

ISSN: 2141-7881



UMYU

**JOURNAL OF EDUCATIONAL
RESEARCH**

**A JOURNAL OF THE
FACULTY OF EDUCATION
UMARU MUSA YAR'ADUA UNIVERSITY,
KATSINA.**

**VOLUME 10
NUMBER 1
SEPTEMBER, 2020**

ISSN: 2141 - 7881

**UMYU JOURNAL OF EDUCATIONAL
RESEARCH**

**A JOURNAL OF THE
FACULTY OF EDUCATION
UMARU MUSA YAR'ADUA UNIVERSITY,
KATSINA**

VOLUME 10, NUMBER 1, SEPTEMBER, 2020

UMYU JOURNAL OF EDUCATIONAL RESEARCH

Editorial Board

Prof. Mamman Musa	-	Chairman
Prof. SunusiMamman	-	Editor-in-Chief
Dr. Muhammad K. Abubakar	-	Member
Dr. Talatu I. Umar	-	Member
Dr. Sani Audu Fari	-	Member
Dr. Yahaya Aliyu Sa'id	-	Member
Dr. Aminu Salisu	-	Secretary

Editorial Advisers

Prof. M. Balarabe	-	A.B.U., Zaria.
Prof. A. A Salawu	-	UDUS, Sokoto.
Prof. B. A. Ladani	-	A.B.U., Zaria.
Prof. A.U Adamu	-	BUK, Kano

NOTES TO CONTRIBUTORS

The Editorial Board welcomes research based critical theoretical papers in all areas of education and education-related disciplines for publication.

GUIDELINES FOR AUTHORS/CONTRIBUTORS

- All articles must bear the names and address(es) of Author(s), e-mail address(es) and phone numbers.
- The cover page must carry only the title of the paper and the names and address(es) of the author(s).
- An abstract of between 150 and 200 words must be provided on a separate sheet of paper, with keywords.
- Preference will be given to research papers based on empirical data.
- Manuscript must be original and must not have been published elsewhere.
- All papers should follow the latest APA style of referencing, footnotes are not permitted.
- Three copies of each article intended for publication should be submitted to the Editor-in-Chief of the journal along with a soft copy on CD or Email clearly indicating the title of the article(s) and details of the author(s).
- Final corrected hard copies for publication should be sent to the Editor-in-Chief along with CD copies or sent to umyujournalofeducation@gmail.com.
- No paper should exceed 15 pages (including references and appendices), typed in double line spacing, on one side of paper only, using A4 size paper with Times New Roman and 12-point font size. Any paper that exceeds these specifications could be rejected.
- Tables and figures should be kept to the barest minimum.
- Quotations which exceed three lines should be indented 5 spaces and typed single spaced. Shorter quotations should be enclosed in single inverted commas.

EDITORIAL

This tenth edition of UMYU Journal of Educational Research presented by the Editorial Board contains a wide range of systematic publications of practical ideas and empirical works in the field of Education. It is aimed at ascertaining the articles contributions to knowledge, re-evaluating and re-defining conceptual areas, stimulate further research and development in education as well as enhance the quality of learning. One major focus of this journal is to facilitate the findings based on vigorous research methodologies, appropriate systematic apparatus as well as critical procedures. Reviewed articles are also sought after. The Editorial Board invites quality articles, including critical reviews for publication in subsequent editions.

Prof. Sunusi Mamman
Editor-In-Chief

ABOUT THE CONTRIBUTORS

1. **DR. M. K. FALALU**, Department of Science Education, Ahmadu Bello University, Zaria, Nigeria
2. **ZAINAB ABDULKADIR KABIR**, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria
3. **PROF. RAYMOND BAKO**, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria
4. **DR. A. A. DADA**, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria
5. **PROF. H. O. YUSUF**, Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria
6. **DUNNA L. GODFREY**, Department of Physics, Federal College of Education, Zaria
7. **ZAINAB MUSA**, Department of Physics, Federal College of Education, Zaria
8. **YAHAYA ALIYU SAID**, Department of Science Management and Vocational Education, Faculty of Education, Umaru Musa Yar'adua University, Katsina, Katsina State
9. **TUKUR LAWAL**, Department of Science Management and Vocational Education, Faculty of Education, Umaru Musa Yar'adua University, Katsina, Katsina State
10. **ATTIKU MUAZU BELLOH**, Department of Science Management and Vocational Education, Faculty of Education, Umaru Musa Yar'adua University, Katsina, Katsina State
11. **DR. BABA BABO**, Department of Education, Yobe State University, Damaturu
12. **DR. SHEHU UTHMAN EL-YAKUB**, Department of Teacher Education, Institute of Education, Ahmadu Bello University, Zaria
13. **PROF. M. MUSA**, Department of Science Education, Ahmadu Bello University Zaria
14. **DR. M.O. IBRAHIM**, Department of Science Education, Ahmadu Bello University Zaria
15. **ALIYU SULEIMAN ALIYU**, College of Agriculture and Animal Science, Mando Road Kaduna, Ahmadu Bello University, Zaria
16. **AGWAM YUSUF**, Department of Agricultural Education, Federal College of Education, Katsina
17. **MOHAMMED KUDU UMAR**, Department of Curriculum and Instructional Technology, Federal College of Education, Katsina
18. **ABUBAKAR ALHAJI AUDU**, Department of Curriculum and Instructional Technology, Federal College of Education, Katsina
19. **SANI SA'ADU MCASSON**, Guidance and Counselling Unit, Student Affairs Division, Umaru Musa Yar'adua University, Katsina

