

**USE OF LIBRARY RESOURCES AND SERVICES BY PART TIME
UNDERGRADUATES IN OLABISI ONABANJO UNIVERSITY,
OGUN STATE, NIGERIA**

**OYEDIPE, Wuraola Janet¹; ADEKUNMISI, Sowemimo Ronke¹; AJIBOYE,
Bosede Adebimpe²; OLANREWAJU, Felicia Titilayo³ and ADESOYE,
Ebenezer Abayomi¹**

Correspondence author email: woyedipe@yahoo.com

Abstract

This study investigated library resources and services use by part time undergraduates at Olabisi Onabanjo University, Nigeria. A survey research design of ex-post-facto was adopted. Interviews and a validated questionnaire with a (Cronbach alpha reliability of 0.72) were used to collect data for the study. A simple random sampling technique was used to select 250 part time undergraduate respondents for the study. The questionnaire was administered to 250 part time undergraduates but only 200 copies were returned and found usable. The findings indicated that library resources such as, textbooks, reports, monographs, reference materials and so on were available and accessible to the students. Library services such as book loan services, reference service, Internet services and so on were also available and accessible. However, part time undergraduates considered textbooks, dictionaries and encyclopedia as the most relevant of the library resources. Furthermore, dictionaries, newspapers, magazines and textbooks were found to be the most accessible of all the library resources surveyed. In view of this, an integration of teachable information literacy into academic curricula of part time learners, use of ICT and social media tools and aggressiveness in resources and services provision and functions of the library and librarians were recommended, amongst other suggestions. It was concluded that part time learners should have timely and quality access to scholarly information resources and services.

Keywords: Library support to distance learners, Nigerian part time undergraduates, Nigerian universities.

Introduction

Part time education was designed to solve the problems of inadequate access to education which has become a pervasive and growing phenomenon particularly to higher education worldwide. The development and innovative uses of information and communication technologies (ICTs) allow part time education in many configurations such as, blended learning, correspondence, external degrees, part time learning and so on (The Association to Advance Collegiate Schools of Business (AACSB) International, 2007). Specifically, part time learning provides opportunities for more people access to higher education especially for individuals seeking to gain a degree qualification without having to leave employment and continue to earn income and at the same time develop their careers (Akande, 2011). Part time learning has become a potent force in the training of required manpower needed for socio-economic development of any country (Ayo, Odukoya and Azeta, 2014).

Part time education is increasingly becoming attractive due to its flexibility in terms of timing which gives a greater relief to learners in that this enables learners to have a choice of where and when to learn including opportunity for self-financing (Ajadi, Salawu and Adeoye, 2008). This has equally prevented restrictions to higher education in terms of age, economic constraints, time, place and distance by part time learning and allows learners to work and study. Part time learning has become so prevalent such that it is difficult to distinguish it from campus-based traditional learning. This is because remote access to learning materials, databases and libraries, electronic communication, computer-connected workgroups, archived lectures and other features of distance learning are increasingly being used in campus-based instructions (AACSB International, 2007). As a result of this, new institutional structures, learning arrangements and library support services are being developed to pave way for quality delivery of part time education. Consequently, the growth in part time learning has led to calls, initiatives and research on quality of teaching, learning to support part time students.

Learning is now premised on learner-centred or student-centred approach which encompasses pedagogy that shifts the focus of instruction from the teacher to the student with the aim of developing learners' autonomy and independence by putting the responsibility for learning in the hands of students themselves (Hannafin and Hannafin, 2010). Student-centred learning requires learners to be active and responsible participants in their own learning and at their own pace of learning (Johnson, 2013). If learners' autonomy and independence is to be



achieved, access to information and use is critical. Timely access to and use of information by part time students guarantees knowledge acquisition and skills more so since paradigm shift in education has placed learning responsibility on the part of the learner. The achievement of student-centred goals in education may remain an illusion without access to adequate information resources and appropriate services that enhance teaching, learning and research especially among part time students. The recognition that learning is no longer confined to classrooms and workplaces but rather is an ongoing process involving daily interaction with others and the world around us, therefore make access and use of information and knowledge imperative for learners.

