning computer is the problem of not using library resources, while 23 (6%) agreed. 24 (7%) respondents agreed that lack of facilities/resources hinder effective utilization of library resources, while 22 (6%) disagreed. 25 (7%) respondents disagreed that irregular power supply can hinder learners from using library resources effectively, while 18 (5%) agreed. 25 (7%) respondents disagreed that poor internet connectivity could be a problem of no effective use of library resources, while 17 (5%) agreed. 23 (6%) respondents agreed that lack of finance could hinder purchase of resources as such be a problem for effective use, while 15 (4%) disagreed. 24 (7%) respondents disagreed that is lack of awareness of the available resources that affect utilization of library resources, while 16 (4%) agreed. 21 (6%) respondents agreed that is lack of peer group connection and learning that affect use of library resources, while 21 (6%) disagreed.

**Table 4: Strategies for effective utilization of library resources N= 365**

S/N	Strategies	SA	A	D	SD	Total
1	There is need for proper competency/ training	5	7	20	10	42
2	There must be enough workable and functioning computer	15	10	9	12	46
3	Library management should device a means to procure adequate resources for the benefit of the distance learners	10	10	5	13	38
4	Constant supply of electricity	12	10	13	8	43
5	There should be a well-connected internet and its facilities	16	18	15	17	42
6	Funding is another vital strategy for improving accessibility of library resources	15	17	16	18	66
7	There should be creation and increase of awareness on available resources in the library	11	10	14	13	48
8	There should be a way of creating a forum for learners to come together for events and learn as a peer	8	6	10	16	40
	<b>Total</b>					<b>365</b>

**Table 4** above shows that 30 (8%) respondents disagreed that proper competency/training is a good strategy for improving on learner's access to



library resources, while 12 (3%) agreed. 25 (7%) respondents agreed that using enough workable and functioning computer can assist in retrieving library resources for learning, while 21 (6%) disagree. 20 (5%) respondents agreed that procurement of current and adequate resources in the library could assist learners very well, while 18 (5%) disagreed. 22 (6%) respondents agreed that constant supply of power has a lot to do for the browsing and access of library resources, while 21(6%) disagreed. 23 (6%) respondents agreed that well-connected internet is a good strategy to improve access to library resources, while 19 (5%) disagreed. 34 (9%) respondents agreed that funding has a great impact on the purchase of resources in the library and as such, a vital strategy to enhance learner's access to library resources, while 32 (9%) disagreed. 27 (7%) respondents agreed that there should be increase on the awareness of the availability of new/current library resources, while 21 (6%) disagreed. 26 (7%) respondents disagreed that peer group learning will improve use of library resources, while 14 (4%) agreed.

### **Summary of the Findings**

The findings from the study indicated that NOUN students need some current and adequate resources in their library in all the study centres in the South-east. Table 1 shows that students are not aware of e-resources such e-books and e-journals in the library, which is more adequate for their programme (learning at a distance). They need to be encourage by creating awareness. As Gakibayo, Ikoja- Odongo, and Okello-Obura. (2013) posits that the emergence of electronic information resources has tremendously transformed information handling in such a way that information can be accessed anytime, anywhere with ease.

More so in table 2, some competencies that enhances retrieval of resources ought to be encouraged among learners, especially ICT, which assists them in browsing through e-resources and surfing for information for their learning output. Uwaifo (2010) opined that except the users are trained, they can't be relevant in the use of ICT resources.

In addition, there are problems discovered that are responsible for learners not accessing library resources, such as inadequate competency/ training, lack of workable computer, lack of facilities/resources and poor internet connectivity among others.

Table 4 shows that there strategies to improve effective use of library resources by learners, of which adequate funding is vital and should be adhered to.

### **Recommendations**

The researcher made the following recommendation deduced from this study.

1. There should be provision of current and adequate library and electronic resources in all the NOUN study centre libraries including the one in the South-east.
2. There should be increase on awareness of available resources in the library for the NOUN students.
3. There should be adequate provision of fund for the library upkeep from the concerned authority.
4. There should be constant training on the competencies that learners need for learning, especially ICTs competency for browsing.
5. Also, internet connectivity should be made available in the study centre libraries in the South-east, to ease accessibility of information by NOUN students.

### **Conclusion**

Information in the library is out of place if access to its retrieval and use is not provided. It is of vital importance for the library management to put in place all the necessary things to encourage learner's view of the resources in the library and strive to make use of them, especially in their distance education programs in reaching the already set goal for distance learners.

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