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## EDITORIAL NOTE

It is my pleasure to present this special edition which contains two volumes in one. Altogether, this edition contains twelve articles on interesting and contemporary issues especially concerning academic libraries in Nigeria. The first article by Abba Hamza concerns learning management system for instructional delivery at the Ahmadu Bello University, Zaria. Similarly, the second article by Bukhari Badamasi deals with the perception of under privileged students on the use of digital technologies for academic achievement in Ahmadu Bello University, Zaria. The next article by Shamwil B. Salisu and two other collaborators focuses on the impact of electronic health records on quality of patients' care in a particular children and maternity clinic in Katsina. The interest of Rotimi J. Omolehin and his three joint authors is on the impact of diversity and inclusivity on library leadership for effective service delivery in Nigeria. In their contribution, Aliyu Ahmad and two others dwell on quality education through library services for sustainable development in Ahmadu Bello University, Zaria.

Suleiman Yusuf and his two co-authors examine the influence of library environment and utilization of information resources on academic activities of teachers with particular reference to unity colleges in the Federal Capital Territory, Abuja, Nigeria. The concern of Aliyu Nasir and Muhammad K. Abubakar is on the perception of librarians on the adoption of user-generated content on social media for information services in public tertiary institutions in Katsina. The article by Okogwu F.I is a case study on weeding of library resources specifically in Ebonyi State University Library. However, Odewole M. Omowumi's attention is on self-concept as a correlate of service delivery of librarians in some academic libraries in Oyo State. The following paper by Sani Asma'u Gidado and Muhammad K. Abubakar discusses the adoption and use of Information and Communication Technology (ICT) by lecturers in universities in Katsin State. The contribution of Romoke O. Quadir and two others is on knowledge and perception of academic librarians about open science and scholarly communication in universities in North-West, Nigeria. Last but not the least is a joint work by Sahabi A. Kaoje and two others on appraisal of the awareness and utilization of e-library facilities amongst faculty members in Kebbi State University of Science and Technology, Aliero.

The publication of this special edition would not have been possible without the interest and efforts of the authors as well as the unwavering commitment and sacrifice of the members of the Editorial Team. Our sincere appreciation goes to all of them for their immense contributions. We look forward to receiving high quality papers for consideration and publication in our future editions.

**Editor-in-Chief**

**Prof. Ahmad A. Balarabe, cln, fnla**

## NOTE FOR CONTRIBUTORS

Contributions to the *Nigerian Libraries* for publication are to submit their papers to the Editor-in-Chief by email file attachment using MS word. The papers should not be more than 1000 words or maximum of fifteen (15) pages. They should be double-spaced typed on A4 paper of standard size. Footnotes should be avoided as much as possible. The authors' name(s), present address, qualification, place of work and address, e-mail address and telephone number should be provided. Diagrams should be drawn in India ink on smooth white paper or board of standard proportions that they can be reduced to a page measuring 7'2 x 4'2 or half that size. References which should be according to APA style, should be provided at the end of each article for publication. For example:

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PERCEIVED INFLUENCE OF LIBRARY ENVIRONMENT, AVAILABILITY AND  
UTILISATION OF INFORMATION RESOURCES ON ACADEMIC ACTIVITIES  
OF TEACHERS IN UNITY COLLEGES IN FCT, ABUJA

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**Abstract**

*The study investigated teachers' perception of library environment, availability and utilisation of information resources on their academic activities in Unity Colleges in Federal Capital Territory (FCT), Abuja, Nigeria. Four research questions guided the study. Survey research design was used with the target population of 4233 teachers in six Unity Colleges within the four area councils in FCT, Abuja. Proportionate stratified sampling techniques was used to select 351 teachers. Four-point rating scale questionnaire was validated and pilot tested giving a reliability coefficient of 0.97. Out of 351 copies of questionnaire administered, 261 copies were filled, retrieved and found usable for descriptive analysis of frequency counts, percentages, mean and standard deviation. Results showed both individual and combined perception of the positive influence of library environment, availability and utilisation of information resources on academic activities of teachers in Unity Colleges in FCT Abuja. The study concluded that, with conducive library environment and adequate information resources, teachers would efficiently and effectively access and use information resources to pursue their academic activities in Unity Colleges within the territory. The study proffered practical recommendations to the Federal Ministry of Education as well as the authorities of Unity Colleges in FCT Abuja. These include provision, integration and use of inclusive collection as well as establishment of collaboration and partnership with other relevant bodies/organisations and sister unity colleges in Nigeria.*

**Keywords:** Availability, Environment, Federal Capital Territory Abuja, Information resources, School libraries, Unity colleges, Utilisation

**Introduction**

Educational institutions regardless of level are saddled with the responsibilities of training people or manpower for societal needs. This training could be in the form of knowledge dissemination from trainers (teachers) to trainees (students/learners). While dissemination or impact skill and knowledge is through the students being learners. The end product is that the student(s) is/are useful to the society. However, Federal Republic of Nigeria through National Policy on Education (2013) stressed that libraries are one of the educational services and as such proprietors of schools should establish libraries for active readership promotion and for the training of librarians. The academic responsibilities otherwise known as academic activities of teachers include: teaching, conducting researches, publication, conference attendance

seminars and workshops, presenting papers at in-house and outside school, symposia, conferences etcetera.