The traditional responsibility of academic libraries is to provide access to relevant, high quality and up-to-date information resources to support teaching, learning and research amongst other responsibilities. An academic library as a matter of policy is saddled with the responsibilities of acquiring, organising, preserving, making available and accessible library resources and services for use by the clientele of the library (Aina, 2004; 2008). Aramide, Olajojo and Ola (2009) regarded library resources as the life blood of successful teaching, learning and research activities. Library resources, basically print, non-print, electronic and web-based resources play critical roles in universities students' academic achievement. Library resources are important for assignments and acquisition of knowledge that encourage students to go beyond course contents or the syllabus. Electronic and web-based resources form a significant part of the library information network and are preferred by undergraduates for academic activities. They are valuable research tools that complement print-based resources in a traditional library setting (Egberongbe, 2011). Electronic resources provide access to electronic journals databases, electronic books and services which complement academic and research endeavours.

Library services are resources, activities, programmes and instructions that are provided to enable patrons meet required information needs and make judicious and efficient use of the various library resources and services. Library services provide access to a range of information resources, particularly, electronic resources to facilitate academic and research excellence as well as personal development. Aina (2004) highlighted services rendered by academic libraries including lending services and, interlibrary loans, document delivery, reservation, user education, reference services and information literacy programme. Others include exhibitions and display, literature searches, selective dissemination of information, referral services,

extension and outreach service and translation service. Due to the nature and characteristics of part time studies, Aina (2008) advocates for reference services, borrowing and interlibrary loan service, access to Internet and subject literature and consultation with librarians for distance and part time learners. Effective and high quality library resources and services successfully support programmes of universities. It is thus important that library resources (print, non-print, electronic and the web-based) must be made available and accessible to all users (regular and part time) at different levels of programs (sub-degree, undergraduate and post graduate). The adequacy of the library resources and services to support learners' needs and the university curriculum is also important.

Adequate provision and usage of library resources and services are the centre piece around which library functions revolve. Access and optimal use of information resources and services therefore become imperative for part time learners. Access to quality library resources and services provided by academic libraries presupposed that part time learners would made effective use of the various library resources and services to attain qualitative learning as well as academic and research excellence. Access to library resources and services is highly desirable as this guarantee quality university education and production of knowledgeable and information literate graduates. Studies such as Mabawonku (2004), Busayo (2006), Aina (2008), Adesoye and Amusa (2010) and Oyedipe, Onasote, Okewale and Adekunmisi (2017) to mention a few have established that most part time learners' information needs were not considered as important by various institutions. Kascus (1994b) discovered that provision of library resources and services to support distance learners was often overlooked and jettisoned to the background. Heller-Ross (1996) affirmed that planners and executors of distance learning programs do not consider the library as a key component of the planning process but rather as an afterthought. Kumar and Heathcock (2014) confirmed online student services as an area that does not always get sufficient attention.

As a result of this, the Association of College and Research Libraries (ACRL, 2008) established minimum standard for libraries in distance education environments. The standard stated that “every students, faculty member, administrator, staff member or any other member of an institution must have access to library resources including direct communication with appropriate library personnel, regardless of where enrolled or where located”. Non provision of adequate resources and services that meet information needs of part time learners is



considered a disservice. This is because there is no match in terms of library support services received by on-campus or regular students compared to those of part time learners. Kascus (1994a, b) recognised that provision of library resources is a crucial determinant of quality outcome in education. Kumar and Heathcock (2014) and Oyedipe et al (2017) concur that part time learners are in agreement that library support is a key element to quality delivery of distance education or learning. Owusu-Ansah and Bubuama (2015) affirmed part time learners needs are not different from those of regular students' needs and thus proposed equality of access to library resources and services for part time learners.

Provision of equal access to library resources and services enjoyed by regular student users to part time learners require innovative deployment and use of ICTs to take library functions and services to the door step or convenience of part time learners. Libraries must make full use of ICT in order to enhance the flow, management and use of relevant information and in order to improve the range and quality of delivery of library services of which distance and part time learners are to benefit from. Larson and Owusu-Acheaw (2016), Ameyaw and Asante (2016) and researchers acknowledged that distance including part time education require minimal contact with tutors and thus innovative deployment of ICT to facilitate quality delivery of education and learning. ICTs particularly, the Internet allows access to accumulated information resources worldwide and thus opened the flood gate of access to tremendous online and scholarly electronic resources that aid research and development particularly among members of the university community.

