

Information Sources Available and Accessible for Academic Staff in Tertiary Institutions in Katsina State, Nigeria

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Abstract - This study looks at the information sources available and accessible to academic staff in tertiary institutions in Katsina State, Nigeria. The study used a cross-sectional survey research technique and had two research aims. In Katsina State, there were eleven (11) tertiary institutions with 1,691 teaching faculty. A sample of 182 people was drawn using a proportionate sampling method. Data was collected through questionnaires, which were then analyzed using frequency tables. The study discovered, among other things, that books are available in most tertiary institutions. It is apparent that academic institutions in Katsina State have a scarcity of photographic, video, and eBook resources. Meanwhile, the results suggest that the instructors under investigation had greater access to some sorts of information sources, such as books and reference materials, compared to other types of information sources. Based on the study's findings, more finances should be allocated to libraries by their universities so that they can secure additional information resources and subscriptions to internet databases for successful teaching and research. Libraries affiliated with state tertiary institutions should provide alternative information sources, including as audio, video, pictures, and eBooks, more freely available and accessible for optimal accessibility and use.

Keywords: Information Sources, Information Access, Academic Staff

I. INTRODUCTION

Information is available in a variety of formats and sources, so people must validate and analyse it in order to determine its reliability. Recognizing the importance of knowledge, a rising number of individuals are seeking it in an increasing variety of situations. An ever-expanding publishing sector produces hundreds of information packages, such as journals, periodicals, and newspapers. The growth of information is related to the growing number, size, and diversity of information transfer packages such as books, journals, technical reports, and so on; the growth of information is related to the growing number, size, and diversity of information transfer packages such as books, journals, technical reports, and so on. The implication is that no researcher can now access all materials published in his or her particular field of study. Even if that were possible, the amount of data would be massive.

Academic activities would be impossible to carry out without a steady stream of up-to-date, relevant, and timely information, whereas the purpose of information sharing is

to deliver information to others, either proactively or on demand. Providing information, confirming that the information has been received, and ensuring that the information is properly understood for proper usage are all part of the information sharing and use process.

II. STATEMENT OF THE PROBLEM

Without the provision and usage of the necessary resources for success, the academic environment and lecturers will not be able to function efficiently and successfully. Sharing of knowledge is vital to scientific and academic development, according to Merton (2013), so much so that the Mertonian norm of unconditional sharing of information is considered one of the defining elements of academic life.

As a result, lecturers must successfully access efficient and appropriate information sources in order to better their quest for teaching, learning, and research. Several studies on information sources and access have been conducted, but to the best of the researcher's knowledge, it is unknown how lecturers in Katsina State acquire and access their information sources for academic activities in terms of information sources available and information sources accessible. It is against this background image that this study was conducted.

III. RESEARCH QUESTIONS

The study was carried out to address the following questions

1. What Types of Information Sources are Available to Lecturers in Tertiary Institutions in Katsina State?
2. What are the Information Sources Accessible to Lecturers in Tertiary Institutions in Katsina State?

IV. OBJECTIVES OF THE STUDY

The objectives of the research are

1. Explore the Types of Information Sources Available to Lecturers in Tertiary Institutions in Katsina State.
2. Analyse the Information Sources Accessible to Lecturers in Tertiary Institutions in Katsina State.

V. REVIEW OF LITERATURE

In academic activities, information sources are critical; their use is mostly governed by availability and accessibility, but it also varies by persons and communities. As a result, in order to fully meet the needs of the intended users, the importance of both the availability and accessibility of information sources must be emphasized.

The equipment, facilities, software, and data that are created, developed, operated, and maintained to gather, record, process, store, retrieve, display, and transmit information are referred to as information sources. An information source, according to Olowu (2014), includes books, periodicals, reference materials, and audiovisual resources that are available for anyone to utilize. These materials are normally kept in a structure that is organized in a logical manner for quick retrieval. Libraries are considered a storehouse of knowledge of published and unpublished information sources that are essential to mankind's continuous survival, development, and progress around the world, independent of kind, public, academic, or special. Books, journals, magazines, and newspapers are examples of published information sources, whereas unpublished items include projects, theses, conference papers, workshop papers, and seminal articles. Without the library books and various forms of information materials that exist in libraries as information sources, there is barely any potential expansion of knowledge in the field of human endeavor today.