Teachers are expected to carefully plan their lessons by following the topics and modules which in turn guide them in the development of lesson notes. This procedure guides teachers in the delivery of their lessons. Teachings are conducted in accordance with the school curricular and the time table. They need to conduct research in their teaching subjects and area of specialisation and further guide them in lecture delivery.

Teaching at secondary schools is an important academic activity, basic and post-basic-education. Teaching can be regarded as the imparting or dissemination of ideas and knowledge from the teachers to pupils, students or learners based on the subject and curriculum of the school. For teachers to be relevant in the profession, they need to constantly engage in conducting researches i.e. discovering new ideas through investigation on a particular phenomenon within the teaching subject or field of specialization. For academic activities to be carried out by teachers at secondary school level, there is the need for availability of information resources, conducive library environment and facilities. Relevant information resources are to be acquired by the school libraries and can be consulted by teachers to improve on the existing teaching methods and/or enhance teaching methods as well as developing new instructional materials respectively.

For academic activities to be carried out by teachers, it is important that library environments should be taking into consideration because library plays significant role in the well-being of personnel in any organization. Environment play significant role in the attainment of organization's objectives thus library endowment is a determinant factor in users effective patronage and use of information resources. In this case, the location of library, the available desk, reading table are functions of accessibility and use of information resources (Adebayo, Yoloye and Akintonde, 2021). Constant utilisations of information resources based on the area of specialization of teachers can help them prepare papers for presentations at conferences or workshop, while those on programmes can consult information resources so as to carry out assignments, prepare for tests in examination as well as engage in research project/thesis write-up thereby meeting the graduation requirements.

Conducive library environment can facilitate the conduct of research activities by the teachers especially with functional air conditioners and good lightening; teachers can have access to relevant collection, consult them through research and publish them in reputable journal, textbooks, conference proceedings and lots of other publishing outlet. However, decoration of both internal and outside library environment with attractive paints, flower, and hedges as well as constant power supply, lighting and air-conditioners can lead to not only effective and regular patronage of library and its resources but also lead to attainment of library goals and objectives thereby enhance teacher's conduction of academic activities in schools. Therefore, conducive, attractive or otherwise of library enjoiment are determinant factors to quality service provision and high level of patronage of collection and services respectively.

In order to successfully accomplish academic activities (lesson note plan, teaching, research and publication, attending conferences) there is the need for well-established, purposeful- built and functional libraries established at basic and post-basic education levels (Junior and senior secondary schools) to support academic activities of both students and teachers in particular. Towards the realization of this assertion, the Federal Republic of Nigeria in National Policy on Education (2013) maintain that school libraries are not only established in vacuum or empty they must be stocked with current and relevant collections which should be in line with the curriculum of the school. Ideally secondary school library should acquire and store information resources such as textbooks (fiction and non-fiction), journals, e-resources, television, radio, reference collections, magazines, newspapers, computers, Internet facilities

instructional materials (Adebayo, Yoloye and Akintode, 2021). The available collections are not easily accessed (accessibility) through library catalogue, Online Public Access Catalogue (OPAC) indexes, abstracts and bibliographies are to be consulted based on user's information needs and to some extent some users usually consult library staff on where and how to access to the needed information resources

Despite emphasis on the importance of Nigeria educational system particularly on Nigeria and the need to establish school libraries, the school proprietors, teachers in particular do not imbibe the culture of establishing a purposeful-built library, patronising school library collection and services to assist them in pursuing their academic activities (lesson note writing, teaching, conducting researches, marking tests/examination script), attending seminars and conferences as well as presenting papers in secondary schools in Nigeria.