Studies however indicated that most part time learners do not have the time to explore their own institutional libraries due to their busy schedule (Adetimirin and Omogbhe, 2011). Part time learners who are overloaded with myriads preoccupations can use their institution libraries and or ICT tools to satisfy their various information needs and to communicate with lecturers across boundaries. Part time learners are expected to submit assignments or projects of same quality as regular learners. Library use instruction that is expected to equip learners with the ability to access, locate, retrieve, manage, use and evaluate information is largely ignored by part time learners' (Kavulya, 2004). The lack of access to such instructions can lead to frustration and sometimes to higher students drop-out rates (Kumar and Heathcock, 2014). Part time learners must access desired information resources and services at the right time and in the desired format. Kumar and Heathcock (2014) observe that as online education grows, so does the need for

institutional support for part time students. It is against these backdrops that this study investigated library resources and services use among part time undergraduates in Olabisi Onabanjo University (O.O.U.), Ogun State, Nigeria.

Objectives of the Study

The main objective of this study was to assess use of the library resources and services among part time undergraduate students in Olabisi Onabanjo University, Ogun State, Nigeria. In view of this, the study set out to:

- i) identify library resources and service available to part time learners in O.O.U. Library;
- ii) find out the level of relevancy of the available library resources and services to part time learners in O.O.U.;
- iii) determine the level of accessibility of library resources and services to part time learners in O.O.U.; and
- iv) examine part time learners' level of satisfaction with the available library resources and services in O.O.U. Library.

Methodology

A survey research design of ex-post-facto was adopted for this study. The target populations of the study were part time undergraduates of the Olabisi Onabanjo University, Ogun State, Nigeria. The study made use of primary data, interview and a questionnaire as instruments for data collection. The primary data obtained from the O.O.U. Library, Nigeria included the total number of collections of books and journals, some electronic resources available and services provided by the Library. Interview sessions were held with the heads of departments that deal with students' services. These are the Collection Development Librarian (CDL), Serials Librarian (SL), Readers' Services Librarian (RSL) and the System Analyst of ICT/Multimedia Department. The University offers part time undergraduate programmes in the Faculties of Arts, Education, Law, Science, Social Sciences and Management Sciences. Two hundred and fifty (250) copies of a validated questionnaire with a Cronbach alpha reliability of 0.72 were administered to part time undergraduates in the selected university. The sample size cut across 100 to 500 level students. A total of 230 of distributed questionnaire were returned but

only 200 were found usable thus giving a response rate of 80%. The data collected were collated and coded using frequency counts and percentages.

Presentation and Discussion of Findings

This sub section presented the data / results in line with the objectives of the study.

Table 1: Demographic Distribution of Respondents

Demographics	Frequency	Percentage
Age		
Less than 20 years	50	25.0
21-25	66	33.0
26-30	42	21.0
31-35	38	19.0
36-40	04	2.0
Total	200	100.0
Gender		
Male	72	36.0
Female	128	64.0
Total	200	100.0
Level of Study		
100 Level	40	20.0
200 Level	34	17.0
300 Level	64	32.0
400 Level	56	28.0
500 Level	06	3.0
Total	200	100.0

Field Survey, 2018

Table 1 presents the demographic distribution of the respondents by age, gender and level of study. The finding as shown in Table 1 revealed that 50 (25.0%) of the respondents are below 20 years of age, 66 (33.0%) are aged between 21 – 25 years old, 42 (21.0%) are between 26-30 years, 38 (19.0%) are between 31-35 years of age and only 4 (2.0%) are between 36 years and above. The finding further indicated that young individuals (between 16 years to 25 years) are in the majority. This negated the principle of distance learning / education which was meant for the working class and matured individuals. 72 (36.0%) of the respondents are male while the remaining 128 (64.0%) are female. The table further indicate that 40 (20.0%) of the respondents are 100 level students, 34 (17.0%) are 200 level students, 64 (32.0%) are 300 level students and 56 (28.0%) are 400 level students while only 6 (3.0%) are 500 level students.

The study sought among others to Identify library resources and services available to part time learners at O.O.U. Library. Table Two below summarizes the results.

