

Access to Library and Information Science Research Reports for Effective Service Provision by Academic Librarians in Ahmadu Bello University Library Complex, Zaria, Nigeria

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Abstract

Access to library and information science research reports by academic librarians have become necessary as information providers and for better and effective service delivery. *This paper examined access to library and information science research reports for practical library and information service provision by Academic Librarians in Ahmadu Bello University, Zaria Library Complex. The paper answered three research questions and tested one hypothesis. A descriptive survey research design was adopted in the study. The instrument used for data collection was a questionnaire. A purposive sampling technique was used to select academic librarians. A total of one hundred and seventeen (117) copies of the questionnaires were administered to the academic librarians of Ahmadu Bello University, Zaria Library Complex and out of these, Ninety-six (96) copies were duly completed and returned, representing a response rate of 82.1%. Descriptive statistics using mean and standard deviation were used to answer the research questions, while inferential statistics using One-Way ANOVA was used to test the hypothesis. The study's findings revealed the types of LIS research reports available to academic librarians in A.B.U. Zaria, library complex for utilisation in library practice were books, journal articles, conference/seminar papers, technical reports, theses, projects and dissertations; The significant challenges faced by academic librarians in accessing LIS research reports for practical library and information service provision were lack of time to read and utilise LIS research reports for library and information service provision, inadequate facilities and lack of technological literacy among others. The study recommended that the library management should support and encourage the academic librarians by providing on-the-job time for reading and discussing research reports, strong organisational support and the required modern equipment and necessary training to access LIS research reports. More funds can equally be committed to acquiring ICT facilities, facilitating access to LIS research reports.*

Keywords: Ahmadu Bello University, Library and information science, Access, Information Service Provision

Introduction

Research reports are one the essential information resources for most researchers. The research report serves to create new knowledge and therefore contribute to the growth of LIS as a profession. It is needed to "improve problem-solving and deciding within the workplace and it can equip academic librarians to effectively provide optimal information services to researchers in other fields. Lenox (2009) posited that research is a veritable tool for program planning, service delivery, organisational development, and problem-solving, considering the ever-increasing organisational complexity of libraries". Librarians could overcome these complex challenges if they are grounded in the research process and increase their consumption of research literature (Swisher, 2010).

Access to LIS research reports by academic librarians has become necessary for them as information providers and for better and more effective service delivery. This is because access to LIS research reports will keep academic librarians updated by providing them with relevant, valid, accurate and current information. Staying updated prevents one from falling behind and giving inaccurate information or does not paint the whole picture (Karamitsos, 2011). Effective library and information service provision is the product of the knowledge and skills of the academic librarians, which is the function of physical and intellectual access to LIS research reports.

Libraries are repositories of information sources and play an essential role in the academic world by furthering research among scientists and researchers. The library's role in research is as significant as the library's role in other academic areas. Library's role in research is pivotal; libraries have in-depth resources in books, journals, magazines, articles, and bibliographies (Hart & Kleinveldt, 2011). Access to information is available through print, non-print electronic, or micro format resources. The current information landscape offers a plethora of options for accessing information in different formats. In order to access information resources in different formats in the library, information retrieval skills are of paramount importance. Academic libraries typically identify research support as central to their mission (Hart & Kleinveldt, 2011).

According to White (2012) in a world without libraries, it would not be easy to advance research and human knowledge or preserve the world's cumulative knowledge and heritage for future generations. He went further to say that libraries offer a means by which we can gain access to knowledge. A library's success depends on the information resources available for access by the users. It is not enough that information resources are available or even bibliographically accessible; they must be physically accessible to those who need them. The growth of knowledge, especially in science and technology, has turned attention to the problem of bibliographical or intellectual access to recorded knowledge (Ugah, 2007). Whenever users contact the library either personally or through remote access, they will either interact with any/all the formats within the library while seeking information, or they may encounter library staff to satisfy their information requirements. Accessing information may vary from format to format and from type to type, starting from general browsing to using specialised equipment. Therefore, obtaining information quickly is the primary concern of users who want their library to be state-of-the-art and responsive to their needs. Knowledgeable staff (academic librarians) accessing LIS research reports provides seamless

access to information regardless of format, whether the user is in the library or at a remote location. This implies that access to LIS research reports improves service delivery and the chances of providing services that will meet the information needs of library users. Having access to LIS research reports will enhance the capacity of academic librarians toward better service delivery, thereby playing their catalytic role of providing access to information resources for users.