### Statement of the Research Problem

School library is one of the educational services which every proprietor and management of school strives to provide more so that school libraries are established to support the curriculum and overall educational programme of both primary and post-primary schools. Adequate school library is expected to support the learning and teaching role of pupils/students and teachers respectively. Well-equipped and well-stocked school libraries help to meet the information and academic needs of teachers more especially at post-primary school level as teachers use school libraries to consult books, instructional and learning materials for lesson note plan, support instruction practices e.g. teaching, conducting research, publication, paper presentation at seminars and conferences respectively. Teachers as reported by Adeniyi (2023) as the most hardworking, functional, obedient and simple to approach world-wide thus being the nation builders. For teachers to fully visit, patronize and use library and its information resources there must be conducive and friendly-library environment (adequate lighting with air conditioner, well painted and decorated with flowers inside and outside; well-furnished and favourable temperature with guide map or directions to various units of the library. To further buttress or ascertain, Akande (2022) enumerates the components of educational process to include teachers, learners, learning environment, curriculum contents and funding.

Preliminary investigation by the researcher being supported by literature search shows that most post-primary schools lack adequate and well-stocked libraries, and where there are average based school libraries, the environment is not conducive for consultation of information resources by both students and teachers. This situation has affected not only the use of information resources but also the academic activities of teachers in the area of lesson note planning and preparation, teaching, researches, seminars and conference attendance are negatively affected. Some of the empirical evidences were reported by Bala, Mazah and Harami (2021), Ahmad and Saka (2021) on one hand and lack of functional school libraries on another hand as most teachers read at home in Nasarawa State and that there are inadequate collections/facilities in most schools in Nigeria respectively. Most of these could be attributed to lack of the management or provision of these facilities.

This study therefore seeks to solve these problems by investigating the influence of library resources on academic performance of teachers.

Abuja, Nigeria

- What is the perceived influence of availability of information resources on academic activities of teachers in Unity Colleges in FCT Abuja?
- What is the perceived influence of the use of information resources on academic activities of teachers in Unity Colleges in FCT Abuja?
- What is the combined influence of library environment, availability and use of information resources on academic activities of teachers in unity colleges in Federal Capital Territory (FCT) Abuja, Nigeria?

### Literature Review

Urhiewhu, Nnandozie and Okeke (2015) investigated the impact of current state of school library services on secondary school education in Delta State, Nigeria. The study aimed at examining whether school libraries contribute to educational field of pupils and students; current state of school library services as well as determining the level of educational standard of users of school library (students/teachers) in Delta State respectively. The study adopted descriptive survey design while population consisted of 115 students from thirteen secondary within the three senatorial districts (Delta central, South and North), while purposive sampling technique was used to select twelve secondary schools in the senatorial districts. Questionnaire and interview were the data collection instruments/methods used in the study.

Simple percentage counts was used to analysed data. The results showed students perception that almost all school library services will improve reading as they have vital role to play in the curriculum development. School libraries are beset with problems of manpower, information resources and funding technologies among others.

Anumkna, Wiche, Okwu, and Mnejim,(2021) conducted as research to determine the impact of environment pollution on school working resources in Imo State with particular emphasis on Ohaji/Egbema Local Government Area. Five research questions and two hypotheses were formulated. The study adopted survey design while target population consist of 3,400 students and 76 teachers in 17 secondary schools. A sample size of 359 respondents (300 students and 59 teachers). Rating scale questionnaire was used while mean and standard deviation as well as Pearson product movement correlation and Z-text were used to answer to research questions and to test the null hypothesis respectively. All 359 copies of questionnaire were completed and returned in usable form for the analysis. Results showed that gad flares were responsible for damage to school library collection, while temperature is responsible in discoloration of books and cracking plastic materials. The study recommended that air conditioners should be installed in all the school libraries to reduce high temperature

Adebayo, Yoloje, and Akintonde, (2021). Investigated conducive environment as determinant of school library use among secondary school students in Ibadan South West LGA of Oyo State, Nigeria. Multi-stage sampling procedure was used to select 430 respondents from 17 private secondary schools. Structured questionnaire was used, while mean frequency counts, percentages pear son product moments correlation was used to answer research question and were used to answer research questions and test and null hypothesis respectively. Result showed that location of the Location of the library and accessibility to library suitable table desk were conducive and that the purpose of using library was to prepare for examination. Textbooks was the most use information resources. There was positive relationship between conducive environment and school library use habit.

Ahmad and Saka (2021) examined the role of school libraries in education achievement Junior Secondary School Students in Bosso Local government area in Niger State. The research questions were formulated and include variables such as available collection, libr use and challenges, tot the role of school libraries, descriptive research was adopted with ta population of all students in 13 Junior secondary school in Bosso LGA, multi-stage samp procedure was adopted to randomly select 120 students from eight school, check list

structured questionnaire were data collection instruments, while tabulation, mean and standard deviation was used to analyse data. The study discovers availability of both print and electronic resources with the absence of video project and computer. There has been a gap in literacy level and educational achievement of student through the use of school library respectively. It recommends collaboration among state ministry of education, state ministry of basic education and LGA towards adequate funding and ensuring conducive environment. On the issue of patronage and use of information resources by undergraduate students, Ode (2020) reported that the readily available information resources are not adequate and majority of them are not up to date, while library is poorly ventilated couple with poor quality of library personnel.