A. Availability of Information Sources

The presence of books and non-book resources in a library or information center is referred to as availability of information sources. According to Buckland (2015), librarianship is centered on the logical challenge of making books physically available in the library when they are needed by information seekers. The essential guideline of library stock control is that both information sources and policies should be linked to the degree of item demand. Information sharing and use are dependent on the availability of resources, which is why an acquisition policy should assist a library in deciding what to buy, where, and when in order to promote access to information sources. Even if the eventual value to the individual user and the community is difficult to determine, availability requires a viable performance metric to back it up. The availability of library resources is also a determinant of availability, because a user cannot access anything without the presence of a document, either physical or virtual. As a result, the most effective usage of any information source can be judged in terms of demand and access. Libraries see their job as collecting, storing, and measuring books as their primary responsibility. Most libraries see it as their responsibility to make these works available to their patrons. Since then, intellectual access to available material has been a primary concern of libraries. The importance of bibliographies, catalog and classification schemes, and other

devices that help establish the existence of individual documents and their relevance to specific inquiries has been reflected in efforts devoted to the design and creation of bibliographies, catalog and classification schemes, and other devices that help establish the existence of individual documents and their relevance to specific inquiries has been reflected in efforts devoted to the design and creation of bibliographies, catalog and classification schemes.

If an e-document is to be used, however, intellectual access must be supported by physical access; the provision and use of information sources has become a political and social obligation. With the expansion in the creation of information and the number of users, it looks that this obligation will continue to grow. The difficulty of making the proper type of information available to potential users at the right moment is initially introduced by the daily expansion of information. According to Aguolu (2002), availability should be considered on both a material and instructional level. The steady proliferation of universities: federal, state, and private, along with an increase in students and faculty, and the diversification of courses, academic, and research programs without adequate information sources to meet the actual and information needs, is attributed to a lack of information sources. Dike (2002) performed study on book scarcity in Nigeria and the threat to academic performance, finding that a lack of information sources has prompted faculty and students to avoid using library services. A research like this will provide information on the availability, accessibility, and use of the library's resources, as well as the use of the resource based on the users' perceived needs. Books, maps, periodicals (magazines, journals, newspapers) symposiums, graphic materials, computer systems, projectors, microfiber readers, and audio cassette, radio TV devices, CD, and internet capabilities are among the accessible resources.

B. Accessibility of Information Sources

The accessibility of information sources is a recurring theme in the sharing and use of information. According to Aguolu (2002), resources may be present in the library and bibliographically identified as relevant to a user's topic of interest, but the user may be unable to obtain them. Citations may be found in indexes, but the sources containing the required articles may not be available. The easier it is to access information, the more likely it is to be used. Readers like to acquire information from sources that involve the least amount of effort. As in subject access, open access, and information access systems, various persons use access in respect to different bits and pieces of the total. Each, on the other hand, relates to one or more aspects of facilitating access to knowledge or, in a broader sense, understanding. All aspects of library services relating to information access, including its provision and use. The lack of access to information sources was blamed for the library's poor reputation. Iyoro (2017), who received additional training at the University of Ibadan, investigated the impact of social publications in the promotion of

educational quality among information professionals. Students' learning has been aided through social accessibility. Because the serial collection was simply and conveniently available, serials were found to serve an important function in the acquisition of knowledge. According to Aguolu (2002), efforts are being made around the world to encourage access to knowledge in all formats. They bemoan the effects of underdevelopment, such as power outages, machine breakdowns, a lack of spare parts, and technicians, which halt the performance of contemporary information storage and transfer devices in poor countries on a regular basis.

Despite the fact that access to information is regarded as a right, it should be provided in a manner that is appropriate to the requirements and preferences of end users. As a result, every piece of information delivered has a specific target audience that the sender/source intended. Although the internet is establishing a new communication system with new capabilities that compete with, and may replace, the current printed information sources, Ehikhamenor (2013) noticed in his study of the usage and non-use of online services by Nigerian University scientists. Scientists continue to rely extensively on printed information sources, such as journals, indexes, and abstracts. According to Aguolu (2014), the existing level of bibliographical sources may obstruct access to specific information needed by experts. He went on to say that having easy access to information will help with research. As a result, in order to address the needs of teaching, research, and sharing, reliable access to recorded information is required.

