

RESEARCH ARTICLE

Evaluation of Information Resources Utilization by Faculty Members at Tekena Tamuno Library, Redeemer's University, Nigeria

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Abstract

The study investigates faculty members' purposes, perceptions and borrowing patterns of information resources. A survey research design was adopted for the study. A total of 94 lecturers from eight faculties willingly participated in the study. Data were collected with a questionnaire. The collected data were analyzed with SPSS version 23.0 using descriptive statistics. The findings revealed that the majority of the respondents use circulating information resources for their teaching and research activities. The findings also revealed that a large number of respondents borrowed 1-2 books for 4 weeks, and that lecturers mainly renewed and returned books in person at the library. The study concludes that constant updates of library collections, introduction of a self-service lending system to encourage convenient borrowing and renewal of circulating items and adoption of Short Message Service (SMS) notification will improve the utilization of information resources by faculty members.

Keywords: Circulating Information Resources, Faculty Members, Perception of Circulating Information Resources, Resource utilization, University Library.

1. Introduction

Universities' faculty members are statutorily responsible for teaching, research, and community development activities within their institutions. They play an important role in the academic mission of a university, and their research and teaching activities depend on library resource usage. Shukla and Shukla (2017) see the library as an essential resource for faculty members, granting access to a wide range of materials that support their academic work. According to Adeniji (2016), academic staff members in universities rely heavily on library collections and services to carry out their teaching, research, and community engagement activities. Similarly, McAdoo (2017) maintained that academic libraries serve as an invaluable resource for faculty members in many ways. These libraries offer a wide range of materials and services that aid the research, teaching, and professional development goals of faculty members (Ajibero, 2019).

Academic libraries provide faculty members with access to an extensive collection of books, journals, and other resources relevant to their research (Trott & Lambert, 2015). These resources are often available in both print and digital formats, providing faculty members with easy access to information despite their location (Gbaje & Bello, 2020). In addition, many academic libraries offer interlibrary loan services, which allow faculty members to request materials from other libraries when necessary. Faculty members also rely on academic libraries for teaching materials (Ramli & Saleh, 2019). Libraries offer access to textbooks, course materials, and other resources that can be used in the classroom. Academic libraries also provide online resources and tools that support teaching, such as subject-specific research guides, tutorials, and citation management software.

The Tekena Tamuno Library has a vast collection of books that cover various disciplines. These books

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are usually obtained from local and international publishers, and they serve as essential tools for research, teaching, and learning. According to Bhatt (2017), university academic staff members use library books to prepare lecture notes, develop research proposals, and carry out in-depth research. The library resources include books, journals, databases, e-books, and other materials that support academic research and teaching. As maintained by Asamoah-Hassan and Asamoah-Hassan (2019), several key factors, such as access, availability, quality, relevance, and user behaviour, contribute to the effective utilisation of the resources. Access and availability refer to the ease with which users can locate and borrow materials, while quality and relevance refer to the usefulness and applicability of the materials to the user's needs. User behaviour encompasses factors such as borrowing patterns, renewals, and returns. Evaluating these factors can help libraries understand how circulating information resources are being utilised and how they can be improved to better meet the needs of faculty members.

1.1 Statement of Problem

Effective utilisation of information resources is crucial for faculty members to engage in successful teaching and research. Research has shown that university libraries in Nigeria have made huge investments in acquiring library information resources, both in print and electronic formats, in a bid to support faculty members' tasks of teaching and research. Evaluating the utilisation of these resources at Tekena Tamuno Library, Redeemer's University, aims to contribute to the literature on library resource utilisation and will provide insight into how these resources can be improved to better meet the needs of faculty members. Library information resources, either in print or in electronic form, have become so important to faculty members that they are used by them in preparation for their students' lectures and to write their research.

However, library statistics indicate low patronage by faculty members at the Tekena Tamuno Library. In fact, literature also has reported under-utilisation of library resources by faculty members (Eyiolorunsho & Eluwole, 2017; Jamil et al., 2013; Ofodile & Ifijeh, 2013). Perhaps this could be a result of the current age of advanced information technology, where Artificial Intelligence (AI), among others, is used as a substitute. Could this be true, despite the huge amount spent on building the library's collections, both in print and electronic formats? To address the issue, there is a need to investigate faculty members' purposes and

perceptions of circulating information resources in academic libraries.