Table 2: Library Resources and Services Made Available to Part Time Users

S/N	Library Department	Resources	Services / Functions
1.	Collection Development	The University Library has 111, 456 volumes of print resources comprising textbooks, research/technical reports, monographs, bibliographies, abstracts, indexes and reference materials in all programs offered by the University	<ul style="list-style-type: none"> ▪ Selection, ordering and purchase of recommended textbooks and other print resources ▪ Stamping, Accessioning and Listing of all acquired (purchased and donated) university books ▪ Soliciting for book donations
2.	Serials	<p>The Serials Section has</p> <ul style="list-style-type: none"> ▪ 42, 214 volumes of journals covering all academic disciplines offered by the University. ▪ Subscribes to daily newspapers and weekly Magazines 	<ul style="list-style-type: none"> ▪ Soliciting for journal donations ▪ Selection, ordering and purchase of recommended journal titles ▪ Stamping, Accessioning and Listing of all acquired (purchased and donated) university books ▪ Purchase and stamping of newspapers and magazines ▪ Recent Accession Displays ▪ Selective Dissemination of Information ▪ Current Awareness Services ▪ Reference Services ▪ User Education
3.	Readers' Services	<p>The Readers' Services houses all fully processed print resources available in all academic disciplines run by the University. This includes:</p> <ul style="list-style-type: none"> ▪ Textbooks ▪ Research / Technical reports ▪ Monographs ▪ Reference materials ▪ Theses & Dissertations ▪ Abstract and Indexes ▪ Bibliographies ▪ Conference Proceedings ▪ Inaugural Lecture Series 	<p>Services to Part time learners include:</p> <ul style="list-style-type: none"> ▪ Registration of users ▪ Lending services ▪ Recent Accession Displays ▪ Book Reservation Services ▪ Selective Dissemination of Information ▪ Current Awareness Services ▪ Referral Services ▪ Photocopying Services ▪ Bindery Services ▪ Reference Services ▪ User Education ▪ Issuance of Clearance Certificate ▪ Internet services ▪ Networked access to free databases ▪ Networked access to subscription-based databases ▪ Information literacy training ▪ Photocopying services
4.	ICT/Multimedia	<p>The ICT/Multimedia houses the Internet facilities and resources such as the</p> <ul style="list-style-type: none"> ▪ Computers and Laptops ▪ Free e-resources such as and ▪ Subscription-based e-resources such as, AGORA, JSTOR, ELSEVIER, SCIENCE Direct and NEXIS LEXIS. ▪ LAN ▪ WAN 	

Field Survey, 2018

Table 2 shows the primary data and information obtained from the short interview sessions held with the librarians in charge of the university library departments that deal



directly with students' resources and services. The table revealed the various resources and services provided to the part time students by the various departments of the university as shown above.

Also, the study sought to find out the level of relevancy of available library resources offered to part time learners at O.O.U. Table three below summarizes respondents' responses.

Table 3: Level of Relevancy of Available of Library Resources

Resources	Relevant		Not Relevant		Total
	Frequency	Percentage	200	Percentage	
Textbooks	190	95.0	200	0.5	200
Dictionaries	185	92.5	200	7.5	200
Encyclopedias	150	75.0	200	25.0	200
Newspapers and Magazines	135	67.5	200	32.5	200
E-resources	130	65.0	200	35.0	200
Journals	120	60.0	200	40.0	200
Indexes	90	45.0	200	55.0	200
CD-ROM databases	80	40.0	200	60.0	200
Abstracts	70	35.0	200	65.0	200
Bibliographies	70	35.0	200	65.0	200
Conference Proceedings	60	30.0	200	70.0	200

Field Survey, 2018

Table 3 shows that textbooks (190) (95.0%), dictionaries (185) (92.5%) and encyclopedias (150) (75.0%) are the most relevant library resources available in the selected university library. Abstracts (70) (35.0%), bibliographies (70) (35.0%) and conference proceedings (60) (30.0%) are the least relevant library resources according to the respondents. The findings confirmed that the information obtained from interviews revealed that conference proceedings, abstracts, indexes and bibliographies are inadequate in number and most are obsolete. The findings concur with the findings by Afful-Arthur (2016) noted that majority of students surveyed used the library for reference / library searches and found the print resources to be relevant while Internet access was inadequate. The finding however did not agree with the finding of Larson and Owusu-Acheaw (2016) who found that part time learners in University of Winneba Study Centre, Ghana did not use library materials to enhance their studies but relied solely on course materials and lecture notes.

The levels of accessibility of library resources and services to part time learners at O.O.U. were determined. Table 4a below presents the results.