Buckland (2015) investigates the frustrations experienced by users who are unable to locate the information sources they require. He identifies four links between the user and resource availability.

1. The lesser the instant availability, the larger the popularity.
2. The lower the immediate availability, the longer the loan time; the higher the immediate availability, the shorter the loan period.
3. The shorter the loan time must be, and the longer the loan duration can be, depending on the level of popularity.
4. Improving instant availability by increasing the number of copies available, as well as shortening lending durations.
5. However, it is vital to improve and maintain a tool that aids in the discovery of information. Sharing information may be pointless unless information sources are made available to those who require it.

According to Bukland (2015), there are six barriers to overcome in order to gain access to information. These are the following

1. *Source Identification*: An appropriate source must be found.

2. *Availability*: The inquirer must be able to see or obtain a copy of the source.
3. *Acceptability*: The enquirer's unwillingness to accept a particular source as trustworthy.
4. *User Price*: The effort and trouble required to obtain it must be acceptable to the user.
5. *Supplier cost*: The amount of money that the information provider must spend.
6. *Cognitive Access*: The enquirer's ability to comprehend it;
7. *Acceptability*: The enquirer's unwillingness to accept a certain source as reliable.

As a result, each of the dimensions is a form of access restriction. As a result, if access is to be granted, each one must be satisfied.

It's critical to properly store, retrieve, and make information accessible in a useable fashion. The ultimate value of each piece of information should be measured in terms of how it is used and how it affects the people who utilize it. This is based on the usability of information's function, even if it is available and accessible. Information is a vital component of a country's resources, and access to it is one of the basic human rights. He went on to say that information is not just a national resource that is critical for scientific and economic advancement, but it is also a tool for social communication. Access to information, on the other hand, is a function of its availability. As a result, it is determined by the society's tendency. Although individuals and societies freely and jointly create or generate information, access to this information is only possible when the creators recognize the right of others to access it and package it in a way that makes it more accessible.

According to Marama (2016), there is a high lack of information sources in most Nigerian university libraries, which has a detrimental impact on information sharing. As a result, lecturers are unable to conduct quality research and publish their findings. Unomah (2017) conducted research at Machel Opara State University to evaluate the rate of library unavailability and its causes. The poll found a 34 % unavailability rate. One consequence on library service usage was that 300 people (71.4%) gave up and left frustrated. In terms of acquisitions, the poll revealed that the library only purchased slightly more than half of the items requested. Oki (2015) found a 7.5 % unavailability rate in a similar study. Iyoro (2017) observed that serials are widely available at the University of Ibadan, with 242 of 256 respondents agreed that serial publications are freely available. The non-availability of sources caused frustration among information seekers, according to Ajayi (2014). Reported that only 67 (11. %) of the 578 periodical titles studied were not available in any of Nigeria's main libraries, according to Aina (2005), indicating a high availability rate. According to Oyediran (2004), only a tiny %age of respondents believe information sources are readily available for use. However, nearly three-quarters (122, 72.6 %) said that information sources in their particular fields

were not readily available. More than 80% agreed that their usage of library services is influenced by the availability of information sources, with slightly less agreeing that availability has an impact on their use. The five indices show that information sources are freely available in general but not in certain disciplines, and that there is a link between the availability of information sources, information sharing, and the availability of information sources. The study found that the availability of information sources influences the sharing of information, and that the availability of information sources influences the use of library services. According to the findings, respondents are roughly evenly divided on the issue of accessibility, with a tiny majority of 86 (51%) believing that information sources are not freely accessible. When it came to information accessibility by discipline, a clear majority of 100 (59.3%) said it was difficult to find. Nearly 80% agreed that information sharing is influenced by the accessibility of information sources, and roughly the same number believe that accessibility influences information sharing and use. Only 46.4% of the 78 people polled were happy with information accessibility.