1.2 Objectives

The main objective of the study is to evaluate the circulating information resource utilization by faculty members at Tekena Tamuno Library, Redeemer's University. The specific objectives are to:

- Examine the faculty members' purposes for accessing circulating information resources
- Determine the faculty members' perceptions of circulating information resources
- Identify the borrowing patterns of circulating materials by faculty members
- Assess the renewal patterns of circulating materials by faculty members
- Examine how faculty members return items borrowed
- Determine factors that influence faculty members' decisions to return borrowed items

2. Literature Review

2.1 Purpose of Use of Circulating Information Resources

Effective utilisation of information resources is crucial for faculty members to support their teaching, research, and professional development endeavours (Smith et al., 2015). As argued by Adedeji and Mabawonku (2021), one factor influencing the quality of university education is how well instructors use information resources. Lecturers use library information resources to equip themselves to perform their statutory responsibilities. For the objective of influencing students' learning and personal growth, lecturers need a variety of library information resources for both research and instruction. Both instructors and students must have a way to reach and be able to use sufficient and appropriate information resources for learning to occur (Barfi, Afful-Arthur & Agyapong, 2018). According to Gibbons and Nelson (2017), faculty members extensively utilise academic library resources to support their teaching activities. They access library resources, such as books, journals and multimedia materials, to develop course content, compile reading lists, and provide students with recommended resources. Libraries also offer instructional support, including information literacy sessions and course-specific research guides, to enhance faculty members' teaching effectiveness.

2.2 Perceptions of Circulating Information Resources

Understanding faculty members' perceptions of academic circulating information resources is crucial for academic libraries to effectively meet the needs of their primary users. According to Borgman and Furner (2021), faculty members acknowledge the role information resources play in disseminating knowledge and supporting scholarly communication within the academic community. In their study, Klain-Gabbay and Shoham (2019) found that faculty members emphasize the importance of a well-maintained and diverse circulating collection, with materials that meet the needs and interests of a diverse faculty and student population. Similarly, Tenopir and King (2015) highlight that faculty members value the convenience and accessibility of circulating information materials in libraries. The study also affirmed the importance of keeping the collection up to date, ensuring sufficient copies of high-demand materials, and incorporating user-friendly technologies for borrowing and renewing materials.

2.3 Borrowing Patterns of Circulating Materials

Faculty members' usage of circulating information resources extends beyond consultation of such resources in the four walls of the library. As submitted by Hart and Kleinveldt (2011), faculty members predominantly borrow books and journals for their teaching and research needs, while multimedia materials are borrowed less frequently. The frequency of borrowing circulating materials varies among faculty members. While some faculty members borrow materials regularly throughout the academic year, others borrow on an as-needed basis. In most academic libraries, book borrowing and renewal play a vital role in promoting uninterrupted access to valuable literature and fostering an enhanced reading experience. Renewing borrowed books allows individuals to maximize their time with valuable resources.

2.4 Factors that Motivate Faculty Members to Return Borrowed Items

Books borrowed are meant to be returned at the expiration of the due date. However, some users are fond of the habit of keeping library books beyond the authorized date. Some of these users give one excuse or the other for their actions. Some of the reasons for the late return of library books, given by some users, include, but are not limited to, regulations on library opening hours, restrictions on access to some

library collections and penalties for defaulters (Banda & Chewe, 2021). Meanwhile, there are some factors which influence users to promptly return the borrowed items. Predominant among these motivating factors include fear of payment of overdue fines, personal discipline, reminders of due date received from the library and a host of others. Khanim and Ahmed (2018) found in research conducted on the utilization of short message service for the library system in the University of Malay Library that 91% of the respondents preferred reminders in the form of SMS notifications to be sent to them on books that are due for return.

2.5 Theoretical Framework

Information is important for faculty members, especially when it comes to their teaching and research activities. The essence of the provision of various library information resources is to support teaching and research activities of lecturers as well as to aid learning of the students. For these purposes to come to realisation, faculty members need to take their time to visit the university libraries, be willing to borrow and utilise the relevant information resources that are available in the library, especially for their teaching and research engagements. The theoretical framework in which this study is anchored is based on Eisenberg and Berkowitz's Big Six Model – Information Seeking Behaviour

2.5.1 Eisenberg and Berkowitz's Big Six Model – Information Seeking Behaviour

Rather and Ganaie (2018), in their work on "Information Seeking Models in the Digital Age", opined that the Big Six Model, which comprises six logical steps, stands for a general approach to information problem-solving. According to the scholars, each step is necessary for the successful resolution of an information problem, even though the sequence of steps changes with different search ventures. Eisenberg (2003) argued that the big model does not require that individuals go through the process in a fixed way.

The six logical steps of the model are discussed as thus. The first step is Task Definition. In this regard, an individual who seeks information first defines the problem. Such researchers define what he needs before trying to retrieve the needed information. The next step is known as Information Seeking Strategies. This has to do with determining all possible sources for the information needed and selecting the best sources. It is on this step that the faculty member

can decide to select the most appropriate library information resources relevant and needed by them, be it books, journals, or what you have. This is followed by Location and Access. The step affords lecturers the opportunity to put their search strategy skills and information access tools to use. They can make use of online public access catalogue, classification numbers, and appropriate searching terms to locate and retrieve books, e-books, journal articles, video and audio materials and so on.

The fourth step is the Use of Information. This has to do with engaging the library information materials by way of reading, hearing, and viewing to extract relevant information from them. In this step, faculty members use information in dynamic ways. They scan, reflect and review the information materials and, having decided the exact type of information that is useful, valuable, and relevant, and needed by them, they extract such to meet their information needs. The next step is known as Synthesis. This consists of organising information from multiple sources and presenting the organised information. It is at this

stage that the lecturers restructure, repack and analyse the extracted information. In other words, this step enables the faculty members to extract information that may later be used to either form notes for their students or ideas to guide their academic writings in terms of journal articles needed for their promotion. In summary, the fifth step affords lecturers opportunities to convert the extracted information into knowledge.