20. **YERO MUSA**, Nigerian Educational Research and Development Council (NERDC)
21. **ABDUL MOHAMMED**, Department of Mathematics, Ahmadu Bello University, Zaria, Nigeria
22. **SAFIYYA RAFINDADI ABDULRAHMAN**, Department of Science Education, Faculty of Education, Federal University, Dutsinma
23. **SADA UMMA**, Department of Biology, School of Science Education, Isa Kaita College of Education, Dutsinma, Katsina State
24. **OLUTOLA, FUNMILOLA B.**, Department of Psychology, Faculty of Social Sciences, University of Ibadan, Oyo State, Nigeria
25. **OLUTOLA, ADEKUNLE T. (Ph.D)**, Department of Educational Foundations, Faculty of Education, Federal University, Dutsin-Ma, Katsina State, Nigeria
26. **IBRAHIM BARAKAT B. (MRS)**, Educational Foundations Department, Kwara State College of Education (Technical), Lafiagi
27. **MUSTAPHA ABDULLAHI**, Umaru Musa Yar'adua University Library, Katsina
28. **SAMAILA SANI**, Senior Library Officer, Federal University Dutsinma, Katsina State
29. **DR. UMAR BABANGIDA DANGANI**, University Librarian, Federal University Dutsinma, Katsina State
30. **DR. SANI ABDU FARI**, Dean, Faculty of Education, Umaru Musa Yar'adua University, Katsina, Katsina State
31. **FIRDAUSI ABDULLAHI CLN**, Bayero University Library, Bayero University, Kano
32. **ABDULLAHI YAHAYA CLN**, Bayero University Library, Bayero University, Kano
33. **SADIQ A. BATAGARAWA (PhD)**, Senior Librarian, University Library, Umaru Musa Yar'adua University, Katsina
34. **BADAMASI BABANGIDA MOHAMMED (PhD)**, Department of Library and Information Science, Umaru Musa Yar'adua University, Katsina
35. **BILKISU LAWAL**, Department of Library and Information Science, Umaru Musa Yar'adua University, Katsina
36. **LAWAL, AISHA BAGIWA**, Hassan Usman Katsina Polytechnic, Katsina
37. **SANI ABUBAKAR**, Department of Educational Foundations, Federal University Dutsin-Ma, Katsina State Nigeria
38. **IBRAHIM MUHAMMAD INUWA**, Department of Educational Foundations, Federal University Dutsin-Ma, Katsina State Nigeria
39. **SANI MAIGADAU**, Aminu Sale College of Education, Azare, Bauchi State

40. **HARUNA SAIDU PALI**, Psychology Department, Aminu Sale College of Education, Azarc, Bauchi State
41. **BASHORUN, MUSEDIQ TUNJI, (Ph.D)**, Department of Library and Information Science, Faculty of Communication and Information Sciences, University of Ilorin, Kwara State, Nigeria
42. **AKINLABI FUNMILAYO RACHEAL**, Department of Library and Information Science, Faculty of Communication and Information Sciences, University of Ilorin, Kwara State, Nigeria
43. **HASSAN AMADU KAKAKI**, Department of Library and Information Science, Faculty of Communication and Information Sciences, University of Ilorin, Kwara State, Nigeria
44. **KAMALA UDE**, Ministry of Education, Katsina State
45. **ABDULGANIYU SA'IDU**, Government Day Junior Secondary School, Kofar Yandaka, Katsina
46. **ISMA'IL HASSAN**, Department of Special Needs Education, School of Adult, Non-Formal and Special Education, Isa Kaita College of Education, Dutsin-Ma
47. **MARYAM ALIYU**, Department of Physics, School of Sciences, Federal College of Education, Zaria
48. **NURADDEEN YUSUF GALADANCHI**, College of Legal and General Studies, Daura
49. **MURTALA SANI**, College of Legal and General Studies, Daura
50. **ABDULMUMINI SADISU**
51. **HAUWA MAIJIDDAH MOHAMMED**, Department of Education, Faculty of Education, Umaru Musa Yar'adua University, Katsina
52. **HADIZA MUHAMMAD**, Department of Chemistry, Federal College of Education, Zaria
53. **SHEHU ALIYU MADOBI**, Department of Science Education, Kust, Wudil, Kano
54. **L. G. HASSAN**, Department of Pure and Applied Chemistry, Usmanu Danfodiyo University, Sokoto-Nigeria
55. **MUSTAPHA SALIHU**, Department of Chemistry, Shehu Shagari College of Education, Sokoto- Nigeria
56. **SUNUSI MAMMAN**, Department of Education, Faculty of Education, Umaru Musa Yar'adua University, Katsina, Katsina State
57. **MANSUR HARUNA**, Department of Education, Faculty of Education, Umaru Musa Yar'adua University, Katsina, Katsina State
58. **UMMA SADA**, Department of Education, Faculty of Education, Umaru Musa Yar'adua University, Katsina, Katsina State
59. **UMMA SHEIK ALIYU**, Department of Physics, School of Sciences, Federal College of Education, Zaria
60. **ADIGUN MOYOSOLA OSIAKIJE**, Department of Physics, School of Sciences, Federal College of Education, Zaria

61. **ABDULLAHI ALIYU MADUGU**, Katsina State Ministry of Education
62. **SURAJO AMINU**, Umaru Musa Yar'adua University, Katsina
63. **DR. SABIRU DAHIRU YUSUF**, Federal Collage of Education, Katsina
64. **AMINU ISAH**, Department of General Studies, Shehu Shagari College of Education Sokoto
65. **BASHIRAT KIKELOMO HAMZA**, Department of Mathematics, Federal College of Education, Zaria
66. **SAADATU AHMAD**, Department of General Studies, Shehu Shagari College of Education Sokoto

