



Assessment of the Availability and Adequacy of Library Resources in Federal College of Education, Yola

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Abstract: The objective of this study is to assess the availability and adequacy of library resources for effective teaching and learning in federal College of Education Yola. Three research questions and three research hypotheses were raised to guide the conduct of the study. This study adopted a descriptive survey research design to assess the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola. The overall population across these three respondent categories amounted to 6645. To ensure adequate representation across the categories of the respondents, a stratified random sampling technique was employed. The sample size was determined using Taro Yamane (1967) formula for sample size from a finite population. Using this formula, the calculated sample size was 589 respondents comprising of 376 students, 192 lecturers and 21 Library staff. The data collected were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies and percentages, were employed to summarize the demographic data. Mean scores and standard deviations were utilized to address the research questions posed in the study, while the hypotheses were tested using ANOVA, with statistical analyses conducted at a 95% confidence level. The results further suggest that there are considerable opportunities for enhancement to improve both the availability and sufficiency of library resources, provided that challenges such as poor preservation conditions, disorganized materials, a lack of current resources, inadequate technological integration, absence of systematic needs assessment, limited up-to-date materials, insufficient budgetary allocation, power outages, inadequate library staffing, and insufficient functional ICT facilities are effectively addressed. Addressing these challenges requires strategic interventions.

Keywords: Teaching-Learning, Library Resources, Demographic Data, SPSS, CoE Yola.

INTRODUCTION

The realm of higher education is in a state of constant transformation, imposing greater expectations on institutions to deliver strong and accessible learning environments. Colleges of Education (CoE), which are specifically designated with the duty of training future educators, hold a distinct obligation in this context. Achieving this goal necessitates the provision of extensive and current library resources, which form the foundation for academic

exploration, pedagogical advancement, and research activities among both students and faculty members alike.

The successful operation of Colleges of Education in equipping future educators is heavily reliant on the presence and sufficiency of library resources. These resources encompass a broad spectrum of materials, ranging from physical books and journals to digital databases and multimedia, which are essential for facilitating teaching, learning, and research endeavors within the institution [1]. The library occupies a crucial position within the academic community. The significance of libraries and their information resources in higher education institutions cannot be underestimated. Aladeniyi & Arikawe [2] recognized that libraries are indispensable in any organization, particularly in institutions of higher learning.

Library information resources are critical components of the library. They empower libraries to provide their services to the user community. A library devoid of resources will forfeit its relevance in society. Onye [3] noted that the goals of a library may remain unattainable unless its resources are both available and sufficient. The presence of a variety of current library resources has a direct effect on the quality of education provided in Colleges of Education. For example, access to contemporary pedagogical literature, educational research journals, and curriculum development guides is vital for faculty to remain informed about new advancements and for students to participate in evidence-based practices (Tella, 2011).

Research indicates that institutions with well-resourced and actively utilized libraries are more likely to produce graduates who possess enhanced critical thinking and research abilities, essential for their professional endeavors (Popoola, 2008). Consequently, a thorough evaluation transcends a mere inventory assessment; it represents a comprehensive analysis of how library resources support the overarching academic objectives of Colleges of Education.

A detailed evaluation of these resources is vital for comprehending their availability and sufficiency in addressing the academic requirements of both students and faculty, pinpointing deficiencies, and guiding strategic planning for resource acquisition and service enhancement (Okoro, 2016). This introduction lays the groundwork for evaluating the availability and sufficiency of library resources to facilitate effective teaching and learning at the Federal College of Education Yola.

Objectives of the Study

The general objective of the study is to assess the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola. Specifically, the study is designed to:

- a. Examine the availability of Library resources for effective teaching and learning in federal College of Education Yola.
- b. Assess the adequacy of Library resources for effective teaching and learning in federal College of Education Yola.
- c. Challenges facing the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

Research Questions

The following research questions were raised to guide the conduct of this study:

- a. What is the level of availability of Library resources for effective teaching and learning in federal College of Education Yola?