Finally, the sixth and last logical step of Eisenberg and Berkowitz's Big Six Model is Evaluation. This step has to do with judging the result (the effectiveness of the information) and examining the result process (efficiency). The sixth step assesses if the information that is found, at the end of the day, is enough to solve the problem at hand. By this, faculty members could ascertain if the information gathered will meet their desired information needs. This, of course, will prompt him to either borrow (in the case of a book) or print (in the case of electronic resources). It will also inform faculty members' decisions to use it for their teaching assignments or to write research papers.

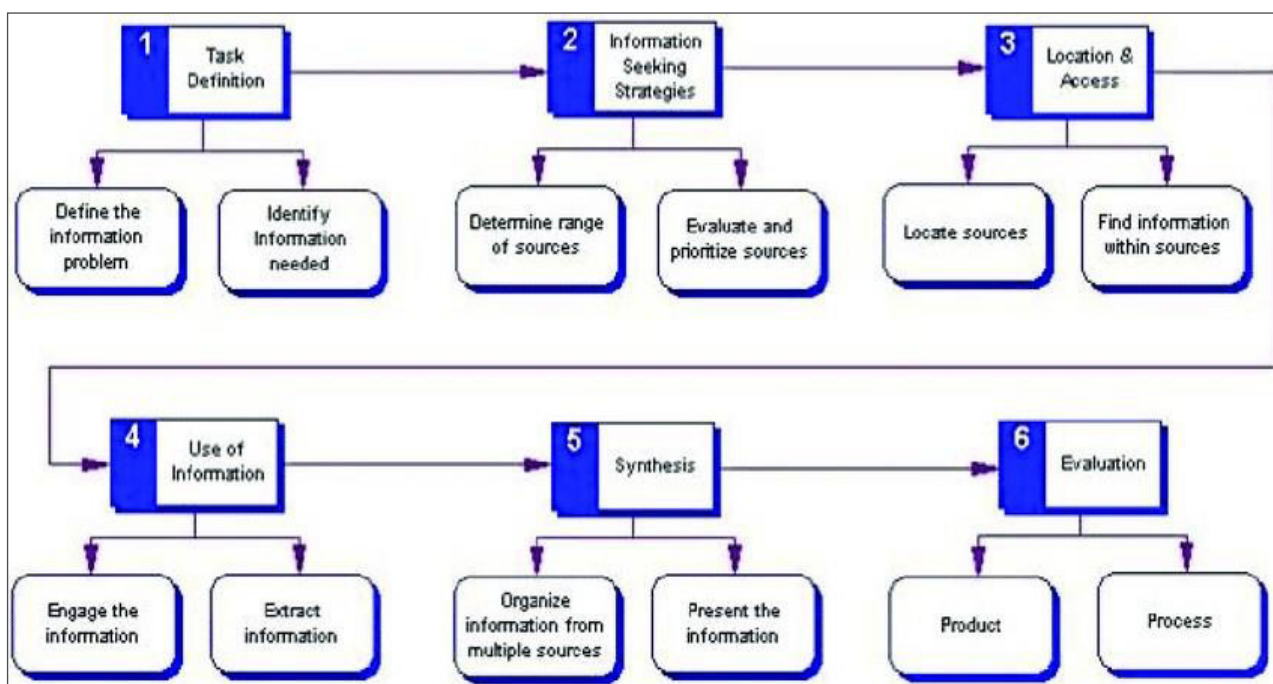


Figure 1. Eisenberg and Berkowitz's Big Six Model

Source: Iriani and Wicaksono, 2021

3. Methods

This study adopted a quantitative survey research design to evaluate the utilisation of circulating information resources by faculty members at Tekena Tamuno Library, Redeemer's University. The study covered all eight faculties in the university. Data were collected through a self-constructed structured questionnaire. This was developed by researchers in accordance with the research questions.

The study also collected data on the borrowing patterns, renewals, and returns of circulating materials. The instrument was administered to the respondents in their various departments by the researchers and one research assistant for three months. The collected data were coded using Statistical Package for Social Sciences (IBM-SPSS) version 23.0, and the data were analysed using frequency count, percentage and tables.

4. RESULTS

This section shows the demographic information of the lecturers in terms of their designations and faculties.