CONTENTS

1.	Effects of Jigsaw, Group-Problem-Solving and Peer-Review-Work Techniques on Academic Performance in Physics Among Secondary School Students in Zaria Metropolis, Nigeria DR. M. K. FALALU	-	-	-	-	-	-	-	1
2.	Evaluation of the effects of Demonstration Method on the Performance and Retention of Islamic Studies Students in Kaduna State ZAINAB ABDULKADIR KABIR & PROF. RAYMOND BAKO	-	-	-	-	-	-	-	7
3.	The effect of Discussion Method of Teaching on Performance and Retention of Islamic Studies in Zaria Educational Zone, Katsina State ZAINAB ABDULKADIR KABIR, DR. A. A. DADA & PROF. H. O. YUSUF	-	-	-	-	-	-	-	17
4.	Assessment of Creativity, Performance and Retention among Physics Students using Cooperative Learning Strategy in Secondary Schools of Kaduna State DUNNA L. GODFREY & ZAINAB MUSA	-	-	-	-	-	-	-	26
5.	Influence of Principals' Democratic Leadership Style Practices on Provision and Management of Resources in Secondary Schools in Katsina Education Quality Assurance Zone, Katsina State YAHAYA ALIYU SAID, TUKUR LAWAL, & ATTIKU MUAZU BELLOH	-	-	-	-	-	-	-	35
6.	Teacher Quality: An Instrument for Effective Curriculum Implementation in Private Secondary Schools in Nguru Local Government Area, Yobe State DR. BABA BABO & DR. SHEHU UTHMAN EL-YAKUB	-	-	-	-	-	-	-	46
7.	Effects of Social Networks Used on Attitude and Achievement of University Mathematics Students in North-West, Nigeria PROF. M. MUSA, DR. M. O. IBRAHIM & ALIYU SULEIMAN ALIYU	-	-	-	-	-	-	-	54
8.	Effect of Multi-Media Instruction on Academic Performance of Jss ii Students in Social Studies in Katsina Metropolis Katsina State - Nigeria AGWAM YUSUF, MOHAMMED KUDU UMAR & ABUBAKAR ALHAJI AUDU	-	-	-	-	-	-	-	62
9.	People Misconception of Vital Role of Guidance Services in Katsina State; Strategies for Improvement SANI SA'ADU MCASSON	-	-	-	-	-	-	-	68
10.	Survey of Availability and Effective use of Instructional Materials for Teaching Languages in Katsina Metropolis Public Senior Secondary Schools of Katsina State, Nigeria YERO MUSA	-	-	-	-	-	-	-	74
11.	Enhancing Mathematics Teaching: A Construction of Concrete Examples of Vector Space, Normed Space and Banach Space of Rhotrices ABDUL MOHAMMED	-	-	-	-	-	-	-	81

12.	Effect of Projected Instructional Media on Senior Secondary School Students' Acquisition of Science-Process Skills in Biology	SAFIYYA RAFINDADI ABDULRAHMAN & SADA UMMA	-	-	-	89
13.	Test Anxiety and Gender as Correlates of Senior Secondary School Students' Achievement in Biology	OLUTOLA, FUNMILOLA B. & OLUTOLA, ADEKUNLE T. (Ph.D)	-	-	-	97
14.	Influence of Emotional Intelligence on Academic Achievement as Perceived by Kwara State College of Education Students	IBRAHIM BARAKAT B. (MRS)	-	-	-	104
15.	Role of Electronic Library in Learning Arabic Studies in Umaru Musa Yar'adua University Library: Issues and Challenges	MUSTAPHA ABDULLAHI	-	-	-	113
16.	Awareness of Online Public Access Catalogue by Undergraduate Students in Federal University Dutsinma Library, Katsina State	SAMAILA SANI, DR. UMAR BABANGIDA DANGANI & DR. SANI ABDU FARI	-	-	-	120
17.	Social Media use for Knowledge Sharing among Library and Information Science Educators: A Literature Review	FIRDAUSI ABDULLAHI CLN & ABDULLAHI YAHAYA CLN	-	-	-	128
18.	Issues Concerning the Necessity for Research and Publication among Academic Libraries in Nigeria	SADIQ A. BATAGARAWA (PhD)	-	-	-	138
19.	Factors Affecting the Provision of Effective Rural Public Library Services in Nigeria	BADAMASI BABANGIDA MOHAMMED (PhD) & BILKISU LAWAL	-	-	-	148
20.	Impact of Laboratory Technique Enriched with Safety Training on Performance in Biology among Nigeria Certificate in Education Students in Katsina, Nigeria	LAWAL, AISHA BAGIWA	-	-	-	158
21.	Relationship Between Personality Traits and Academic Performance among Students' of Abubakar Tatari Ali Polytechnic Bauchi, Bauchi State, Nigeria	SANI ABUBAKAR & IBRAHIM MUHAMMAD INUWA	-	-	-	163
22.	Intelligence as a Predicate of Academic Performance among Students of Aminu Sale College of Education Azare, Bauchi State	SANI MAIGADAU, SANI ABUBAKAR & HARUNA SAIDU PALI	-	-	-	171
*23.	Effectiveness of Current Awareness Services in Academic Library in University of Ilorin, Kwara State, Nigeria	BASHORUN, MUSEDIQ TUNJI, (Ph.D), AKINLABI FUNMILAYO RACHEAL & HASSAN AMADU KAKAKI	-	-	-	178
24.	Effect of Laboratory Teaching Method on Secondary School Students Achievement in Biology in Katsina Metropolis	KAMALA UDE & ABDULGANIYU SA'IDU	-	-	-	187