The results confirmed that information sources were not readily available and that there is a link between information source availability, utilization, and sharing. Each variable influences the use of library services by about 80%. The findings are consistent with those of Dike (2002), who found a paucity of information sources at academic institutions in Nigeria, leading to an unpleasant situation in which instructors do not use informational resources. The findings support those of Unomah (2017), who found a 34% unavailability rate, with 71.4 % of library customers abandoning their search and leaving in frustration. Oki (2015) and Iyoro (2017), on the other hand, discovered great availability (92.5 % and 94 %, respectively) in their studies, encouraging the use of information sources.

The findings show that information sources are not easily available, and that there is a strong link between accessibility, usage, and sharing. The accessibility of information sources and the availability of resources are also important factors in the usage of library services, with 79.8% and 81.0 % respectively. The vast majority of respondents agree that information sources are difficult to find.

Resources may be available in the library and even bibliographically identified as relevant to one's subject of interest, but the user may not be able to obtain them, according to Aguolu & Aguolu (2002). Citations may be found in indexes, but the sources containing the required articles may not be available. The easier it is to access information, the more likely it is to be used. Aina (2003) examines access to scientific and technical information in Nigeria, finding that 5,607 (79%) of the 7,014 scientific publications published between 1900 and 1975 are journal articles, with 1,116 (20%) of these journal articles not indexed or abstracted, rendering them unavailable. Further

research reveals that 77 % of the papers that were not indexed or abstracted were published in Nigeria. As a result, he suggests that a National Science Information Centre be established to collect, organize, and disseminate scientific information sources in Nigeria and elsewhere. Natural and artificial limitations to open access to information are identified by Olowu (2014). The lack of accessibility of information sources was blamed for the library's low reputation. Iyoro (2017) investigates the role of serial publications in promoting educational quality among information workers pursuing advanced degrees at the University of Ibadan. The study investigates students' perceptions of how serial accessibility has aided their learning. Because the serial collection was simply and conveniently available, serials were found to serve an important function in the acquisition of knowledge.

According to Kuhlthau (2012), information seeking behavior is influenced by needs, perceived accessibility, sources, and information seeking habits. According to Aguolu & Aguolu (2002), efforts are being made all over the world to encourage access to information in all formats. They bemoan the effects of underdevelopment, such as power outages, machine breakdowns, and a lack of spare parts and specialists, which halt the performance of contemporary information storage and transfer devices in poor countries on a regular basis. Mudansur (2013) conducted a study that is similar to the current study but differs in scope; the study focused solely on Umaru Musa Yar'adua University and did not include other higher institutions in Katsina State. Meanwhile, the research focused on e-resources. As a result, the researcher discovered that no literature exists to determine the availability and accessibility of both e-resources and print resources in Katsina State's tertiary institutions. As a result, the current study aims to identify the types of information sources that are available and accessible for academic activities by the lecturers under investigation.

VI. METHODOLOGY

The study's participants were lecturers from all higher institutions within Katsina State's limits. This population consisted of all lecturers from the state's eleven (11) academic institutions, as follows: Federal University, Dutsin-ma, Umaru Musa Yar'adua University, Al-Qalam University Katsina, Hassan Usman Katsina Polytechnic, Federal College of Education (FCE), Katsina Institute of Technology and Management Studies, Isa Kaita College of Education Dutsin-ma, Yusuf Bala Usman College of Legal and General Studies Daura, School of Nursing and Midwifery Katsina, School of Health Technology Kankia and School of Health Technology Daura. The sample size for this study is comprised of all lecturers from Katsina State's eleventh (11) tertiary institutions as identified by the researcher, which will constitute the sample size out of a population of 1691 considered adequate because the Yamane (1967) as expressed by Israel (1993) popularly known as Yamane's formula denoted by

$$n = N \sqrt{1 + n(e)^2}$$

Where n is = sample size
 N = population
 e = significance level of (0.07)²
 $n = 1691 / 1 + 1691(0.07)^2$