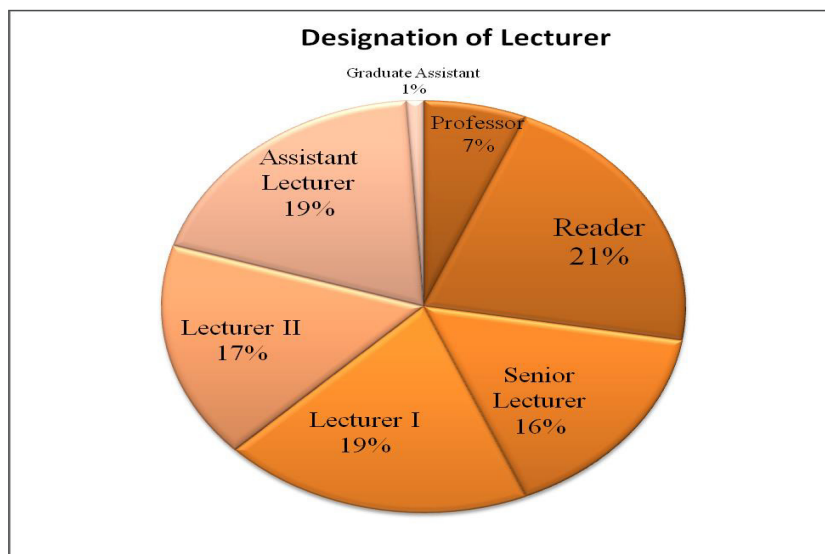


Figure 1. Distribution of Lecturers based on designations

Source: Field Survey, 2025

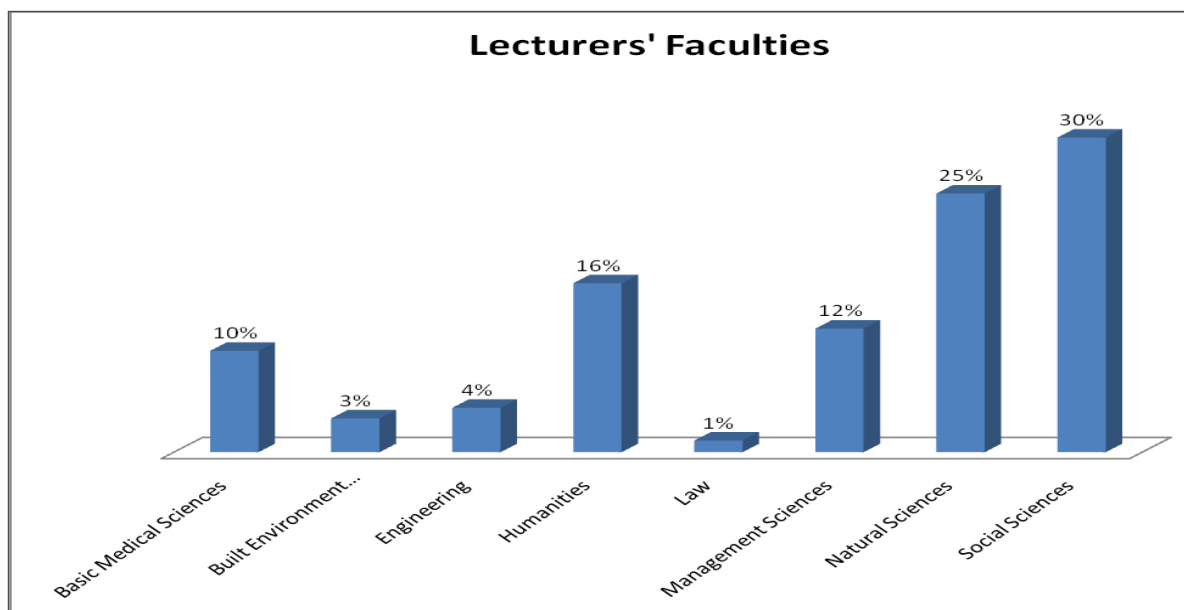


Figure 2. Distribution of Lecturers based on faculties

Source: Field Survey, 2025

Figure 1 revealed that 21% of the respondents were Readers, 19% were Lecturer I and Assistant Lecturers respectively, and 17% were Lecturer II. This is followed by Senior Lecturers (16%), Professors (7%), and Graduate Assistants, which emerged as the designation with the lowest percentage, that is 1%.

As shown in Figure 2, the highest number of respondents was from the Faculty of Social Sciences (30%), followed by the Faculty of Natural Sciences with 25%, next to this was the Faculty of Humanities (16%), followed by the Faculty of Management Sciences with 12%. The Faculty of Basic Medical Sciences had 10%, and next to this was Engineering

with just 4%. This is followed by the Faculty of Built Environment Studies (3%), while the Faculty of Law had the lowest number of respondents (1%).

4.1 Faculty Members' Purposes of Accessing Circulating Information Resources

This section sought to examine the purpose of accessing circulating information resources by lecturers. To achieve this, four purposes were highlighted, and a four-point Likert scale was used for respondents to indicate their purpose for accessing library circulating materials. The results of the findings from faculty members are presented in Table 1. Note that SA, A, D

and SD as used in Table 1 stand for SA (4) = Strongly Agree, A (3) = Agree, D (2) = Disagree, and SD (1) = Strongly Disagree. Note also that the rating scale is interpreted as follows: SA = 4.00 – 3.50, A = 3.49 – 2.50, D = 2.49 – 1.50, SD = 1.49 – 1.0

Table 1. Purpose of Accessing Circulating Information Resources by Faculty Members