25.	Rehabilitation of Person with Special Needs among Diasporas and Indigene-Settlers for Entrepreneurship in Nigeria ISMA'IL HASSAN	-	-	-	-	-	-	-	193
26.	Relationship among Pedagogical Approach, Resource Utilisation, Performance and Interest in Magnetism Concepts among NCE Physics Students in Kaduna State-Nigeria MARYAM ALIYU	-	-	-	-	-	-	-	198
27.	Public Private Partnership, Access to Quality Science Education: Impact of Employability Qualities on Job Performance among Science Education Graduate in North-West, Nigeria MARYAM ALIYU	-	-	-	-	-	-	-	206
28.	Quality Assurance in Research and Assessment in Nigeria Educational System NURADDEEN YUSUF GALADANCHI, MURTALA SANI & ABDULMUMINI SADISU	-	-	-	-	-	-	-	213
29.	Relationship Among Personality, Self Concept on Academic Performance of Senior Secondary School Students in Katsina Metropolis, Katsina State-Nigeria HAUWA MAIJIDDAH MOHAMMED	-	-	-	-	-	-	-	220
30.	Impact of Science and Technology Innovation on Performance among Physics and Chemistry Students in Kano State-Nigeria: The Case of CAI HADIZA MUHAMMAD & SHEHU ALIYU MADOBI	-	-	-	-	-	-	-	226
31.	Influences of Creativity and Innovation in Improving Students Performance in Chemistry L. G. HASSAN & MUSTAPHA SALIHU	-	-	-	-	-	-	-	233
32.	Impact of Multimedia Instruction on Attitude and Self-Regulation among Senior Secondary Biology Students in Dutsinma, Katsina State SUNUSI MAMMAN, MANSUR HARUNA & UMMA SADA	-	-	-	-	-	-	-	241
33.	Comparative Effect of Indoor and Outdoor Laboratory Strategies on Academic Performance Among Senior Secondary Physics Students in Zaria, Kaduna State-Nigeria UMMA SHEIK ALIYU & ADIGUN MOYOSOLA OSIAKIJE	-	-	-	-	-	-	-	248
34.	Gender Difference among Students Exposed to Cooperative Learning Strategy in Chemistry Among Senior Secondary Schools Students in Katsina Metropolis ABDULLAHI ALIYU MADUGU, SURAJU AMINU & DR. SABIRU DAHIRU YUSUF	-	-	-	-	-	-	-	253
35.	Junior secondary school students' attitude, in geometry through team achievement - division and inquiry methods in sokoto state nigeria AMINU ISAH, BASHIRAT KIKELOMO HAMZA & SAADATU AHMAD	-	-	-	-	-	-	-	258

EFFECTIVENESS OF CURRENT AWARENESS SERVICES IN ACADEMIC LIBRARY IN UNIVERSITY OF ILORIN, KWARA STATE, NIGERIA

BY

BASHORUN, MUEDIQ TUNJI, (Ph.D),

AKINLABI FUNMILAYO RACHEAL

&

HASSAN AMADU KAKAKI

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
FACULTY OF COMMUNICATION AND INFORMATION SCIENCES,
UNIVERSITY OF ILORIN, KWARA STATE, NIGERIA

ABSTRACT

The paper examined the effectiveness of Current Awareness Services (CAS) in academic library in University of Ilorin, Kwara State, Nigeria. The target population of the study was 202, comprised of lecturers from the three selected faculties. Total enumeration sampling was applied. Descriptive survey research design was adopted. A reliability test was conducted using half-split method on adapted questionnaire and an average Cronbach Alpha coefficient value of 0.75 was derived. Two hundred and two (202) copies of questionnaire were administered on 202 lecturers from the three selected faculties. The data collected for this study was analyzed using simple percentages and frequency distributions. The findings of the study revealed that lecturers were aware of CAS services through their colleagues (86.2%), library touring (71.7%), library website (54.5%), print resources (53.1%) and e-mail (28.9%). Also, the findings revealed that 50(34.5%) of the respondents used CAS occasionally, 36(24.8%) 2-3times per week, 23(15.9%) daily, 14(9.7%) use CAS weekly, 10(6.9%) of the respondents never use CAS and 8(5.5%) used CAS monthly. In addition, the findings revealed that negative attitude of library staff towards CAS, interruption of Internet facility, inadequate supports from management, irregular ICT training for library staff, shortage of computer system and irregular supply of electricity were the challenges facing lecturers using CAS services. The study concluded that lecturers used CAS services effectively. Among others recommendations to improve the CAS services are provision of more ICT training for library staff, upgrading of Internet bandwidth and provision of solar energy as an alternative to power supply.

Keywords: Academic Library, CAS, ICT, Internet, University of Ilorin, Nigeria

Introduction

Libraries are organizations saddle with responsibility of acquiring, organizing and disseminating of information materials to the library users at most friendly environment in order to satisfying users' information need. All categories of libraries are expected to provide services that will keep users informed of library activities to enhance library user's satisfactions. There are various types of libraries among are academic library, public library, school library, specialized library and

national library. Academic libraries are established by the authority of tertiary institutions and attached to the institution to support learning, teaching, research and the host community. In academic institutions, library occupies a central position and the services offered are tied to the academic programmes, goals and objectives of such institutions. This assertion supported by Ojohwoh, (2015) who reported that academic library objectives are focused on teaching, learning, research, recreation and academic

excellence. The library services offered spread across faculties, colleges, departments and the host community. The prime objective of any library is to provide adequate access to well organized library materials using user's friendly approaches. A library will achieve its objectives, if the services rendered meet the needs, desire and hopes of its users by using up-to-date information materials. Library service is one of the essential activities in any kind of libraries that are carried out to satisfying information needs of users.