- b. What is the level of adequacy of Library resources for effective teaching and learning in federal College of Education Yola?
- c. What are the Challenges facing the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola?

Research Hypotheses

The following research hypotheses were formulated to guide the study:

HO₁: There is no significant difference between the responses of Lecturers, Library staff and students on the availability of Library resources for effective teaching and learning in federal College of Education Yola.

HO₂: There is no significant difference between the responses of Lecturers, Library staff and students on the adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

HO₃: There is no significant difference between the responses of Lecturers, Library staff and students on the challenges facing the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

LITERATURE REVIEW

Concept of Library and Library Resources

A library, as defined by Attama and Okochie [4] is a systematically organized collection of information resources that facilitates easy access and use. It is a space where literary, musical, artistic, or reference materials—such as books, manuscripts, recordings, or films—are stored for utilization rather than for sale. Any evaluation project inherently assumes a perspective on the nature and objectives of a library. Cossette [5] characterizes the library as a documentation system that collects, organizes, retrieves, and disseminates recorded information with the purpose of conveying knowledge to its users. This system aims to achieve objectives in the documentation field that align with the priority information needs of its clientele. Obi [6] describes a library as a curated collection of books and non-book materials that are organized and preserved for the dissemination of information by a qualified librarian.

The library holds a crucial position within the academic community. The significance of libraries and their information resources in tertiary institutions cannot be underestimated. Aladeniyi & Arikawe (2017) [2] recognized that libraries are indispensable in any organization, particularly in institutions of higher learning. Jegede [7] defines library resources as the materials comprising books, audio-visual materials, software media, audio-visual hardware, and other resources utilized in the teaching and learning processes within the library. Adomi [8] asserts that library resources are the information-bearing materials that enable the library to achieve its objectives of satisfying the information needs of its users. According to Ojedokun [9], library resources are fundamentally the materials that users consult for decision-making and problem-solving, which may include both primary and secondary sources. The relevance of a library is contingent upon the effective utilization of its resources.

Types of Library Resources

According to Oyewusi and Oyeboade [10] library resources encompass not only traditional print media such as books, journals, newspapers, and maps, but also audio-visual materials including records, audio cassettes, video cassettes, and projectors. Libraries curate collections

that consist of not just printed materials but also reproductions, maps, photographs, microfiches, CD ROMs, computer software, online databases, the internet, electronic books, e-journals, and various other media. Ogundiran *et al.* [11] identified the following categories of resources available in libraries:

- a. Books and e-books: These resources are long-form and provide extensive information on specific topics
- b. Reference works: These may be general or focused on a particular subject. Examples include dictionaries, encyclopedias, atlases, handbooks, and diagnostic manuals.
- c. Special collections, manuscripts, and archives: These serve as valuable research resources.
- d. Databases: These are organized collections of data that enable users to search for articles by author, publication, time period, or keywords. Notable examples include JSTOR, Academic Search Premier, PubMed, IEEE Xplore, and ERIC.
- e. Journals and newspapers: These printed materials can also serve as research resources.
- f. Theses and dissertations: These are research papers authored by students to support their academic degrees or professional qualifications, and they can be utilized as research resources as well.
- g. Internet Access: Reliable internet connectivity is crucial for students engaged in assignments or online research.
- h. Librarian Assistance: Librarians are available to assist students in finding credible resources.
- i. Study Groups: Some libraries offer designated spaces for group study sessions, facilitating collaboration among peers on challenging topics.

Availability and Adequacy of Library Resources

Barfi, Afful-Athur, and Agyapong [12] asserted that the presence of library resources fosters an environment conducive to their utilization, thereby facilitating teaching and learning. Uzoagba, Ezukwuoke, and Chiagbu [13] confirmed that library resources, encompassing print, non-print, and electronic formats, constitute the essential elements of any library. Usman [14] remarked that "in locations where libraries are established, they often lack books, and even daily newspapers are absent." This implies that the adequacy and unavailability of reference materials can discourage students from engaging with the resources.