I access circulating information resources:	SA (%)	A (%)	D (%)	SD (%)	Mean (\bar{x})	Std. Dev.
for research activities	36.2	39.4	16.0	8.5	3.03	0.933
my teaching activities	35.1	46.8	10.6	7.4	3.10	0.868
to borrow books	20.2	40.4	23.4	16.0	2.65	0.981
because it provides a convenient way for me to read, watch, or listen to materials at my leisure	10.6	41.5	28.7	19.1	2.44	0.922
Group Mean: 2.81						

Table 1 reveals that the respondents agreed to most of the statements highlighted to access circulating information resources (Group \bar{x} = 2.81). The respondents agreed that they accessed library information resources for their teaching activities (\bar{x} = 3.10, SD = .868), research activities (\bar{x} = 3.03, SD = .933), and to borrow books (\bar{x} = 2.65, SD = .981). However, the respondents disagreed with the last item. They claimed it does not provide a convenient way for them to read, watch or listen to materials at their leisure (\bar{x} = 2.44, SD = .922).

Table 2. Perceptions of Circulating Information Resources

Perception of Access	SA (%)	A (%)	D (%)	SD (%)	Mean (\bar{x})	Std. Dev.
I access circulating information resources with ease	24.5	59.6	9.6	6.4	3.02	0.776
The arrangement of books helps me to retrieve materials a lot	26.6	55.3	10.6	7.4	3.01	0.823
I enjoy borrowing books from the library	13.8	52.1	23.4	10.6	2.69	0.843
I access circulating materials anytime I visit the library	21.3	43.6	24.5	10.6	2.76	0.912
I access circulating information resources with ease	SA (%)	A (%)	D (%)	SD (%)	Mean (\bar{x})	Std. Dev.
Group Mean: 2.87						
Perception of Availability						
There is availability of collection of relevant books in the library	18.1	55.3	19.1	7.4	2.84	0.807
Library has well-resourced books that motivate my academic work	20.2	59.6	16.0	4.3	2.96	0.732
I always find the resources I need in the circulation unit of the library	6.4	47.9	40.4	5.3	2.55	0.697
I am satisfied with the library policies of availability of books	17.0	58.5	19.1	5.3	2.87	0.751
Group Mean: 2.86						
Perception of Quality						
I am satisfied with the library’s policies regarding books	21.3	67.0	8.5	3.2	3.06	0.653
Provision of books in the library is valuable and satisfactory	19.1	69.1	9.6	2.1	3.05	0.611
Books provided in the library are of good quality and excellent	22.3	66.0	9.6	2.1	3.09	0.633
I am satisfied with the quality of books available at the library	19.1	68.1	10.6	2.1	3.04	0.620
The library staff are knowledgeable in helping me access books	28.7	61.7	6.4	3.2	3.16	0.677
I am satisfied with the condition of the books in the library	17.0	69.1	10.6	3.2	3.00	0.639
Group Mean: 3.06						
Perception of Relevance						
I do not find the books at the library to be outdated or inaccurate	12.8	62.8	16.0	8.5	2.80	0.770

4.2 Faculty Members’ Perceptions of Circulating Information Resources

This section seeks to determine the perceptions of circulating information resources by lecturers. To achieve this, four major perceptions were highlighted. These were specifically broken down into twenty items for precision and better understanding on the part of the respondents. Four Likert scales were used for respondents to indicate their perceptions of circulating information resources. The results of the findings from the lecturers are presented in Table 2.

I always find the books in the library to be culturally relevant	10.6	63.8	22.3	3.2	2.82	0.655
I am satisfied with the library's efforts to provide diverse books	18.1	72.3	7.4	2.1	3.06	0.583
I often find the books in the library to be helpful and informative	18.1	68.1	9.6	4.3	3.00	0.672
I am satisfied with the library's efforts to acquire and maintain books	24.5	66.0	8.5	1.1	3.14	0.598
Group Mean: 2.96						
Group Mean: 2.94						

Note that SA, A, D and SD as used in Table 2 stand for SA (4) = Strongly Agree, A (3) = Agree, D (2) = Disagree, and SD (1) = Strongly Disagree. Note also that the rating scale is interpreted as follows: SA = 4.00 – 3.50, A = 3.49 – 2.50, D = 2.49 – 1.50, SD = 1.49 – 1.0

Table 2 reveals that the respondents rated their perceptions of circulating information resources as agreed (Grand \bar{x} = 2.94). The respondents believed that their perception of quality (\bar{x} = 3.06), perception of relevance (\bar{x} = 2.96), perception of access (\bar{x} = 2.87), and perception of availability (\bar{x} = 2.86) of circulating information resources are positive and good.