Library services include Current Awareness Services (CAS), Selective Dissemination of Information (SDI), Inter-library Loan (ILL), bibliographies database, computer/reprographic, reference services, user education, indexing and abstracting and many others. Many libraries have been rendering traditional services including the old pattern of indexing and abstracting services or generalized documentation that are too wide for any individual library as well too huge to digest the heavily loaded resources for any researcher. These loaded resources may not be current and do consuming time to reach out to information users. This situation has prompt the need for CAS to eliminate the challenges accrued from traditional means of keeping library users inform of new arrivals in the library. According to Kemp (2009) CAS could be defined as a system or publication for reviewing newly available documents, selecting items relevant to the needs of an individual or group, and recording them so that notifications may be sent to those whose needs they are related. Thus, CAS could be described as a device for alerting specialists towards establishment of a system for reviewing publications immediately upon receipt, selecting information pertinent to the needs of organization, recording and notifying individual/organisation based on their interest. CAS plays important roles in research activities for all stakeholders including lecturers. Lecturers are researchers assigned to carry out learning, teaching and research in their various areas of interest using library materials and services provided by librarians.

Lecturers need recent information on current development in their various fields and also, the prompt era that increased availability of copious information generated daily calls for professional service like CAS to alleviate difficulty in keeping information users abreast with the recent trends in their specific fields. However, this is a huge task because of the variety of information sources and massive volumes of new researches which has led to information explosion. The best approach to sort out copious information abound to users is through CAS that could help lecturer and students to match recent news and information to their needs thus saving their effort of scanning and browsing journals, bulletins, newsletters, and websites (Ali, 2006). Moreover, Corral, Kennan and Afizal (2013) asserted that academic librarians play a key role in averting scholars from being drowned in information floods through information management.

Many research studies on the current awareness services and selective dissemination of information are found in the literature of library and information science. Uganneya, Ape and Ugbagir (2012) investigated the type of current awareness services used by agricultural libraries in Nigeria to inform users of existence of information resources/services. Three universities of agriculture from three agricultural zones in Nigeria were selected for the study. Three hundred researchers/lecturers participated. The study involved a survey method and questionnaire was used for data collection. The findings of the study showed that SDI, indexing and abstracting services and bulletin were mostly adopted by the libraries. In addition, the study showed that lack of current Journal/periodicals, gap in indexing and abstracting services and poor Internet services were major challenges associated with current awareness services.

Similarly, Kannappanavar and Swamy (2013) examined CAS and SDI services in agricultural science university libraries in India. The required data were collected through a structured questionnaire. The

findings of the study showed that 48.42% of PG students, 52% of research scholars and 48% of faculty members have expressed that they are getting the current books in their respective libraries. Also, the study showed that 47% of PG students, 55% of research scholars and 49% of faculty members are of the opinion that article alert services are provided by the libraries. In the overall, 17% of PG students, 30% of research scholars and 28% of faculty members are satisfied with the existing CAS services provided by the libraries under the study. In addition, Omeluzor and Tinuoye (2017) assessed the use of information and communication technology (ICT) for selective dissemination of information (SDI) and current awareness services (CAS) in university libraries in the South west zone of Nigeria. A descriptive research design was adopted with the structured questionnaire was used as an instrument for data collection with a population consisting of 379 librarians. The study revealed that erratic Internet services, insufficient training, inadequate ICT skills, and low support for ICT were hindrances towards ICT use for SDI and CAS. The study concluded that the integration of ICT features in library services for the delivery of CAS and SDI has been a challenge in university libraries in South-west Nigeria. In a similar view, Mohammed, Hashimu and Abubakar (2018) examined the awareness and use of current awareness services by users of three University Libraries in North-west, Nigeria. The findings of the study showed that, users visit the library daily in order to read, carryout research and update their knowledge. Also, revealed that the most available current awareness services in the library and mostly used are list of new arrivals, shelve display, library bulletin newspaper and email and bulletin board services.

Cabonero, Tindaan., Attaban and Manat (2019) determined the level of effectiveness, reasons, and problems on the current awareness services (CAS) of Saint Mary's University Learning Resource Center (SMULRC) which will be the basis for the

delivery of the service. Quantitative and qualitative methods of research were used. The findings showed that that the level of effectiveness on current awareness services was high. Also, regularity of postings, attractiveness and design, quality of information and location of the bulletin board; and design were challenges identified. Furthermore, Honghai (2019) examined the Current Awareness Services (CAS) and Selective Dissemination of Information (SDI) in University of Jos Library (UJL). Adopting the survey research design, the study was set to describe CAS and SDI as factors to improving library usage. A population of 100 users and 12 staff constituted the sample for the study. Two sets of questionnaires, made up of 29 items each, were used in collecting data. The findings of the study showed the major CAS and SDI services in the UJL in the following proportion; Pasting of list of new arrivals: 20.62%, library display of books: 23.71%, library display of journals and pictures: 22.68%, sensitization or library orientation: 19.59% and General Studies (GST): 25.77%. Based on the findings, the researcher recommended that there should be improved funding, provision of adequate listing infrastructure, application of modern ICT facilities/solutions to CAS and SDI services, optimal training of subject librarians and users, employment of qualified subject librarians, improved user-staff relationship and an introduction of compulsory user education.