Ogbuiyi [15] investigated the availability and utilization of reference sources and services within Babcock University Library. The findings indicated that reference materials are generally available, accessible, and sufficient, with the exception of yearbooks, bibliographies, and biographies, which were found to be lacking in availability, accessibility, and adequacy.

Adeyemi and Adigun [16] examined the availability of information resources in private universities across Nigeria. Their research revealed that 80% of private university libraries possessed adequate resources, particularly highlighting the importance of electronic and digital formats. This stood in stark contrast to public universities, where the availability of resources was frequently obstructed by bureaucratic delays and constrained budgets.

Eze and Umeji [17] analyzed the availability of electronic information resources in universities located in southeastern Nigeria. Their study discovered that 68% of the libraries had access to

electronic databases; however, only 35% of these databases were fully operational due to various technical and infrastructural issues. The authors underscored the necessity for enhanced funding and technical assistance to improve the availability of resources.

Okafor *et al.* [18] performed a study examining the availability and utilization of library information resources aimed at improving service delivery for healthcare workers in a government tertiary hospital located in Abuja, Nigeria. The primary findings indicate that there is a scarcity of pertinent library information resources, both in print and digital formats. Additionally, challenges such as poor internet connectivity, insufficient computers, erratic power supply, and a shortage of experienced personnel to manage library operations were identified. Umar and Ibrahim [19] undertook a study focusing on the availability, accessibility, and utilization of electronic information resources by students at the Federal University of Gashua library. The findings demonstrated that the availability of electronic information resources for students at this library is substantial.

Ezeala [20] conducted research on the availability and utilization of library resources in selected secondary schools within the Jos South Metropolis of Plateau State. The study found that while library resources, including textbooks and a limited number of reference materials, were available, they were primarily utilized by staff, with very few students engaging with them. Yushau *et al.* [21] carried out an assessment of the availability, functionality, adequacy, and utilization of ICT intervention facilities in senior secondary schools in Gombe State. The results revealed that the ICT facilities were insufficient.

Challenges facing the availability and adequacy of Library resources

Despite its crucial importance, higher education in Nigeria is facing considerable difficulties in adjusting to the changing requirements of the 21st century. Regarding the obstacles that impede the effective use of library information resources, Uzogbu, Ezukwuoke, and Chingbu (2012) identified issues such as the lack of resources, power outages, and disorganized materials. The availability and sufficiency of library resources are shaped by a complex set of factors, including funding, infrastructure, collection development, staffing, and the integration of technology. A significant limitation is the inadequate budget allocation, which directly affects the library's capacity to acquire new materials, subscribe to vital databases, and sustain existing resources.

Ezeala (2022) disclosed that contemporary school library resources, such as audio-visual materials and periodicals, were absent due to insufficient resources, inadequate funding, and a lack of proper provisions for school library resources. Mamo & Amidu (2016) discovered that the absence of current information resources and improper shelving of these resources are the primary factors obstructing the effective utilization of library resources.

According to the findings of Olajide & Otunla [22], the predominant challenge reported by respondents is a lack of time. The research conducted by Barfi, Afful-Arthur, and Agyupong (2018) indicated that the non-involvement of lecturers in the selection of books, a scarcity of up-to-date materials, users being uninformed about new arrivals, inadequate library instruction, the absence of an automatic generator for power supply, and insufficient library staff are factors that significantly hinder or obstruct the use of library materials by lecturers.

Esse [23] notes that library users globally encounter various challenges that greatly influence the extent to which library resources are utilized effectively and to their fullest potential. Inadequate relevant materials; unfavourable state of the library; lukewarm attitude of the staff; inadequate functional ICT facilities; lack of Internet facility; lack of user education; no

provision of photocopying services within the library; lack of awareness of the library resources; poor reading environment; poor state of library collection.

METHODOLOGY

Research Design

This study adopted a descriptive survey research design to assess the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola. The descriptive design was suitable for collecting quantitative data from a representative sample to allow generalization to the larger population.