In the context of this study, perceptions were broken into four parts. The group mean for each part and the grand mean for the whole perceptions were also calculated for clearer interpretation. The finding reveals that respondents' perception of the quality of circulating information resources had the highest group mean of 3.06, meaning that respondents believed that the information resources housed by the library are of good quality. They equally believed that: the members of library staff are knowledgeable in helping them access or find circulating information resources (\bar{x} = 3.16, SD = .677), circulating information resources provided in the library are of good quality and excellent (\bar{x} = 3.09, SD = .633), they were satisfied with the library policies regarding circulating information resources (\bar{x} = 3.06, SD = .653), the provision of circulating information resources in the library is valuable and satisfactory (\bar{x} = 3.05, SD = .611), they were satisfied with the quality of circulating information resources available in the library (\bar{x} = 3.04, SD = .620), they were also satisfied with the condition of the circulating information resources in the library (\bar{x} = 3.00, SD = .639).

Regarding the perception of the relevance of circulating information resources, the group mean was 2.96, meaning that the faculty members think that the circulating information resources at Tekena Tamuno Library are relevant and useful. The respondents were rated agreed with their satisfaction with the library's efforts to acquire and maintain a collection of circulating information resources that are relevant to

their community's interests and needs (\bar{x} = 3.14, SD = .598), the respondents also agreed with the library's efforts in providing diverse circulating information resources that represent a variety of perspectives (\bar{x} = 3.06, SD = .583), they often find the circulating information resources in the library to be helpful and informative to their information needs (\bar{x} = 3.00, SD = .672), they opined that circulating information resources in the library are culturally relevant and inclusive (\bar{x} = 2.82, SD = .655), the respondents believed circulating information resources in the library are neither outdated nor inaccurate (\bar{x} = 2.80, SD = .770).

On the faculty members' perception of access to circulating information resources, the respondents agreed with a Group Mean of 2.87 as shown in Table 2. This suggests the respondents easily gain access to the library collections. The respondents think that they access circulating information resources with ease (\bar{x} = 3.02, SD = .776), they claimed the arrangement of books helped them to retrieve materials a lot (\bar{x} = 3.01, SD = .823), access circulating information resources anytime they visit the library (\bar{x} = 2.76, SD = .912) and they enjoy borrowing books from the library (\bar{x} = 2.69, SD = .843). A closer look at these findings shows that the perceptions of faculty members of access to circulating information resources are easy to access, which motivates them not only to visit the university library but also to borrow books from it. Finally, regarding the faculty members' perception of the availability of circulating information resources in the selected university library, the respondents agreed with a group mean of 2.86, meaning that they believed the university library is rich and robust in collections. The findings also reveal that the respondents agreed that: textbooks relevant to their subject areas are available in the library (\bar{x} = 3.06, SD = .759), the library has well-resourced circulating materials that motivate them to carry out their academic work without many hurdles (\bar{x} = 2.96, SD = .732), they are satisfied with the library's policies regarding the availability of circulating information resources in terms of number of copies, hold requests, and inter-library loans (\bar{x} = 2.87, SD = .751). The findings further reveal that the respondents visit the library's circulation

information section because of the availability of extensive collections of relevant books ($\bar{x} = 2.84$, $SD = .807$), and the respondents claimed they always find the resources they need in the circulating unit of the library ($\bar{x} = 2.55$, $SD = .697$).

4.3 Borrowing Pattern of Circulating Information Resources of Faculty Members

This section seeks to identify borrowing patterns of circulating information resources by lecturers. Specifically, attempts were made to find out the types

of library information materials borrowed by lecturers, the number of items borrowed, and the duration of the period used to hold the borrowed items. To achieve the types of library resources borrowed by lecturers, four types of resources were highlighted and a two-way question in the form of “Yes” and “No” was used. For the number of books borrowed and the loaning duration, a closed-end question with a set of three and four items was given, respectively. The results of the findings on faculty members’ borrowing patterns are presented in Tables 3.1 and 3.2.

Table 3.1. *Borrowing Patterns of Faculty Members – Types*

What type of Library resources do you borrow?	Yes		No	
	Freq.	%	Freq.	%
Books	86	91.5	8	8.5
e-books	18	19.1	76	80.9
Magazines	3	3.2	91	96.8
Newspapers	6	6.4	88	93.6

Table 3.2. *Borrowing Patterns of Faculty Members – Number and Duration*

On average, how many items do you borrow during each library visit?	Frequency	%
1–2 books	83	88.3
3–4 books	11	11.7
More than 4 books	–	–
How long do you usually borrow items for?		
1 week	19	20.2
2 weeks	16	17.0
3 weeks	13	13.8
4 weeks	46	48.9

On the type of library resources borrowed by the respondents, as presented in Table 3.1, an overwhelming number of respondents (92%) claimed that they borrowed books from the library, whereas 19% of the respondents borrowed e-books, 6% newspapers, and 3% borrowed magazines. This implies that the book is a loanable material, as it has the highest rate of respondents. However, e-books with a low response are not meant to be borrowed. They are meant to be downloaded or read with the aid of a computer or any other mobile device. Newspapers and magazines with a very low response are not loanable. They can only be consulted in the library.

Regarding the number of items borrowed by the respondents on average, whenever they visit the library, Table 3.2 reveals that 88% of the respondents borrowed 1-2 books, whereas only 12% borrowed 3-4 books. This clearly shows that the majority of the faculty members in the selected institution borrowed 1-2 books during each of their visits to the university

library, even though each lecturer is entitled to a maximum of four books as loaning privileges.