Table 4a: Level of Accessibility of Library Resources to Part Time Learners

Items	E.A		O.A		N.A		Total
	Freq	%	Freq	%	Freq	%	
Textbooks	170	85.0	30	15.0	-	-	200
Newspapers and Magazines	182	91.0	22	11.0	-	-	200
Journals	159	79.5	30	15.0	11	5.5	200
Encyclopedias	130	65.0	45	22.5	25	12.5	200
Dictionaries	187	93.5	10	5.0	03	1.5	200
Bibliographies	160	80.0	20	10.0	20	10.0	200
Indexes	160	80.0	30	15.0	10	5.5	200
Abstracts	160	80.0	20	10.0	20	10.0	200
Conference Proceedings	130	65.0	40	22.5	30	10.0	200
CD-ROM databases	60	30.0	60	30.0	80	40.0	200
E-resources	70	35.0	35	17.5	95	47.5	200

Key: EA = Easily Accessible; OA = Occasionally Accessible and NA = Not Accessible

Field Survey, 2018

Table 4a indicated that dictionaries 187 (93.5%), newspapers and magazines 182 (91%) and textbooks 170 (85%) were the most accessible of all the library resources to the part-time learners but electronic resources and CD-ROM databases were the least accessible to the students. Overall, one might conclude that the level of accessibility to available library resources for part-time learners' use is generally high. The response from the interview indicated that part time students are free to use of the library resources (both print and electronic) and services after registering with the library. Equally, the finding confirmed findings of Kwadzo (2014) that evaluated access to library resources by sandwich students in the University of Ghana. The findings revealed that a majority of students use campus library facilities for reading purpose and to search the Internet which indicates that students had access to the library.

The poor level of access to information technology resources (that is, CD-ROM databases and electronic resources) could probably be attributed to the fact that students lack requisite ICT skills. The poor level of access to CD-ROM databases and electronic resources supports the finding of Adetimirin and Omogbhe (2011) on distance students in two selected

faculties in University of Ibadan, Nigeria. The researchers found that even though library resources were available and accessible to distance learners, a majority of students rarely used the library due to lack of borrowing rights, inadequate search skills and students' tight schedules.

Overall, the finding did not agree with findings of earlier researchers such as, Mabawonku (2004), Owusu-Ansah and Bubuama (2015) and Afful-Arthur (2016) which reported that part time learner' information needs are not considered as important by many institutions and libraries distance learning programs. Busayo (2006) found out that part time students of the Federal Polytechnic Ado-Ekiti, Nigeria had particular information needs which were ignored and which prevented them from optimally using library facilities and resources.

Table 4b: Library Services Available and Accessible to Part Time Learners

Services	Available and Accessible		Not Available and Not Accessible		Not Sure	
	Freq	%	Freq	%	Freq	%
Book loan services	150	75.0	30	15.0	20	10.0
Reference services	120	60.0	50	25.5	30	15.0
Internet services	54	27.0	130	65.5	16	8.0
Photocopying services	45	22.5	155	77.5	-	-
Selective dissemination of information	35	17.5	140	70.0	25	12.5
User education programs	30	15.0	70	35.0	100	50.0

Table 4b indicates that book loan services 150(75.0%) and reference services 120 (600%) were the most available and accessible of all the services surveyed in the study. Selective dissemination of information 35(17.5%) and user education programs 30(15.0%) were the least available and accessible as showed by the respondents. Primary data obtained from the university library indicated that all the services identified in the study are offered to students and staff of the institution. The poor responses as shown by some respondents could be attributed to low level of awareness of some library services among the part time learners.

These findings are in line with Tripathi and Jeevan's (2008) study which related non-use of the library and its resources by distances learners to low level of awareness of the resources and services available in their libraries and because most of them are constrained by distance.

Low usage could also be attributed to learners not being well exposed to library use as discovered by Kavulya (2004) in a study that evaluated distance learners use of library in four universities in Kenya. This however had consequential effects on the part time distance learners' accessibility to library resources and services.