Bala, Mazah and Harami (2021) examined reading culture among selected secondary school in Nasarawa LGA of Nasarawa State, Nigeria. The study tends to investigate frequency, available convenient places, purpose and duration of which teachers reach to school information. Using descriptive survey, population committed of 150 teachers in secondary schools in Nasarawa State through purposive sampling. Questionnaire was the data collection instrument and data analysis were through sample percentages. Results showed that majority of teachers lead so as to prepare lesson notes. The study recommended that school and public libraries should provide current and relevant text books to encourage reading. Considering the role of instructional facilities in the educational development of reading at Junior and Senior Secondary school level, Ode and Akwali (2022) conducted a study to investigate out the effect of computer assisted instruction CAI in secondary school students' academic achievement in chemistry-in Umuahia, Abia State, Nigeria; the study adopted an experimental research design with population of 8,867 students using a sample size of 1,000 students. The instrument for the study was the Chemistry Achievement Test (CAT) used for data collection. The study discovered that students taught using CAI performed better than those taught using conventional method. It further reported that there was no significant difference between mean achievement score of male and female students taught chemistry using CAI.

Uloh-Bethels, Nwayor Dyikuk (2022) conducted a study to determine the availability and utilization of technology-based facilities for teaching English Language continuously in secondary schools in Plateau State Nigeria. Four research questions and two null hypotheses were formulated. Descriptive survey was adopted with a population of 2,063 English Language teachers in 284 public secondary schools in Plateau State. A sample size of 205 teachers was drawn using multi-sampling technique. Data collection instrument used was the questionnaire while mean and standard deviation as well as t-test were used in the analysis of data and testing of null hypothesis. Results showed that insufficient availability and non-utilization of technology-based facilities. Technophobia, non-interest in the use of internet facilities, power supply and use of traditional form of teaching and non-utilization of technology-based facilities. There was no significant difference between male and female teachers on the extent of utilization of technology-based facilities.

Yusuf, Saka and Adamu (2024) carried out a pilot study to determine the influence of availability, use of information resources and library environment on academic activities of teachers in Federal Government College, Minna Nigeria using five research questions to address the variables of the study (availability, use library environment and academic activities). Case study research was used, with the population of -forty teachers for pilot study. Checklist and structured questionnaire were used in data collection. Ticking, mean and standard deviation was used to analyse data. Results show the major response of teachers taught English, Mathematics, Biology, Chemistry, Physics, and Computer Science.

was availability of almost all information resources and that they have enhanced the research activities of teachers through usage. The study revealed both positive and negative influence of library environment on the academic activities of teachers. The study concludes that with availability use of information resources and influence of environment can have effect on academic activities of teachers in FGC Minna. The study recommends that the authority of the school should strive to acquire special collection to take care of students with disabilities and also make library environment conducive for patronage.

Yaki, Saka and Sarki (2023) investigated the perception, access and use of electronic resources in teaching among lecturers in faculty of education in the three public universities in Niger State, Nigeria. The study was guided by three research questions indicating the perception level of accessibility and use as three variables in the study. Using descriptive survey design in a population of 200 lecturers, 102 was selected for the study, structured questionnaire was designed to capture the three research questions. Five post light scale instrument was validated and pilot- tested given reliability coefficient of 0.72, 0.070 and 0.74 using crotch Alpha. Mean and standard deviation was used to analyse data while bench mark for accepting and rejecting was 3.00 and above and less than 3.00 respectively. Results show that lecturers in faculties/ school of education have posture of e-resources for teaching though there were low accessibility to and use of e-resources on the part of lecturers.

### **Summary of literature review**

From the review of empirical literature there is none that delve into researches to find out the combined influence of library environment, availability and utilisation of information resources on academic activities of post-primary school teachers in school libraries not to talk of Unity Colleges in FCT Abuja. This study seek to fill this gap by empirically study these independent and dependent variables using Unity Colleges in FCT Abuja as the study areas.

### **Methodology**

Descriptive survey design was used for this study so as to ascertain the Influence of independent variables on dependent variables through collection of data from large samples. Through preliminary investigation, the researchers identified the target population which comprised 4,233 teachers from the six (6) Unity Colleges spread across the four (4) area councils in Federal Capital Territory Abuja: Some of these Unity Colleges are mixed (co-education), or boys or girls only. The colleges have libraries to support teaching and learning activities of students and teachers. Therefore, the target population consisted of 4233 teachers in the six (6) unity colleges in FCT Abuja; thus Ibrahim (2013) posit that the population consists of respondents and study location/ areas.