On how long the lecturer usually borrows items, the finding in Table 3.2 reveals that 49% of the respondents borrowed books for four weeks, 20% for one week, 17% for two weeks and 14% borrowed books for three weeks. This suggests that almost the average number of respondents (49%) exercise their full loaning privileges for four weeks.

4.4 Renewal Patterns of Circulating Information Resources of Faculty Members

This section seeks to assess the renewal patterns of circulating information resources by lecturers. To achieve this, a closed-ended question with a set of three and four items was used, respectively, to find out how often, why and the method used by respondents to renew their borrowed books. The results of the findings on faculty members’ renewal patterns are presented in Tables 4.1 and 4.2.

Table 4.1. *Renewal Patterns of Borrowed Items*

Do you often renew your borrowed items?	Frequency	%
Yes, regularly	28	29.8
Occasionally	45	47.9
No, never	21	22.3

Table 4.2. *Renewal Patterns of Borrowed Items*

Why do you renew your borrowed items?	Yes		No	
	Freq.	%	Freq.	%
I have not finished using them	59	62.8	35	37.2
I need more time to read them	50	53.2	44	46.8
I await a list of the items I want	7	7.4	87	92.6
I do not renew items	21	22.3	73	77.7
How do you renew your borrowed items?				
Through the library OPAC	9	9.6	85	90.4
In-person at the library	67	71.3	27	28.7
Over the phone	4	4.3	90	95.7
I do not renew items	19	20.2	75	79.8

On how often the faculty members renew their borrowed items, Table 4.1 reveals that 48% of the respondents occasionally renew their borrowed items, 30% regularly renew their books, and 22% never renew their borrowed items. These indicate that the current practice of a four-week loan duration accorded to the faculty members is pretty good since only a very low rate of the respondents (30%) regularly renew their borrowed items.

Regarding reasons for lecturers renewing their borrowed items, Table 4.2 shows that 63% of the respondents renew their borrowed books because they have not finished using them, 53% said that they need more time to read them, while 7% of the respondents claimed they await list for the items they want.

On how faculty members renew their borrowed items, Table 4.2 reveals that 71% of the respondents visit the library in person to renew their books, 20% claimed that they do not renew their borrowed books, 10% said

Table 5. *How do you typically return your borrowed items?*

I return my borrowed items	Frequency	%
In-person in the library	86	91.5
Through a book drop-off	3	3.2
I do not return items (e.g., lost, damaged, kept, etc.)	5	5.2

4.6 Factors that Influence Faculty Members’ Decision to Return Borrowed Items

On factors that influence faculty members’ decision to return items borrowed, as presented in Table 6, 51% of the respondents claimed that their schedule served as the determinant factor to return their borrowed

the renewal of their books is done remotely through the library Online Public Access Catalogue (OPAC), while 4 % get their books renewed over the phone by putting a call through to the circulation unit staff. The commonest and oldest method for the renewal of books is done in person in the library. No wonder this attracts the highest rate of responses.

4.5 How Faculty Members Return Borrowed Items

Regarding how faculty members return their borrowed books, Table 5 reveals that 92% of the respondents return their borrowed items in person in the library, 5% claimed that they do not return items, perhaps because they were lost, damaged, or kept, while 3% of the respondents return their borrowed items through a book drop off slot. The finding points out a popular way of returning a borrowed book, which is, returning a book in person in the library.

books, 49% said due date reminder from the library has been the motivating factor that help them to return borrowed items, whereas 46% said fear of overdue fine prompt them to return the borrowed books, and finally 33% of the respondents claimed that their return of the borrowed items is subject to when is convenient for them.

Table 6. *What factors influence your decision to return items on time?*

Factors that influenced my decision to return items on time include :	Yes		No	
	Freq.	%	Freq.	%
Due date reminders from the library	46	48.9	48	51.1
Personal schedule	48	51.1	46	48.9
Fear of overdue fine	43	45.7	51	54.3
Convenience of returning items	31	33.0	63	67.0

5. Discussion

This section presents the discussion of the findings of the study in line with previous studies. There were six research questions based on the objectives of the study, which aimed at evaluating the circulating information resources utilisation by faculty members at Tekena Tamuno Library, Redeemer's University, Nigeria.

On the purpose of accessing circulating information resources, the finding of this study reveals that faculty members of Redeemer's University accessed library circulating information resources for teaching, research and borrowing of books. This is in line with those of (Barfi et al., 2018; Gibbons & Nelson, 2017; Obodo et al., 2022; Smith et al., 2015), which reported that lecturers use library resources to support their teaching and research activities and to borrow books. This implies that the primary reason for lecturers to access or borrow library resources is to use them in preparation for students' lectures. It can be said that accessing library resources for research writing by faculty members is secondary. This is an indication that faculty members use library resources for their primary assignment of teaching at the university.