In addition, Abdulsalami and Dika (2019) investigated the acceptance and use of SMS for current awareness services provision in Federal University Library (FUL), Lafia, Nasarawa State. Survey Research was adopted for the study and 200 respondents were sampled for the study and questionnaire was used as data collection instrument. The findings of the study showed that services in the library are not adequate as users are virtually left to fend for themselves in the library. The study also revealed that the major forms of CAS offered by FUL Lafia are notice boards and the library website

It is obvious that, the need for CAS has become more essential. Therefore, this study investigated the effectiveness of current awareness services in academic library in University of Ilorin, Kwara State, Nigeria. The significance of the findings of the study would assist the policy makers to formulate policy that will improve CAS in identified areas that need urgent management attention. In addition, lecturers and other stakeholders would acknowledge and realize the real essence of the CAS and its relation to the true essence of the library as information provider. Moreover, the study presents a new approach of evaluating CAS through the levels of awareness, frequency of use and effectiveness of the services as perceived by lecturers, which was not used by previous researchers.

Statement of Problem

Academic libraries in Nigeria have invested heavily on acquisition of library materials and orientate the library staff on how to improve various library services that would entice more library users towards quality library services. Notwithstanding, some libraries are still lacking in provision of updated information to their information users. It might be because they don't have new technique of informing their researchers of new arrivals inquire the library. Possibly, they believe that users physically present in the library function better than using other means of passing information across on newly acquired library materials. With this situation, it is important to let the libraries know the level of effectiveness of CAS in the selected academic libraries. This can only be done through research. Unfortunately, as observed from the literature, limited studies seem to focus on effectiveness of current awareness services in the academic libraries. Doing so will enable the libraries who are at the crossroad on how to determine the usefulness of CAS to have better facts about their functionality. It is in the light of this, that the study examined effectiveness of current awareness services in academic library by

lecturers in selected faculties in University of Ilorin, Kwara State.

Objectives of the Study

The main objective was to examine effectiveness of Current Awareness Services (CAS) in academic library by lecturers in selected faculties in University of Ilorin. The specific objectives are to:

- determine the sources of CAS awareness among lecturers in the selected faculties in University of Ilorin;
- investigate the frequency of use of CAS by lecturers in the selected faculties in University of Ilorin;
- ascertain the level of effectiveness of CAS by lecturers in University of Ilorin and
- identify challenges facing lecturers using CAS in the selected faculties in University of Ilorin

Research Questions

1. What are the sources of CAS awareness among lecturers in the selected faculties in University of Ilorin?
2. What is the frequency of use of CAS by lecturers in the selected faculties in University of Ilorin?
3. What is the level of effectiveness of CAS among lecturers in University of Ilorin?
4. What are the challenges facing lecturers using CAS in the selected faculties in University of Ilorin?

Methodology

The study adopted descriptive survey research design. This design involves quantitative method for describing, recording, analyzing and interpreting conditions that exist (Best & Kahn, 2010). The target population for the study comprised of lecturers in three selected faculties in University of Ilorin, Kwara State. The selected faculties are Arts, Social Sciences, and Communication and Information Sciences out of 15 faculties in the

University of Ilorin, Kwara. The total population of the lecturers in faculty of Arts, Communication & Information Sciences and Social Sciences are 149, 87 and 87 respectively totaling 323 lecturers (Unilorin Annual Report, 2019). The target population is 202 (Lecturer1 and above) out of which 145 lecturers, eventually took part in the study. The total enumeration technique was used because the target population was small and enough as sample size of this study. Similarly, the technique was chosen to be able to have considerable and manageable sample size for the study. Thus, sample size of the study was 202.

The instrument used for data collection was adapted from previous studies (Cabonero et al., 2019; Mohammed, Hashimu & Fati, 2018) and the questionnaire titled "Questionnaire on Effectiveness of Current Awareness Services by Researchers"

(QECASR). Researchers carried out reliability test using half-split method by selecting 10 lecturers from Faculty of Law, University of Ilorin. Data collected were correlated and the Cronbach's alpha reliability coefficient average value derived was 0.75, which made the instrument reliable for the research. The researchers administered Two hundred and two (202) copies of questionnaire and 145 were completely filled and returned with the response rate of 71.8 per cent. The data collected for this study was analyzed using simple percentages and frequency distributions.

Results

Question1: What are the sources of CAS awareness among lecturers in the selected faculties in University of Ilorin?

The respondents used various sources of awareness of CAS as shown in Table 2

Table 1: Frequency and Percentage Scores of Respondents' opinion on Sources of Awareness of Current Awareness Service-CAS (N=145)

Sources of Awareness of CAS	Yes		No	
Items	F	%	F	%
I am aware of CAS through library website	79	54.5	66	45.5
I am aware of CAS through e-mail	42	28.9	103	71.0
I am aware of CAS through print resources	77	53.1	68	46.9
I am aware of CAS through my colleagues	125	86.2	47	32.4
I am aware of CAS through library touring during staff orientation	104	71.7	41	28.3

Key: F-Frequency, %-Percentage

Table 1 shows that 125 (86.2%) of the respondents got the awareness of CAS through their colleagues while 104(71.7%) of the respondents were aware of CAS during staff orientation on the use of library. In addition, 79(54.5%) got awareness of CAS through library website, 77(53.1%) were aware through print resources distributed to staff. Moreover, 42(28.9%) of the respondents got awareness through e-mail. The findings

indicate that majorities (86.2%) of lecturers were aware of CAS through their colleagues and other sources such as through library touring, e-mail, library website.