Study Area and Population

The research was carried out in Yola and Adamawa State, concentrating on the Federal College of Education Yola. The intended demographic included all full-time students registered for the 2024/2025 academic year. According to the official examination records from the college's school of general education, there are 6,254 NCE students. Furthermore, Teaching Practice Records indicate that there are 368 lecturers available for the 2024/2025 academic session, while Library Records show a total of 23 staff members. Consequently, the overall population across these three respondent categories amounted to 6,645.

Sampling Technique and Sample Size

To ensure adequate representation across the categories of the respondents, a stratified random sampling technique was employed. The sample size was determined using Taro Yamane (1967) formula for sample size from a finite population using the formulae:

$$n = \frac{N}{1+Ne^2} \quad \dots (1)$$

Where:

- n is the sample size
- N is the population size
- e is the level of precision

Using this formula, the calculated sample size was 589 respondents comprising of 376 students, 192 lecturers and 21 Library staff.

Instrument for Data Collection

The primary tool utilized for data gathering was a structured questionnaire, which was segmented into two distinct sections. Section A gathered demographic details regarding the respondents, while Section B evaluated the availability and adequacy of library resources through 40 items. The questionnaire utilized a modified 4-point Likert scale for (Availability) Available, Fairly Available, Rarely Available, and Not Available; (Adequacy) Adequate, Fairly Adequate, Rarely Adequate, and Not Adequate; and (Agreement) Strongly Agree, Agree, Disagree, and Strongly Disagree.

Validity and Reliability of the Instrument

To ensure content validity, the instrument underwent review by three experts in the fields of educational research and library science. A pilot study was executed involving 30 students from a comparable tertiary institution (College of Education Hong, which was not part of the main sample). The reliability of the instrument was assessed using Cronbach's Alpha, resulting in a coefficient of 0.84, which indicates a good level of internal consistency.

Data Collection Procedure

The questionnaires were administered in person to the respondents. Completed questionnaires were collected on-site to guarantee a high response rate.

Method of Data Analysis

The data collected were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies and percentages, were employed to summarize the demographic data. Mean scores and standard deviations were utilized to address the research questions posed in the study, while the hypotheses were tested using ANOVA, with statistical analyses conducted at a 95% confidence level.

RESULT AND DISCUSSION

The primary tool utilized for data gathering was a structured questionnaire. Three research questions and three research hypotheses were raised to guide the conduct of the study. This study adopted a descriptive survey research design to assess the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

The descriptive design was suitable for collecting quantitative data from a representative sample to allow generalization to the larger population. The thorough evaluation of library resources at the Federal College of Education Yola highlights the essential function that the library serves in facilitating teaching, learning, and research within the institution.

Questionnaire Return Rate

From the information figure one, it is clear that out of the 589-questionnaire distributed to the respondents, 95.9 percent of the questionnaire (that is 565) were well filled and returned while 4.1 percent (that is 24) were either not well filled or not returned. This indicated that majority of the questionnaire distributed were returned and well filled.

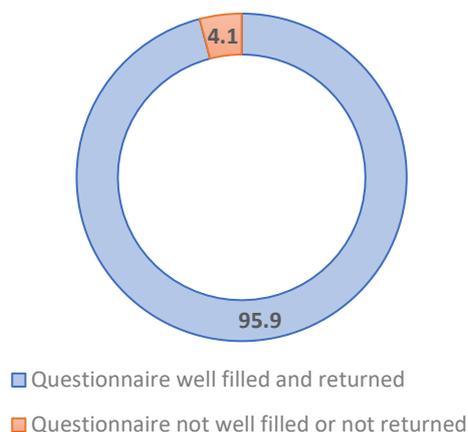


Figure 1: Questionnaire Return Rate.

Distribution of Respondents by Gender

From the analysis in figure two it is clear that out 55.9 percent of the respondents (316 respondents) are male while 44.1 percent (249 respondents) are female. This analysis indicates that majority of the respondents are female.

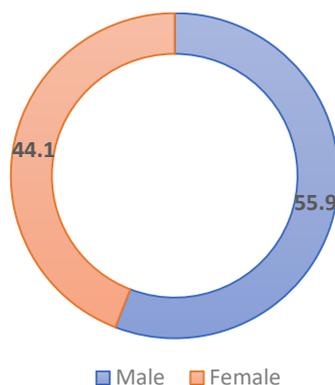


Figure 2: Distribution of Respondents by Sex.