Due to the large number of teachers, the researchers decided to select 351 of them, using proportionate stratified sampling technique, hence the more the number in stratum the more the sample size. Thus, sample size of 351 respondents was selected using Krejcie and Morgan table of 1970 which states that in a population of between 4,000 and 4,500, a sample size of 351 respondents is adequate. The use of proportionate stratified sampling technique for this study is in line with that of Shitu (2024) who adopted the same sampling technique to select the respondents in commercial Banks in Katsina State.

The data collection instrument was the structured questionnaire with four - point adapted likert rating scale and five sections A, B, C, D and E with section A on demographic data while B,C, D and E was designed according to research questions. The instrument undergone validation, pilot study in Unity College outside the study areas; and reliability coefficient of 0.97 was obtained indicating that the instrument is reliable and adequate for data collection. The data collected was subjected to descriptive statistics ie frequency counts, percentage, mean and

standard deviation with decision rule of 3.50 and above as very high, 3.00 – 3.49 moderate while below 2.50 was considered low and rejected.

## Results and Discussion

### Response rate

Out of 351 copies of questionnaire administered to teachers in six (6) Federal Universities in Federal Capital Territory (FCT) Abuja, 268 copies were returned and used for analysis representing 76.4% response rate.

**Table 1: Demographic Data of the Respondents**

Name of Federal University	Frequency	Percentage(s)
FGBC Garki	12	4.5
FGGC Bwari	15	5.6
FSTC Orozo	19	7.1
FGC Kwali	12	4.5
FGC Rubochi	98	36.6
FGGC Abaji	112	41.8
<b>Total</b>	<b>268</b>	<b>100.0</b>

Table 1: provides a summary of the demographic distribution of respondents across six (6) Federal University Colleges in the Federal Capital Territory (FCT), Abuja, Nigeria. A total of 268 respondents participated in the survey, achieving a full 100% response rate across all six institutions. The distribution of responses reveals that FGGC Abaji had the highest representation, with 112 respondents, accounting for 41.8% of the total. This is followed by FGC Rubochi, which contributed 98 responses, or 36.6% of the total. These two institutions together make up the majority of the respondents, highlighting a significant engagement from these colleges compared to others.

**Table 2: Influence of Library Environment on Academic Activities of Teachers in Colleges in Federal Capital Territory (FCT) Abuja, Nigeria**

Statements	SA(%) (4)	A(%) (3)	D(%) (2)	SD(%) (1)	Tota l	FX	$\bar{X}$	De v i a t i o n
Proximity of library to my office has helped in the conduct of research activities	66 (24.6)	200(74.6)	2 (0.7)	0 (0.0)	268	96	3.2	Ag
Lighting in library enhances lesson note and lecture note preparation	166(61.9)	95 (35.4)	7 (2.6)	0 (0.0)	268	96	3.5	Ag

Air conditioners available in library do not function well and have been discouraging me from making preparation for seminars	10 (3.7)	25 (9.3)	146(54.5)	87(32.5)	268	69 6	1.8 4	Disagree
Decoration of college library with paints and flowers has encouraged me to conduct research	71 (26.5)	156(58.2)	41 (15.3)	0 (0.0)	268	87 8	3.1 1	Agree
Available space in library enables me to present seminar and workshop papers	22 (8.2)	197(73.5)	49 (18.3)	0 (0.0)	268	86 5	2.9 0	Agree
Furniture available in library does not encourage teachers to conduct research	10 (3.7)	26 (9.7)	165(61.6)	67 (25.0)	268	71 1	1.9 2	Disagree
Library environment determines the type of academic activities to be undertaken by teachers	17 (6.3)	33 (12.3)	113(42.2)	105(39.2)	268	69 2	1.8 6	Disagree
Weighted mean							2.6 4	Agree
Precision Mean=2.50								

...highlights general positive but mixed perception of the library environment in academic activities of teachers in Unity Colleges in the Federal Capital Territory, Abuja, Nigeria. The proximity of the library to offices and its location were a highlight with 74.6% and 97.3% of respondents agreeing that they supported their preparation, respectively, yielding mean scores of 3.24 and 3.59. However, the library's air conditioning system were raised, with 87% of respondents agreeing that it affected in a low mean score of 1.84. The library's decor, including paintings and posters impacted research, with a mean score of 3.11. While most teachers agreed that they once supported seminar presentations, the furniture was deemed less effective (mean score of 1.92). Overall, the weighted mean score of 2.64 suggests that the library environment positively influences academic activities, improvements are needed in air conditioning, furniture, and the environment's overall influence on academic tasks.