$$= 1691 / 1 + 1691 \times 0.0049$$

$$= 1691 / 1 + 8.2859$$

$$= 1691 / 9.2859$$

$$= 182$$

TABLE I SAMPLE SIZE OF THE RESPONDENTS

| Sl. No. | Tertiary Institutions | Status | Population | % | Questionnaire |
|---------|--|---------|------------|------|---------------|
| 1 | Federal University Dutsin-Ma | Federal | 277 | 16.1 | 30 |
| 2 | Al-Qalam University Katsina | Private | 159 | 9.4 | 17 |
| 3 | Yusuf Bala Usman College Daura | State | 72 | 4.4 | 08 |
| 4 | Umaru Musa Yar'adua University Katsina | State | 348 | 20.6 | 37 |
| 5 | Hassan Usman Katsina Polytechnic Katsina | State | 280 | 16.7 | 31 |
| 6 | Isa Kaita College of Education Dutsin-ma | State | 206 | 12.2 | 22 |
| 7 | Federal College of Education Katsina | Federal | 217 | 12.8 | 23 |
| 8 | Katsina Institute of Technology and Management Studies | State | 27 | 2.2 | 04 |
| 9 | School of Nursing, Midwifery Katsina | State | 34 | 1.7 | 03 |
| 10 | School of Health Technology Kankia | State | 40 | 2.2 | 04 |
| 11 | School of Health Technology Daura | State | 31 | 1.7 | 03 |
| | Total | | 1691 | 100 | 182 |

The sample size for this study is 182, which reflects the respondents to whom a questionnaire was distributed to lecturers in tertiary institutions in Katsina State using Yamane's formula. The Yamane formulas were employed by the researcher because they provide an accurate figure and are straightforward to apply when establishing the sample size of a particular group of respondents when conducting research.

A. Types of Information Sources Available

TABLE II TYPES OF INFORMATION SOURCES AVAILABLE TO LECTURERS

| Sl. No. | Types of Information Sources | Frequency | % |
|---------|------------------------------|-----------|------|
| 1 | Books | 121 | 70.3 |
| 2 | EBooks | 51 | 29.7 |
| 3 | Reference Materials | 90 | 52.3 |
| 4 | Journals | 63 | 36.6 |
| 5 | Newspapers | 61 | 35.5 |
| 6 | Magazines | 59 | 34.3 |
| 7 | Internet sites | 99 | 57.5 |
| 8 | Audio resources | 62 | 36.0 |
| 9 | Video resources | 41 | 23.8 |
| 10 | Photographs | 32 | 18.6 |
| 11 | Theses/dissertation/projects | 109 | 63.4 |
| 12 | Bibliographic database | 69 | 40.1 |

Respondents were given a list of several types of information sources and asked to check the ones that applied to them, as shown in Table II.

Their key responses were 121(70.3%), 109(63.4%), 99(57.5%), and 90(52.3%), indicating that the sorts of knowledge sources available for lecturers were books, theses/dissertations, internet sites, and reference materials.

The data also revealed that the least available information sources for lecturers under research were photos 32 (18.6%), video resources 41 (23.8%), and eBooks 51 (29.7%), with replies of 140 (81.4%), 131 (76.2%), and 121 (70.3%), respectively. It indicates that the use of images as a source of information has been supplanted by other methods, most likely as a result of the development of new technologies. Magazines, newspapers, audio resources, academic journals, bibliographic databases, and reference resources accounted for 113 (65.7 %), 111 (64.5 %), 110 (64.4 %), 109 (63.4 %), 103 (59.9 %), and 92 (53.5 %) of the total resources found.

This could be related to the tertiary institutions' insufficient acquisition of these data sources. Other factors contributing to the paucity of information sources included theft, mutilation, and malfunctioning e-resources.

B. Types of Information Sources Accessible

Respondents were given a list of several types of information sources and asked to indicate which ones they have access to; the results are shown in Table III below.

TABLE III TYPES OF INFORMATION SOURCES ACCESSIBLE TO LECTURERS

| Sl. No. | Types of Information Sources | Frequency | % |
|---------|------------------------------|-----------|------|
| 1 | Books | 137 | 80.6 |
| 2 | EBooks | 53 | 31.0 |
| 3 | Reference Materials | 113 | 66.5 |
| 4 | Academic journals | 96 | 56.6 |
| 5 | Newspapers | 94 | 55.5 |
| 6 | Magazines | 92 | 54.3 |
| 7 | Internet sites | 112 | 65.9 |
| 8 | Audio resources | 78 | 46.0 |
| 9 | Video resources | 57 | 33.8 |
| 10 | Photographs | 49 | 28.6 |
| 11 | Theses/dissertation/projects | 125 | 73.4 |
| 12 | Bibliographic database | 85 | 50.1 |