Question2: What is the frequency of use of CAS by lecturers in the selected faculties in University of Ilorin?

The frequency of use of CAS by respondents is indicated in Table 2

Table 2: Frequency and Percentage Scores of Respondents' Use of CAS (N=145)

Frequency of Visit	F	%
Daily	23	15.9
2-3 times a week	36	24.8
Weekly	14	9.7
Fortnightly	5	3.4
Monthly	8	5.5
Occasionally	50	34.5
Never	10	6.9
Total	145	100

Table 2 shows that 50(34.5%) of the respondents use CAS occasionally while 36(24.8%) use CAS 2-3times per week. Following with the use CAS daily 23(15.9%) and 14(9.7%) use CAS weekly. Additionally, 10(6.9%) of the respondents never use CAS, 8(5.5%) use CAS monthly. The findings of the study suggest that many lecturers used CAS regularly and few were not using it. This

might be due to unawareness of CAS services and other eminent factors by the few lecturers.

Question 3: What is the level of effectiveness of CAS among lecturers in University of Ilorin?

The level of effectiveness of current awareness services by respondents are shown in Table 3

Table 3: Frequency and Percentage Scores of Respondents on Level of Effectiveness of Current Awareness Services (CAS) (N=145)

Effectiveness of CAS Items	Extremely Effective		Effective		Ineffective		Extremely Ineffective	
	F	%	F	%	F	%	F	%
Newly acquired library materials	129	88.9	3	2.1	11	7.6	2	1.4
New services of the library	41	28.3	88	60.7	3	2.1	13	9.0
Online electronic resources	144	99.3	1	0.7	0	0	0	0
Current periodicals from the Periodical	108	74.5	0	0	35	24.1	2	1.4
News updates are also given emphasis	118	81.4	3	2.1	24	16.6	0	0
Library updates such as new library circular or memo	0	0	109	75.2	23	15.9	13	9.0
Accession list of new learning resources.	131	90.3	2	1.4	0	0	12	8.3
Visual appearance of the bulletin board	0	0	110	75.9	28	19.3	7	4.8
Relevance of out dated content or from the bulletin board	14	9.7	24	16.6	107	73.8	0	22.1
Library website is updated	41	28.3	74	51.0	16	11.0	14	9.7
Table of contents of periodicals are posted in the OPAC	5	3.5	0	0	124	85.5	16	11.0

Table 3 shows the level of effectiveness of current awareness services. Overall results indicate that CAS is extremely

effective with online electronic resources 144(99.3%), accession list of new learning resource 131(90.3%) and newly acquired

library materials 129(88.9%). Also, followed by news updates 118(81.4%), visual appearance of the bulletin board 110 (75.9%), current periodicals from the periodicals 108(74.5%). In addition, the findings show that library updates such as new library circular or memo 109(75.2%), new services of the library 88(60.7%) and library website is updated 74(51%). However, further results show the ineffectiveness of CAS on table of contents of periodicals that are posted in the OPAC 124(85.5%), and the relevance of out dated content or from the bulletin board

107(73.8%). The findings suggest that lecturers were effectively used CAS services but there are needs to improve services such as table of contents of periodicals and bulletin boards.

Question 4: What are the challenges facing lecturers using CAS in the selected faculties in University of Ilorin?

The responses on challenges facing by lecturers using current awareness services are shown in Table 4

Table 4: Frequency and Percentage Scores of Respondents Challenges Facing in Using Current Awareness Services (N=145)

Challenges Facing Lecturers Items	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
Irregular supply of electricity	44	30.3	8	5.5	81	55.8	12	8.3
Interruption of Internet facility	75	51.7	53	36.6	9	6.2	8	5.5
Irregular ICT training for library staff	78	53.8	45	31.0	15	10.3	7	4.8
Shortage of computer system	70	48.3	8	5.5	9	6.2	58	40.0
Inadequate supports from management	71	49.0	54	37.2	12	8.3	8	5.5
Negative attitude of library staff towards CAS	80	55.2	49	33.8	11	7.6	5	5.5

Note: strongly agree + agree = Agree

Table 4 shows that majority of respondents agreed that negative attitude of library staff towards CAS(88.9%), interruption of Internet facility (88.3%), inadequate supports from management(86.2%), irregular ICT training for library staff (84.8%), shortage of computer system(53.8%) and few respondents indicated that irregular supply of electricity 52(35.8%) were challenges facing the CAS effectiveness in the selected faculties. The findings indicate that challenges facing lecturers using CAS are enormous.

Discussions

The findings revealed that majority of lecturers were aware of CAS through their colleagues and follow by other sources such as through library touring, print out resources,

library website and e-mail. The finding affirmed results of the study carried out by Naqvi (2013) who stated that academic staff and students came to know about CAS through the library website, e-mail, and library tour. However, the finding is opposing the results of the study by Abdulsalami (2019) that stated that libraries in Nigeria hardly use e-mail alert for CAS. Also, the findings revealed that lecturers were effectively used online electronic resources, accession list of new learning resources and acquired library materials. In addition, news updates, visual appearance of the bulletin board, and current periodicals from the periodicals were effectively used. Moreover, the findings revealed that lecturers effectively used library updates such as new library circular or memo,

new services of the library and library website. It can be deduced that CAS services were effectively used by lecturers in the selected faculties. The various sources of the awareness available to lecturers might be responsible for the effectively used of CAS services. The findings of the study indicate the effective level of CAS was high though few CAS services were ineffective. This finding is in agreement with that of Cabonero et al. (2019) who stressed that CAS services was effective because faculty had developed high CAS awareness.