**Table 3: Perceived Influence of Availability of Information Resources on Academic Activities of Teachers.**

Statements	SA(%) (4)	A(%) (3)	D(%) (2)	SD(%) (1)	Total	FX	$\bar{X}$
Information resources available in college libraries have enhanced my academic activities generally	185(69.0)	81(30.2)	2(0.7)	0(0.0)	268	987	3.68
Textbooks and journals available in my teaching subject have greatly assisted me in lesson note plan	186(69.4)	80(29.9)	2(0.7)	0(0.0)	268	989	3.69
Preparation of lesson note was efficiently carried out with the available and relevant information resources	148(55.2)	113(42.2)	7(2.6)	0(0.0)	268	947	3.53
Available information resources were well-arranged on shelves for my research work	63(23.5)	196(73.1)	9(3.4)	0(0.0)	268	858	3.20
Information resources found in college library have assisted and	160(59.7)	99(36.9)	9(3.4)	0(0.0)	268	953	3.56

encouraged me to participate in seminar and conference paper presentations										
Computer connected to Internet and e-resources in college library have helped me in conducting practical teaching	200(74.6)	59 (22.0)	9 (3.4)	0 (0.0)	268	99	3.7	4	1	Agree
Relevant books, journals/instructional materials available in college library have helped me in scholarly publications	114(42.5)	142(53.0)	10 (3.7)	2 (0.7)	268	91	3.3	6	7	Agree
Special and inclusive collection available in college library has assisted me in teaching students with disabilities	18 (6.7)	64 (23.9)	134(50.0)	52 (19.4)	268	84	2.1	7	8	Agree
<b>Weighted Mean</b>							<b>3.3</b>			<b>Agree</b>
							<b>7</b>			

Decision Mean=2.50

Table 3: shows the perception of teachers in terms of the availability of information resources in Unity college libraries to have significantly support their academic activities in Unity Colleges in the Federal Capital Territory (FCT), Abuja, Nigeria. Majority of teachers (69.0%) strongly agreed, and 30.2% agreed, that the resources positively impact their academic work, with a high mean score of 3.68. Textbooks and journals relevant to teachers' subjects were particularly beneficial for lesson planning, with a mean score of 3.69. Resources for lesson preparation, library organization, and scholarly engagement were also rated positively. The availability of digital resources like computers and e-resources was highly valued, with a mean score of 3.71. However, there was a lower rating for special resources for students with disabilities, with a mean score of 2.18. Overall, the resources generally enhance academic activities, but there is room for improvement in providing inclusive educational materials.

**Table 4: Perceived Influence of the Utilisation of Information Resources on Academic Activities of Teachers.**

Statements	SA (%) (4)	A (%) (3)	D (%) (2)	SD (%) (1)	N	FX	$\bar{X}$	Decision
I use books and journals in the	167 (62.3)	98(36.6)	3 (1.1)	0 (0.0)	268	892	3.61	Agree

Information resources in the library are consulted to meet research needs	50 (18.7)	10 (3.7)	0 (0.0)	268	946	3.74	Strongly Agree
Information resources in the library are a daily basis for teaching	46 (17.2)	159 (59.3)	48 (17.9)	268	444	2.10	Disagree
Information resources are consulted for preparation to attend and present paper(s) at workshops and conferences	85 (31.7)	9 (3.4)	0 (0.0)	268	938	3.62	Agree
Globes, charts, maps, and other instructional materials in the library are used for teaching students' practical in my teaching subjects	61 (22.8)	43 (16.0)	16 (6.0)	268	876	3.27	Agree
Utilization of available information resources in the library does not enhance my research activities	15 (5.6)	141 (52.6)	104 (38.8)	268	462	1.73	Strongly Disagree
I do not use library collection for academic activities	12 (4.5)	61 (22.8)	191 (71.3)	268	382	1.36	Strongly Disagree
Weighted Mean						2.78	
Decision Mean=2.50							

Table 4: reveals that the utilisation of information resources has a generally positive impact on teachers' academic activities in Unity Colleges in the Federal Capital Territory (FCT), Abuja, Nigeria, with varied responses across specific types of resources. The majority of respondents (62.3% strongly agree, 36.6% agree) use books and journals for lecture preparation, yielding a high mean score of 3.61, indicating strong reliance on these resources. Similarly, 62.3% strongly agree and 18.7% agree that information resources in the library are a daily basis for teaching, with a mean score of 2.10. The weighted mean score for all items is 2.78, which is above the decision mean of 2.50. The lowest mean score was 1.36, indicating strong disagreement with the statement 'I do not use library collection for academic activities'.

widely used for preparing for workshops and conferences, with 64.9% strongly agreeing and a mean score of 3.62. Instructional materials like globes and charts also support practical teaching activities, as indicated by a mean score of 3.27.