The majority of respondents (137(80.6 %), 125(73.4 %), 113 (66.5 %), and 112 (65.9%) said books, thesis/dissertations, reference resources, and internet sites were all available. Journals ranked 96 (56.6%), newspapers 94th (55.5%), magazines 92nd (54.3%), databases 85th (50.1), and audio resources 78th (46.0%), respectively. The chart also shows that 113 (66.2%) of video resources, 117 (69%) of e-books, and 121 (71.4%) of photos were not accessible. This implies that a higher %age of the study's respondents had access to various sorts of information sources, and the reason for this is because all professors were tertiary institution employees, therefore they had access to information sources available at their workplaces. The findings suggest that the lecturers in the study had greater access to certain types of information sources, such as books, reference materials, and websites, than to other types of information sources, implying that lecturers are more likely to use these readily available information sources for information sharing activities.

VII. DISCUSSION OF THE FINDINGS

This study attempted to answer six questions that went beyond the objectives in order to reach the primary goal.

1. To investigate the sorts of information sources available to lecturers at Katsina State's higher institutions, with the goal of examining the information sources that were available for sharing. The survey revealed that the limited resources found were pictures, magazines, newspapers, eBooks, audio resources, academic journals, and bibliographic databases as information sources. The researcher discovered that some types of information sources were scarce in Katsina State's tertiary institutions, which is consistent with the findings of Unomah (2017), who conducted a study at Machel Opara State University to determine the library's unavailability rate and determine its

causes. The poll found a 34 % unavailability rate. One consequence on library service usage was that 300 people (71.4%) gave up and left frustrated. In terms of acquisitions, the poll revealed that the library only purchased slightly more than half of the items requested. It also aligns with the findings of Dike (2002) and Aguolu (2002), who performed a study on book scarcity in Nigeria and the threat to academic achievement, finding that a lack of information sources has driven lecturers and students to avoid using library services. According to Aguolu, the lack of availability of information sources is due to the steady proliferation of tertiary institutions: federal, state, and private, as well as an increase in lecturers and students, and the diversification of courses, academic, and research programs without adequate information sources to meet the actual and anticipated needs.

2. To examine the information sources available to lecturers in tertiary institutions in Katsina State with the goal of identifying the tertiary institutions' accessible information sources. The findings revealed that the majority of respondents believed they had easier access to certain types of information sources, such as books, theses/dissertations, reference materials, academic journals, newspapers, magazines, and websites, than to other types of information sources; as a result, lecturers were more likely to use these readily available information sources for information sharing activities.

With the exception of pictures, eBooks, video, and audio resources, the researcher discovered that all information sources were accessible. The findings supported Dike's (2002) observation that being well informed necessitates three conditions: the information must exist in a suitable form, we must be aware that it exists, and we must understand how to access and use it.

A. Summary of the Findings

The following is a summary of the findings based on the presentation, analysis, and discussion of results derived by the study's sampled population:

1. *Information Sources Available:* In most of these tertiary institutions, books are available, according to the survey. It should be noted that the tertiary schools under investigation only have a limited number of information sources, such as images, video materials, and eBooks.
2. *Information Sources Accessible:* Meanwhile, the data suggest that the instructors under investigation have greater access to specific sorts of information sources, such as books and reference materials, compared to other types of information sources.

B. Recommendations

The following suggestions are offered based on the study's findings.

1. Libraries should have more finances allocated to them by their universities. This will allow them to obtain more information sources and internet subscriptions in order to conduct better teaching and research. Academic libraries should develop long-term information-sharing infrastructure and programs.
2. Libraries in these tertiary institutions should make various information sources, such as audio, video, pictures, and eBooks, more freely available and accessible in order to maximize access and use.

VIII. CONCLUSION

The study concluded that books are available in most tertiary institutions. It is apparent that academic institutions in Katsina State have a scarcity of photographic, video, and eBook resources. Meanwhile, the results suggest that the academics under investigation had greater access to some sorts of information sources, such as books and reference materials, compared to other types of information sources.

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