Part time learners' level of satisfaction with the available library resources and services at the O.O.U. Library was examined. Table 5a and 5b below summarize the results:

Table 5a: Level of Satisfaction with Library Resources

Resources	HS		S		NS		Total
	Freq	%	Freq	%	Freq	%	
Dictionaries	160	80.0	30	15.0	10	5.0	200
Textbooks	142	71.0	56	28.0	02	1.0	200
Encyclopedias	90	45.0	60	30.0	50	25.0	200
Bibliographies	80	40.0	40	20.0	80	40.0	200
Indexes	70	35.0	75	37.5	55	27.5	200
Newspapers and Magazines	68	34.0	60	24.0	76	38.0	200
Journals	68	34.0	98	49.0	34	17.0	200
Conference Proceedings	60	30.0	20	10.0	120	60.0	200
Abstracts	50	25.0	45	22.5	105	52.5	200
CD-ROM databases	34	17.0	20	10.0	146	73.0	200
E-resources	29	14.5	33	16.5	138	69.0	200

Key: HS = Highly Satisfied; S = Satisfied and NS = Not Satisfied

Source: Field survey

Table 5a indicates that textbooks 198(99.0%), dictionaries 190(95.0%) and journals 166 (83%) ranked highest of the library resources usage in supporting academic needs of the part time students. CD-ROMs databases 54 (27.0%) and e-resources 62 (31.0%) were least ranked in supporting the academic activities of the learners. This indicates that the students were most satisfied with the textbooks, dictionaries and journals available in the library. The finding supported the findings of Afful-Arthur (2016) which revealed that sandwich students in University of Cape Coast which showed that the print resources are considered relevant to academic studies while the Internet access is considered inadequate.

Table 5b: Level of Satisfaction with Library Services Rendered

Services	HS		S		NS	
	Freq	%	Freq	%	Freq	%
Book loan services	116	58.0	54	27.0	30	15.0
Reference services	114	57.0	50	25.0	36	18.0
User education programs	60	30.0	20	10.0	120	60.0
Internet services	33	16.5	12	6.0	155	77.5
Photocopying services	17	8.5	23	11.5	160	35.5
Selective dissemination of information	10	5.0	38	19.0	152	76.0

Key: HS = Highly Satisfied; S = Satisfied and NS = Not Satisfied

Table 5b indicates that part time learners were satisfied with the book loan 170 (85.0%) and the reference services 164 (82.0%) offered by the university library. Services such as, the Internet services, photocopying and selective dissemination of information were considered as inadequate to the needs and expectations of the part time learners. Data provided by the university library indicated that all the services identified in this study are mandatory except the photocopy service which is also irregular. Low responses to services could be attributed to either lack of awareness of the selective dissemination of information and Internet services or lack of relevant ICT skills to enable them to use the Internet. This finding concurs with the finding of Akande (2011) regarding information needs of sandwich students of University of Ado-Ekiti, Nigeria which revealed that the students did not effectively utilized computers and Internet services due to lack of ICT skills.

Conclusion and Recommendation

Part time learning focuses on promoting learner-centered learning which requires accessibility and use of information and learning resources and services to be regularly available to libraries and students. Therefore for qualitative education as well as academic and research

excellence to be attained, part time learners must have timely access to scholarly information resources and services. Even though the university library provides resources and services for learners without discrimination, the fact is ready availability of resources and services does not guarantee full accessibility and use by students. Hence, the Internet resources and services should be reliable and improved upon as a vehicle for bringing the resources and library services to the doorstep of part time learners. Moreover, digitization of all library resources would enable the learners to search the university library databases without the trouble to travel just to use the library resources and services when necessary. The university library should ensure that part time students are information literate such that challenges associated with accessing, locating, retrieving and using information from different sources and from web can be overcome would be overcome. In light of these findings, it is hereby being recommended that:

- The university library should be more involved in the conduct of orientation programs for fresh part time students. This will create the needed awareness and encourage part time students, its resources and services.
- Information literacy courses should be integrated into the curriculum of part time studies and made compulsory for all part time students. The courses should also be taught by competent and experienced librarians.
- Efforts should be made by the university library management to deploy more electronic facilities particularly the Internet services and resources to the various branch / campus libraries of the university to allow more students to access and electronic resources and scholarly databases.
- It is also further suggested that library registration should be made compulsory for all the part time students and lecturers should give learners assignments that require them to use the library, its resources and service and to interact with library staff.
- The university library should provide online bibliographic instruction, online reference services, online literature searches, and document delivery services that meet the information needs of part time learners.
- Finally, the university and the library managements should deploy effective and innovative ICT facilities and services in general and web-based applications and services in particular so they can provide offer multimedia rich, interactive,

collaborative and 24/7 services to its clientele particularly the distance and part time students.

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