Responses reveal a clear disagreement (mean score of 1.73) with the statement that available resources do not enhance research activities, indicating that most teachers find library resources beneficial for research. Additionally, 71.3% strongly disagree with not using library collections for academic activities, reflected in a low mean score of 1.36, showing the essential role of the library in academic work. The overall weighted mean score of 2.78 reflects a positive influence of information resources on academic activities, particularly for research and lecture preparation, though daily use for teaching remains limited.

Research Question Four: What is the combined contribution of the influence of availability, utilisation of information resources, library visit/use and library environment to academic activities of teachers in unity colleges in Federal Capital Territory (FCT) Abuja, Nigeria? Table 5, present the combined influence of library environment, availability and use of information resources on academic activities of teachers.

**Table 5: Combined Influence of Library Environment, Availability and Utilisation of Information Resources on Academic Activities of Teachers**

Statements	SA (%) (4)	A (%) (3)	D (%) (2)	SD (%) (1)	N	FX	$\bar{X}$	Decision
The available information resources have been encouraging me to use library for academic activities	109 (40.7)	150 (56.0)	9 (3.4)	0 (0.0)	268	897	3.3	Agree
Neither available information resources nor library environment contributed to effective preparation of lesson note plan, lecture note, teaching, conference/workshop attendance, and paper presentation	4 (1.5)	40 (14.9)	147 (54.9)	77 (28.7)	268	522	1.89	Strongly Disagree
Inadequate information resources in my teaching subject and library environment have discouraged me in using library to carry out various academic activities	12 (4.5)	30 (11.2)	160 (59.7)	66 (24.6)	268	552	1.96	Strongly Disagree

Statement	n	%	n	%	n	%	n	%
Availability of library resources in my environment	122	(45.3)	131	(48.9)	15	(5.6)	0	(0.0)
Availability of resources to support my teaching and research	10	(3.7)	25	(9.3)	61	(22.8)	172	(64.2)
Availability of resources to support my professional development	193	(72.0)	70	(26.1)	5	(1.9)	0	(0.0)
Writing of my final year project was supervised by the relevant collection, frequent visit to library, and the environment	29	(10.8)	26	(9.7)	174	(64.9)	39	(14.6)
Conducive environment, proximity to library, and decoration neither contributed to me have encouraged me to carry out academic activities.							26	(9.7)
Weighted Mean							26	(9.7)

Decision Mean=2.50

Table 5 highlights the combined influence of library environment, availability and use of academic activities of teachers in Unity Colleges in the Federal Capital Territory (FCT). Positive contributions include a strong relationship between available resources and use. 96.7% agreeing that resources encourage library visits for academic activities (mean score 3.37). A supportive library environment also enhances teaching, research, and professional development (mean score of 3.40). However, some respondents expressed dissatisfaction with preparation, teaching or the library environment effectively supporting

activities, with a mean score of 2.17. Overall, the weighted mean score of 2.57 suggests a moderately positive perception of the combined factors, acknowledging both the strengths and areas for improvement in supporting academic activities.

The findings on available information resources in college libraries significantly support academic activities of teachers in Unity Colleges in the Federal Capital Territory (FCT), Abuja, Nigeria. A large majority of teachers (69.0%) strongly agreed, and 30.2% agreed, that the resources positively impact their academic work, with a high mean score of 3.68. Textbooks and journals relevant to teachers' subjects were particularly beneficial for lesson planning, with a mean score of 3.69. Resources for lesson preparation, library organization, and scholarly engagement were also rated positively. The availability of digital resources like computers and e-resources was highly valued, with a mean score of 3.71. However, there was a lower rating for special resources for students with disabilities, with a mean score of 2.18. Overall, the resources generally enhance academic activities, but there is room for improvement in providing inclusive educational materials. The findings presented align with existing studies on the influence of information resources on academic activities, corroborating the notion that adequate resources significantly contribute to teachers' effectiveness in lesson planning, academic engagement, and instructional quality.

### **Discussion**

In response to research question one, the result showed that the majority of respondent indicated mixed perception about library environment as they perceived proximity of library to offices to support their academic activities as the same time they perceived air conditioner and furniture and overall environment to negatively affect the academic activities of teachers. However, the negative part of findings of the study agrees with those of Anumkua, Okwu and Mnejim (2021) and Israel (2020). As for Anumkua, Okwu and Mnejim (2021), the co-researchers discovered bad air and temperature to be responsible for damage, discoloration of collection as well as cracking plastic material while Israel (2020) reported poor ventilation of library.