Problem Statement

Research reports are one of the vital information resources that most researchers need. This is because they serve to create new knowledge and therefore contribute to the growth of LIS as a profession. It is needed to "improve problem-solving and decision making in the workplace, and it can equip academic librarians to effectively provide optimal information services to researchers in other fields. Access to high-quality content remains crucial to research, and its value is recognised by researchers, senior managers and academic librarians alike (RIN & RLUK Report, 2011). Accessibility is essential for assessing the library and its services (Aguolu&Aguolu, 2002).

Access to LIS research reports by academic librarians has become necessary for them as information providers and for better and more effective service delivery. This is because access to LIS research reports will keep academic librarians updated by providing them with relevant, valid, accurate and current information. Staying updated prevents one from falling behind and giving inaccurate information or does not paint the whole picture (Karamitsos, 2011). Having access to the LIS research report will enhance the capacity of academic librarians toward better service delivery (services that will meet the library users' information needs) which will result in high patronage of the library by users. That is why Aguolu (2002) noted that efforts are being made across the globe to provide access to information in different formats.

However, several studies have revealed low library patronage by users in academic libraries (Odu, 2016; Potnis, Deosthali, Zhu & McCusker, 2018). According to Whitchurch(2011), library patronage has been decreasing at an alarming rate worldwide for over a decade. The situation is also the same at Ahmadu Bello University Library Complex; user patronage has continued to decrease (Mohammed, 2017; Adeh &Hayatu, 2020). This is attributed to poor, outdated and ineffective library service by the academic librarians and clearly indicates poor access to LIS research reports. Reports from Akande (2003), Mabawonku (2004), Akobundu (2008) and Oyewusi and Oyeboade (2009) have shown that library services in most Nigerian Universities need to be more adequate to facilitate The situation establishes some doubt about the academic librarians' access to LIS research reports and the researchers wonder how they are accessing these reports. Identifying all barriers that inhibit access to LIS research reports by academic librarians is imperative. This is because access to LIS research reports by academic librarians will go a long way towards addressing this problem.

There is a need to investigate this problem to generate empirical data geared towards finding a solution to the problem. It is on this premise that the study finds justification and seeks to find answers to the following questions.

Research Questions

The study seeks to provide answers to the following research questions:

1. What types of library and information science research reports are available for access by the academic librarians of Ahmadu Bello University Library Complex?
2. How do academic librarians access library and information science research reports in Ahmadu Bello University Library Complex?
3. What are the challenges encountered by the academic librarians of Ahmadu Bello University Library Complex in accessing library and information science research reports?

Research Hypothesis

H₀₁ There's no significant difference among academic librarians in their access to LIS research reports for effective library and information service provision in Ahmadu Bello University Library complex.

Literature Review

A research report is the process of scientific and professional communication regarding research findings. The general purpose of the research report is to convey sufficient details of research works. Neuman (2006) stated that a search report might be a written document or verbal presentation of a written document that communicates the methods and findings of a search project to others. It is a formal statement of a research process and its result. It is quite a summary of findings; it is a record of the research process. In addition to the findings, the report includes the reasons for initiating the project, a description of the project steps, a presentation of data, and a discussion of how the data relate to the research question or topic.

Types of Research Reports

The research report can vary differently in its length, type and purpose. Kerlinger (2004) states that the results of a research investigation can be presented in many ways via a technical report, a famous report, a monograph or at times even in the form of oral presentation." Some typologies of research reports are as follows: Journal Articles, Conference/Seminar papers, Technical Reports, Projects, Dissertations, Theses, Books and Reports for policymakers and schools. Similarly, Anunobi, Okoye and James (2009) noted that research results/reports are often communicated to the relevant audience through journal articles, conference/seminar papers, technical reports (which are accessible as print or/and online versions), blogs, etc.

Access to Research Reports

Accessibility generally is a term employed to explain the degree to which a system is useable by different groups or categories of users as possible. In other words, it is the degree of ease with which it is possible to reach a specific location from other locations. Accessibility can also be seen as the ability to access some system or entity's functionality

and possible benefits. To have access to information resources, according to Akobundu (2008), means to be able to locate, identify and use such resources using relevant bibliographic tools of the library. On the other hand, Aguolu and Aguolu (2002), Ugwu (2008), and Nnadozie and Nnadozie (2008), as cited in Igbo and Imo (2010), argued that the availability of information resources does not mean accessibility. It is one thing for the resources to be available, and it is another thing to be accessible. What does every resource available in the library but not accessible by users be equally useless. Only what is accessible is usable.