The findings of the study revealed that lecturers visit library daily, weekly, fortnightly, monthly and occasionally to use CAS. However, it could be deduced that many lecturers used CAS regularly. The findings agreed with result of study carried out by Mohammed et al. (2018) that staff visited library daily and weekly. Furthermore, the findings revealed that negative attitude of library staff towards CAS, interruption of Internet facility, inadequate supports from management, irregular ICT training for library staff, shortage of computer system and irregular supply of electricity were challenges facing the CAS usage effectiveness in the selected faculties. The findings corroborates (Naqvi, 2013; Uzohue & Yaya, 2016; Honghai, 2019; Abdulsalami & Dika, 2019) who reported that attitude of library staff, internet facilities, inadequate of ICT training for library staff constituted barrier to effective utilization of CAS services.

Conclusion

The study examined effectiveness of Current Awareness Services (CAS) in academic library in University of Ilorin Kwara State. The results have demonstrated that lecturers were aware of CAS services and they were regularly and effectively used the CAS services. It could be concluded that CAS services were effectively used by lecturers; however, challenges facing effective utilization of CAS services identified by respondents are negative attitude of library staff towards CAS, interruption of Internet

facility, inadequate supports from management, irregular ICT training for library staff, shortage of computer system and irregular supply of electricity.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Library staff should develop positive attitude towards CAS by promoting image of the library through quality services delivery to users at the right time, in the right format and at the right place.
2. University management should provide uninterrupted Internet facilities through Network Operational Centre (NOC) by upgrading Internet bandwidth to support lecturers' steady access to online current awareness services provided by university library.
3. Library management should organize more ICT training for their library staff in order to increase their productivity in ICT related library services to users.
4. University management should seek for non-governmental organisations' support to complement government efforts towards sufficient supply of computer system to university library for information users' benefits.
5. University management should provide solar power as alternative source of electricity in addition to generating plant in order to ensure stable power supply and uninterrupted Internet access.

References

- Abdulsalami, L.T. & Dika, S. I. (2019). Utilization of social media services for current awareness provision to registered users of Federal University Library, Lafia Library Philosophy and Practice (e journal). 2531. Retrieved from

- <https://digitalcommons.unl.edu/libphilprac/2531>
- Ali, Y. (2006). Current awareness services for electronic journal literature. *Pakistan Journal of Library and Information Science*, 200 (7), 117-126. Retrieved from <http://eprints.rclis.org/7924/>
- Cabonero, D. A., Tindaan, C. B., Attaban, B. H., Manat, D. & Anne, S. (2019). The effectiveness, reasons and problems in current awareness services in an academic library towards crafting an action plan. *Library Philosophy and Practice (e-journal)*. 2493. Retrieved from https://digitalcommons.unl.edu/libphilprac/2493/?utm_source=digitalcommons.unl.edu%2Flibphilprac%2F2493&utm_medium=PDF&utm_campaign=PDFCoverPages
- Corrall, S., Kennan, M. A. & Afzal, W. (2013). Bibliometrics and research data management services: Emerging trends in library support for research. *Library Trends*, 61(3), 636-674.
- Honghai. G .C. (2019). An analysis of Current Awareness Services and Selective Dissemination of Information in University of Jos Library .*Villanova Journal of Science, Technology and Management*. 1(1). ISSN: 2672-4995 (Online) 2672-4987 (Print)
- Kannappanavar, B. U. & Swamy, H. C. (2013). User's perception and opinion towards CAS and SDI services in agricultural science university libraries in India, with special reference to South India: An evaluative study. *International Journal of Library and Information Science*, 5(10), 342-350.
- Kemp, G. (2009). Building a model business case: Current awareness service in a special library. *Special Libraries*, 87(3):181-190.
- Mohammed M. K., Hashimu S. & Fati, A. (2018). Awareness and Use of Current Awareness Services by Users of Three University Libraries in North-west Nigeria. *Journal of Applied Science and Technology*, 12(3).43-51.
- Naqvi, T. H. (2013). Current awareness services: A case study of the CBHTS Nasinu Library at Fiji National University. *Chinese Librarianship: an International Electronic Journal*, 35, 99-111.
- Ojohwoh, R. (2015). Influence of public relations and reference services on academic library services. *Information Impact: Journal of Information and Knowledge Management*, 6(1), 73-79.
- Oméluzor, S. U., & Oyovwe-Tinuoye, G. O. (2017). Assessment of Information and Communication Technology for Selective Dissemination of Information and Current Awareness Services: A Case Study of University Libraries in the South-west Zone of Nigeria. *Evidence Based Library and Information Practice*, 12(4), 233-249.
- Uganneya, S.R., Ape, R., & Ugbagir, N. (2012). Information Services Provision and User Satisfaction in Agricultural Research Libraries in Nigeria. *International Journal of Library and Information Science*. 3 (6) 88-93.
- University of Ilorin. (2019). *University Annual Report 2018-2019*. p.17. Retrieved from <http://annualreport.unilorin.edu.ng/2019ap.pdf>
- Uzohue, C. E., & Yaya, J. A. (2016). Provision of current awareness services and selective dissemination of information by medical librarians in technological era. *American Journal of Information Science and Computer Engineering*, 2(2), 8-14.