Distribution of Respondents by Categories

From the information in figure three it is clear that 183 respondents (representing 32.4 Percent) are lecturers, 18 respondents (representing 3.2 Percent) are Library staff while 364 respondents representing 64.4 Percent) are Students.

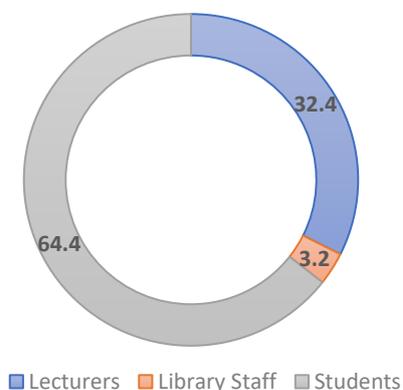


Figure 3: Distribution of Respondents by Categories.

Answering the Research Questions

Research Question One: What is the level of availability of Library resources for effective teaching and learning in federal College of Education Yola?

Table 1: Shows level of availability of Library resources for effective teaching and learning in federal College of Education Yola.

Sl.	ITEM	Lecturer		Library Staff		Students		Mean Set	Rank	Decision
1	Books	2.53	0.64	2.56	0.45	2.63	0.67	2.57	6th	Fairly Available
2	Reference Materials	2.65	0.63	2.61	0.54	2.56	0.71	2.61	3rd	Fairly Available
3	Newspapers / Magazines	2.54	0.64	2.55	0.43	2.62	0.57	2.57	6th	Fairly Available
4	Journals	2.71	0.71	2.72	0.56	2.54	0.68	2.66	2nd	Fairly Available
5	Thesis/dissertations	2.14	0.63	2.19	0.48	2.23	0.61	2.19	15th	Raely Available
6	Audio materials	2.39	0.56	2.43	0.65	2.40	0.52	2.41	12th	Raely Available
7	Audio Visual Materials	2.37	0.55	2.46	0.57	2.42	0.63	2.42	10th	Raely Available
8	Conference proceedings	2.48	0.65	2.44	0.62	2.35	0.54	2.42	10th	Raely Available
9	Computer facilities	2.51	0.72	2.58	0.49	2.61	0.61	2.57	6th	Fairly Available

10	Encyclopaedias	2.54	0.81	2.55	0.63	2.62	0.54	2.57	6th	Fairly Available
11	e-books	2.53	0.65	2.57	0.48	2.70	0.65	2.60	4th	Fairly Available
12	Internet resources	2.81	0.90	2.83	0.52	2.63	0.57	2.76	1st	Fairly Available
13	Dictionaries	2.54	0.67	2.51	0.54	2.72	0.63	2.59	5th	Fairly Available
14	Directories	2.41	0.73	2.44	0.65	2.31	0.67	2.39	14th	Raely Available
15	Government Publications	2.43	0.62	2.40	0.56	2.33	0.64	2.40	13th	Raely Available
	TOTAL:	2.50	0.67	2.52	0.54	2.51	0.62	2.51		Fairly Available

Table 1 describes the mean scores and standard deviation of the level of availability of library resources for effective teaching and learning in federal College of Education Yola. The respondents revealed that: internet resources, Journals, reference materials, e-books, dictionaries, encyclopedia, newspapers, books, computer facilities are fairly available for effective teaching and learning in federal College of Education Yola with mean scores of between 2.76 and 2.57 while, audio-visual materials, conference proceedings, audio-materials, government publications, directories and theses/dissertations are Rarely available for effective teaching and learning in federal College of Education Yola with mean scores ranging from 2.42 and 2.19. The aggregate mean score of 2.51 explains that the library resources are Fairly available for effective teaching and learning in federal College of Education Yola.

Research Question Two: What is the level of adequacy of Library resources for effective teaching and learning in federal College of Education Yola?