Research question two sought to find out the influence of the availability of information resources on the academic activities of teachers in Unity Colleges in FCT Abuja. Respondents perception revealed that majority of information resources were available in school libraries and have positively influenced the academic activities of teachers. These information resources include textbooks, journals, fictions, computers and e-resources and are used to lesson note planning, lesson preparation, research, teaching and professional development. This finding is in disagreement with the findings of Ahmad and Saka (2021) as well as Uloh-Bethels, Nwafor, and Dyikwk (2022) respectively. Ahmad and Saka (2021) discovered availability of printed and e-resources but absence of video and projector in selected primary school libraries in Bosso Local Government Area in Niger State, Nigeria. Related to this finding the last co-researchers who in 2022 discovered insufficient and non-utilisation of available technology-based facilities for teaching English language in Plateau State, Nigeria.

In response to research question three result discovered positive influence of the use of information resources on academic activities of teachers in the area of research, lesson note preparation and professional development. One of the functions and role of library is to acquire and provide information resources to meet users' information, research, recreation and academic needs. This finding is in line with the findings of Bala, Mazah and Harami (2021) as they reported majority of secondary school teachers in Nasarawa Local Government Area of Nasarawa State, Nigeria to read in order to prepare lesson note.

Response to research question four showed combined positive influence of library environment, availability and utilisation of information resources on academic activities of teachers in Unity Collages in FCT Abuja. No wonder with conducive and attractive librar

with available but adequate collection and fully exploited by the patrons. The study could be used to enhance and promote academic activities like lesson note preparation, research, professional development and lots of other academic activities. The findings with the findings of Uloh-Bethels, Nwafor, and Dyikwk (2022) reported that environmental factors (resources accessibility and availability) significantly affect academic performance.

Based on the findings, library environment significantly contributes to teachers' academic activities, particularly through factors like proximity, lighting, and space for study. However, the study indicates that there is a need for improvements, such as better air conditioning, ergonomic furniture, to enhance teachers' experiences and productivity in the library environment. The fundamental resources, such as textbooks, e-resources, and journals, are available and accessible to teachers. However, specialized resources, including government documents and materials tailored for students with disabilities, are insufficiently provided, highlighting a gap in resource inclusivity, which could hinder some academic activities. The availability of information resources, particularly e-resources and textbooks, has a positive impact on teachers' academic activities, including lesson planning and professional development. However, the lack of specialized resources for students with disabilities limits the full use of the resources in supporting diverse learning needs. The use of information resources positively impacts teachers' academic activities, especially in research and professional development. However, the integration of resources into practical teaching tasks remains relatively low, suggesting a need for increased support in areas that directly influence classroom teaching. However, their integration into daily teaching practices is limited, indicating an opportunity to further embed the use of resources into the teachers' teaching routines for greater academic benefit. The study found that the combined influence of library environment, availability and utilization of information resources significantly enhances teachers' academic activities. The study confirmed the positive and combined influence of library environment, availability and utilization of information resources on teachers' academic activities.

### Recommendations

Based on the findings of the study, the following recommendations are made:

1. The management of Unity Colleges in FCT Abuja should ensure that the conditions of the school libraries be improved to foster a more conducive working learning environment for teachers. This includes upgrading air conditioning, furniture, and lighting in order to ensure that teachers can work comfortably and effectively in the library.
2. Educational authorities in FCT Abuja should ensure the provision, use and integration of inclusive information resources particularly materials for students with disabilities and government documents, to foster inclusivity and diversity in the academic environment. More targeted investments in e-resources and digital libraries can bridge the current resource gaps. Federal Ministry of Education should provide more resources to cater for students with disabilities. This could include books in braille, assistive technology, and other specialized materials that would ensure an inclusive educational experience.
3. The Inspectorate Unit of the Federal Ministry of Education should encourage teachers to use information resources in school libraries not only for research and professional development but also for practical teaching activities. This is

achieved by ensuring that the library provides resources and materials relevant to curriculum development and classroom teaching.

4. Federal Ministry of Education should carry out continuous monitoring and evaluation. A system for continuously evaluating the library environment, resource availability and usage should be put in place. Regular assessments would help identify areas for improvement and ensure that the needs of teachers and students are being met efficiently.

5. The management of Unity Colleges in FCT Abuja should establish partnerships with government agencies, non-governmental organizations, and educational institutions to source additional information resources for school libraries and ensure their efficient distribution and use. Collaboration with technology companies can also help in providing modern e-resources and tools to enhance teaching and learning.

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