On faculty members' perceptions of circulating information resources, the findings of the study reveal that the library staff members are knowledgeable in helping lecturers access or find books; books housed by the library are not outdated or inaccurate; and that faculty members access library books with ease. The finding agrees with the study of Eyiolorunsho and Eluwole (2017), who found out that members of library staff are willing to help, but differs from that of Barfi et al. (2018), who reported the greatest challenge faced by a university library as housing a few up-to-date materials. This suggests that many books in that library's collection are outdated. They are not relevant. Perhaps the library does not constantly weed out its outdated materials. The finding concurs with the study of Tenopir and King (2015), who found that faculty members value the convenience and accessibility of circulating information resources in libraries.

On borrowing patterns of circulating materials, the finding shows that books are the circulating

information resources borrowed more by lecturers than any other type of resource. The finding agrees with the studies of (Barfi et al., 2018; Obodo et al., 2022) who reported that lecturers utilize more of any other source of information. The simple reason for this might be because book is a loanable material and the lecturer borrows it to prepare for his/her teaching activities. The finding also reveals that, on average, the majority of the faculty members in the selected institution borrowed one to two books from the university library for a period of four weeks, even though they have the right to borrow four books. The finding differs from the study of (Banda & Chewe, 2021) and those of (Edom, 2012; Okoro & Bamidele, 2019), who reported that academic staff member borrows eight books for three months and four books for one month, respectively. The circulation policy on the number of books that can be borrowed and the duration for borrowing differs from one institution to another. Besides, it is also subject to the size of the collection of each library.

On renewal patterns of circulating information resources by faculty members, the findings reveal that faculty members do not usually renew their borrowed books. The majority of those who occasionally renew their books do so because they have not finished using them, and the majority of the respondents renew their borrowed books in person in the library. The findings support the work of Udo-Anyanwu and Okechukwu (2020), who observed that users at the expiration of their loan period can decide to renew it if they are still in need of it. This indeed explains why the rate of renewal is low. A few lecturers need to renew their borrowed books. A closer examination of the loaning privilege of the lecturers, which is four books for one month, to the actual two books that most of them borrowed is an indication that one month is long enough for them to be done with the book. Opting to renew a book in person in the library is necessary as this guarantees the renewal of books to the right person.

On how faculty members return the borrowed items, the finding reveals that an overwhelming number of respondents (92%) in the selected institution returned their borrowed books in person to the library. In this

advanced technological age, such a method may discourage a lot of faculty members who are always busy with one task or another, when there could have been more convenient alternative ways for returning such books. Perhaps some designated points within the campus, closer to all faculties. The finding is not in agreement with the research carried out by Song (2018) in China on the self-service lending system as opposed to the manual service mode/traditional lending, which is prevailing in academic libraries in developing countries.

According to Song, in a self-service loaning system, one can help one to borrow and return books quickly, freely and simply. The researcher emphasized the fact that all procedures for borrowing are carried out without library staff effort. The method is seamless. Users may choose to borrow or return books when the library is closed. The lending mode is not subject to time. This method, without any doubt, is preferred to the traditional mode of borrowing and physically walking down to the library's building, which may be very far from the user's office, to return the borrowed items. For this kind of intelligent operating system to be effectively adopted, both the library and users need to be technologically inclined.

On factors that influence faculty members' decisions to return borrowed items, the finding reveals that personal schedule, due date reminders from the library and fear of overdue fines served as motivating factors to return the borrowed library books. The finding is in line with the study of Khanim and Ahmed (2018), who reported that users preferred SMS notification on the library books, due for return and in fact, the respondents ranked this (SMS notification) as number one in the order of importance. This implies that due date reminders in the form of short message service sent from the library to the borrowers go a long way to influence faculty members' decision to return their borrowed books. It is observed that some libraries that do send reminders/notifications of due dates to users often use electronic mail. Experience has shown that SMS notification is better and reliable than electronic mail notification, because data is not needed to access SMS.

6. Conclusion

Evaluation of circulating information resources utilisation by faculty members at Tekena Tamuno Library, Redeemer's University, Nigeria, provides valuable insights into the effectiveness and efficiency of the library's resources in supporting the academic needs of the faculty.

The findings of this study shed light on various aspects related to the utilisation of circulating information resources. The evaluation revealed that faculty members at Redeemer's University actively utilize circulating information resources for their teaching, research, and professional development activities. The availability of a diverse collection of resources, including books, journals, and multimedia materials, has contributed to enhancing the quality of education and research at the university. The library's efforts in continuously updating and expanding its collection have been well received by the faculty, who have acknowledged the relevance and usefulness of the resources available to them. Based on the study's findings, the researchers recommend the following:

- The management of academic libraries should constantly update their collections to ensure continuous patronage by faculty members.
- The management of academic libraries should improve the mode of book renewal, such that it would be done remotely in the comfort of lecturers' offices. This will encourage maximum usage of library resources.
- The management of academic libraries should not only improve on the due date reminder sent to lecturers, to encourage the timely return of the borrowed items, but also ensure that sms notification method is adopted.
- Importantly, the management of university libraries should put in place a self-service lending system to encourage convenient borrowing and renewal of circulating items.

7. References

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