Table 2: Shows level of adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

Sl.	ITEM	Lecturer		Library Staff		Students		Mean Set	Rank	Decision
1	Books	2.73	0.64	2.55	0.45	2.65	0.67	2.64	4th	Fairly Adequate
2	Reference Materials	2.55	0.63	2.57	0.54	2.52	0.71	2.54	7th	Fairly Adequate
3	Newspapers / Magazines	2.74	0.64	2.63	0.43	2.60	0.57	2.66	2nd	Fairly Adequate
4	Journals	2.81	0.71	2.72	0.56	2.76	0.68	2.76	1st	Fairly Adequate
5	Thesis/dissertations	2.33	0.63	2.30	0.48	2.38	0.61	2.34	14th	Rarely Adequate
6	Audio materials	2.22	0.56	2.28	0.65	2.41	0.52	2.31	15th	Rarely Adequate
7	Audio Visual Materials	2.34	0.55	2.38	0.57	2.44	0.63	2.39	13th	Rarely Adequate
8	Conference proceedings	2.41	0.65	2.46	0.62	2.40	0.54	2.42	10th	Rarely Adequate
9	Computer facilities	2.56	0.72	2.50	0.49	2.53	0.61	2.53	8th	Fairly Adequate
10	Encyclopaedias	2.55	0.81	2.51	0.63	2.61	0.54	2.56	6th	Fairly Adequate
11	e-books	2.54	0.65	2.50	0.48	2.50	0.65	2.51	9th	Fairly Adequate
12	Internet resources	2.81	0.90	2.64	0.52	2.54	0.57	2.66	3rd	Fairly Adequate
13	Dictionaries	2.55	0.67	2.60	0.54	2.70	0.63	2.62	5th	Fairly Adequate
14	Directories	2.46	0.73	2.40	0.65	2.39	0.67	2.41	11th	Rarely Adequate
15	Government Publications	2.44	0.62	2.42	0.56	2.37	0.64	2.41	11th	Rarely Adequate
	TOTAL:	2.53	0.67	2.50	0.54	2.52	0.62	2.52		Fairly Adequate

Table 2 describes the mean scores and standard deviation of the level of adequacy of library resources for effective teaching and learning in federal College of Education Yola. The respondents revealed that: internet resources, Journals, reference materials, e-books,

dictionaries, encyclopaedia, newspapers, books, computer facilities are Fairly adequate for effective teaching and learning in federal College of Education Yola with mean scores of between 2.76 and 2.51 while, audio-visual materials, conference proceedings, audio-materials, government publications, directories and theses/dissertations are Rarely adequate for effective teaching and learning in federal College of Education Yola with mean scores ranging from 2.42 and 2.31. The aggregate mean score of 2.52 explains that the library resources are Fairly Adequate for effective teaching and learning in federal College of Education Yola. Although the library has made reasonable strides in acquiring and organizing resources, this study determined that library resources are relatively accessible and sufficient at the Federal College of Education, Yola.

Research Question Three: What are the Challenges facing the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola?

Table 3: Shows challenges affecting the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

Sl.	ITEM	Lecturer		Library Staff		Students		Mean Set	Rank	Decision
1	Poor preservation conditions	2.62	0.64	2.71	0.45	2.55	0.67	2.67	6th	Agreed
2	Disorganized materials	2.54	0.63	2.83	0.54	2.63	0.71	2.67	6th	Agreed
3	lack of current resources	2.80	0.64	2.64	0.43	2.91	0.57	2.78	1st	Agreed
4	Poor technological integration.	2.50	0.71	2.59	0.56	2.76	0.68	2.52	10th	Agreed
5	lack of systematic needs assessment	2.79	0.63	2.62	0.48	2.88	0.61	2,76	2nd	Agreed
6	Few up-to-date materials,	2.54	0.56	2.55	0.65	2.50	0.52	2.53	9th	Agreed
7	Insufficient budgetary allocation	2.76	0.55	2.63	0.57	2.62	0.63	2.67	6th	Agreed
8	Power failure	2.61	0.65	2.91	0.62	2.58	0.54	2.70	4th	Agreed
9	inadequate library staff	2.72	0.72	2.76	0.49	2.55	0.62	2.68	5th	Agreed
10	inadequate functional ICT facilities;	2.69	0.81	2.88	0.63	2.63	0.53	2.73	3rd	Agreed
	TOTAL:	2.66	0.65	2.71	0.54	2.66	0.61	2.67		Agreed

Table 3 describes the mean scores and standard deviation of the factors facing the level of availability and adequacy of library resources for effective teaching and learning in federal College of Education Yola. The respondents revealed that: poor preservation conditions, disorganized materials, lack of current resources, Poor technological integration, lack of systematic needs assessment, few up-to-date materials, Insufficient budgetary allocation, Power failure, inadequate library staff and inadequate functional ICT facilities are the Challenges facing the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola. This is supported with mean scores ranging from 2.78 and 2.52 and with an aggregate mean score of 2.67.

Testing the Hypotheses

From the analysis in table 4 it is clear that the F-statistics =0.5463 and the P-Value =0.6054. since the F-statics of 0.5463 is less than the P-Value of 0.6054 the null Hypothesis one is accepted. This means that There is no significant difference between the responses of Lecturers, Library staff and students on the availability of Library resources for effective teaching and learning in federal College of Education Yola.

HO₁: There is no significant difference between the responses of Lecturers, Library staff and students on the availability of Library resources for effective teaching and learning in federal College of Education Yola.

Table 4: Summary of Analysis of Variance Results for Testing Hypothesis One

Group	Mean	SD	N	F-Stat	P-Value	Decision
Lecturers	2.50	0.67	183			
Library Staff	2.52	0.54	18	0.5463	0.6054	Accepted
Students	2.51	0.62	364			

HO₂: There is no significant difference between the responses of Lecturers, Library staff and students on the adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

Table 5: Summary of Analysis of Variance Results for Testing Hypothesis Two

Group	Mean	SD	N	F-Stat	P-Value	Decision
Lecturers	2.53	0.67	183			
Library Staff	2.50	0.54	18	0.5464	0.6054	Accepted
Students	2.52	0.62	364			

From the analysis in table 5 it is clear that the F-statistics =0.5464 and the P-Value =0.6054. since the F-statics of 0.5464 is less than the P-Value of 0.6054 the null Hypothesis two is accepted. This means that There is no significant difference between the responses of Lecturers, Library staff and students on the adequacy of Library resources for effective teaching and learning in federal College of Education Yola.

HO₃: There is no significant difference between the responses of Lecturers, Library staff and students on the Challenges facing the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola

Table 6: Summary of Analysis of Variance Results for Testing Hypothesis Three.

Group	Mean	SD	N	F-Stat	P-Value	Decision
Lecturers	2.50	0.67	183			
Library Staff	2.52	0.54	18	0.5463	0.6054	Accepted
Students	2.51	0.62	364			

From the analysis in table 6 it is clear that the F-statistics =0.5463 and the P-Value =0.6054. since the F-statics of 0.5463 is less than the P-Value of 0.6054 the null Hypothesis three is accepted. This means that There is no significant difference between the responses of Lecturers, Library staff and students on the Challenges facing the availability and adequacy of Library resources for effective teaching and learning in federal College of Education Yola. It is essential for libraries to secure adequate funding for the acquisition of both print and electronic resources, including e-books, to satisfy the needs of an expanding student population.

Discussion of the Findings

Table 1 presents the average scores and standard deviation regarding the accessibility of library resources essential for effective teaching and learning at the Federal College of Education Yola. The participants indicated that: internet resources, journals, reference materials, e-books, dictionaries, encyclopaedias, newspapers, books, and computer facilities are moderately accessible for effective teaching and learning at the Federal College of Education Yola, with mean scores ranging from 2.76 to 2.57.

In contrast, audio-visual materials, conference proceedings, audio materials, government publications, directories, and theses/dissertations are seldom available for effective teaching and learning at the Federal College of Education Yola, with mean scores between 2.42 and 2.19. The overall mean score of 2.51 suggests that library resources are moderately available for effective teaching and learning at the Federal College of Education Yola. This result contradicts the findings of Ogbuiyi (2015), who investigated the availability and utilization of reference sources and services in Babcock University Library, revealing that reference sources are highly accessible.

Table 2 presents the average scores and standard deviation regarding the adequacy of library resources for effective teaching and learning at the Federal College of Education Yola. The participants indicated that: internet resources, journals, reference materials, e-books, dictionaries, encyclopedias, newspapers, books, and computer facilities are considered fairly adequate for effective teaching and learning at the Federal College of Education Yola, with mean scores ranging from 2.76 to 2.51.

In contrast, audio-visual materials, conference proceedings, audio materials, government publications, directories, and theses/dissertations are deemed rarely adequate for effective teaching and learning at the Federal College of Education Yola, with mean scores between 2.42 and 2.31. The overall mean score of 2.52 suggests that library resources are fairly adequate for effective teaching and learning at the Federal College of Education Yola. This finding contradicts the results of Ogbuiyi (2015), who investigated the availability and utilization of reference sources and services in Babcock University Library, revealing that reference sources are highly adequate. Additionally, the study by Adeyemi and Adigun (2020) found that 80% of private university libraries possessed adequate resources. However, this study aligns with the findings of Yushau et al. (2023), which indicate that ICT facilities were inadequate.

Table 3 presents the average scores and standard deviation concerning the factors influencing the availability and adequacy of library resources essential for effective teaching and learning at the Federal College of Education Yola. The participants indicated that the challenges include: inadequate preservation conditions, disorganized materials, absence of current resources, poor technological integration, lack of systematic needs assessment, limited up-to-date materials, insufficient budgetary allocation, power outages, inadequate library staff, and insufficient functional ICT facilities. These challenges hinder the availability and adequacy of library resources for effective teaching and learning at the Federal College of Education Yola. This assertion is corroborated by mean scores that range from 2.78 to 2.52, culminating in an aggregate mean score of 2.67.

This finding aligns with the research conducted by Okafor et al. (2023), which identified that the primary challenges affecting the availability and adequacy of library resources include a limited number of relevant library information resources, both in print and electronic formats, poor internet connectivity, a shortage of computers, erratic power supply, and a lack of

experienced personnel to manage library operations. Additionally, Ezeala (2022) found that modern school library resources, such as audio-visual materials and periodicals, were unavailable due to inadequate resources, insufficient funding, and a lack of proper provisions for school library resources.

CONCLUSION

The thorough evaluation of library resources at the Federal College of Education Yola highlights the essential function that the library serves in facilitating teaching, learning, and research within the institution. Although the library has made reasonable strides in acquiring and organizing resources, this study determined that library resources are relatively accessible and sufficient at the Federal College of Education, Yola. The results further suggest that there are considerable opportunities for enhancement to improve both the availability and sufficiency of library resources, provided that challenges such as poor preservation conditions, disorganized materials, a lack of current resources, inadequate technological integration, absence of systematic needs assessment, limited up-to-date materials, insufficient budgetary allocation, power outages, inadequate library staffing, and insufficient functional ICT facilities are effectively addressed.

Addressing these challenges requires strategic interventions. The researchers recommend that:

- It is essential for libraries to secure adequate funding for the acquisition of both print and electronic resources, including e-books, to satisfy the needs of an expanding student population.
- The implementation of effective library management strategies, such as conducting regular shelf inspections to prevent book concealment and investing in strong security systems, can also assist in reducing antisocial behaviours.
- College administration should support the library in enhancing initiatives aimed at digitizing library resources and provide electronic infrastructures, such as computers with internet access, to facilitate easy access to both library content and information resources available on the World Wide Web.
- Greater emphasis should be placed on library services.
- Library materials must be systematically organized on the shelves, with each shelf clearly labeled to ensure easy retrieval and accessibility.
- A supportive library environment should be established for library staff to ensure they remain attentive to their professional responsibilities consistently.

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