Information resource/ research report, therefore, is ordinarily recorded and stored only when it is judged to have continuing potential influence. In other words, physical access must be accompanied by intellectual access if the facilities are in use (Nwachukwu, 2008). Ndagna (2009), cited in Nwachukwu, Lucky and Salami (2014), noted that the term access is used by different people concerning quite bits and pieces of the whole, as in subject open access and knowledge access system. However, each refers to at least one or more aspects of providing means of access to information, in a more profound sense, to knowledge.

Thus access to relevant information/research reports is essential. Physical access is generally viewed as "access to the documents", embodying information literally, the process of getting to the document being sought. Information access tends to focus on physical issues, e.g. physical structures containing information, electronic structures containing information, and the paths travelled to get information (Jaeger & Bowman, 2007). Physical access relates to the location and format of a document and the condition, techniques or virtual or physical. To achieve physical access, according to Jaeger and Bowman (2007), the user has to know that the information exists, where it can be found, and how to navigate the structures to reach it physically. It is essential that no other type of access is possible; mere physical access is insufficient for full access. However, it is essential to state that physical access to LIS research reports cannot guarantee practical library and information service provision. It has to be accompanied by intellectual access, which involves accessing the content of a document and understanding and applying it. According to Svenonius (2000), cited in Onuocha, Opara and Uluocha (2008), intellectual access is defined as access to the information contained in a document. They said it revolves around understanding how to get to and, in particular, how to understand the information itself once it has been physically obtained. Intellectual access can only occur when an individual has sufficient information to engage in critical thinking and has been exposed to multiple viewpoints (Pitts & Stripling in Onuocha, Opara&Uluocha, 2008).

Similarly, Burnett, Jaeger & Thompson (2008) noted that intellectual access requires understanding the information in a source. This, in turn, requires the cognitive ability to understand the source, read the language and dialect in which the source is written, and know the specific vocabulary used. When professional librarians and other employee fail to make good use of their knowledge and skills, access to information are affected (Ugah, 2007).

Barriers/ Challenges of Accessing Research Reports (Information Resources)

Several studies discussed the challenges of accessing information resources, of which a research report is one. The challenges were numerous, but some got the top scores

in most studies. According to the reviewed studies by Aguolu (1989), Komolafe (1994) (as cited in Olowu, 2004), Adelani (1998) and Akande (2003), as cited in Igbo and Imo (2010), the top challenges of accessing research report include non-availability of appropriate guides to existing information resources, uncoordinated arrangement of materials in the catalogue with those in the shelf, lack of current bibliographic sources and directional manuals as factors that make access to information resources difficult. This implies that the library collection in many Nigerian universities needs to be better organised to facilitate access to information.

Findings from the studies conducted by Igbo and Imo (2010) revealed that library resources were not easily accessible to the students as a result of inadequacies emanating from outdatedness of resources, ineffective bibliographic organisation and ineffective library services and lack of electronic resources. Similarly, studies conducted by OyediranTidings (2004), Oyesiku and Oduwole (2004), Harande (2008), Akobundu (2008), and Ezeala (2009) have proved that patrons of Nigerian university libraries do not have adequate access to information resources due to inadequacy of resources, lack of proper organisation of the available resource and ineffective library services.

Other studies conducted by Nkiko and Ilo(2006), citing Mabawonku (2004) and Oyediran – Tidings (2004), revealed that the information resources of the Nigerian university libraries are "overstretched "and "inadequate ", adding that "most of the books are outdated, journals subscription grossly irregular, few functional audio-visual and ICT recourses. They further stressed that lack of current books, journals and other resources, non-relevance of and a conspicuous absence of introductory textbooks tend to inhibit the accessibility of library recourses. The situation could also be worsened due to the inability of most university libraries in Nigeria to digitise their collections and supply electronic information resources to enrich print resources.

Methodology

The study adopted a quantitative research method, and a descriptive survey design was used to collect relevant data using a questionnaire which contained close-ended items. The population of the study comprised 117 academic librarians in Ahmadu Bello University Library complex. The whole population was used as a sample seeing that it is small and manageable and it is below 200, as suggested by Bernard (2012). Descriptive statistics using mean and standard deviation were used to answer the research questions, while inferential statistics using One- Way ANOVA was used to test the hypothesis.

Research Findings

Response Rate:

A total of one hundred and seventeen (117) copies of the questionnaires were administered to the academic librarians of Ahmadu Bello University, Zaria Library Complex and out of these, Ninety-six (96) copies were duly completed and returned, representing a response rate of 82.1%.

Table 1.1

SN	Libraries under A.B.U. library complex	Number of copies of the Questionnaire Administered	Number of copies of the Questionnaire Retrieved	Percentage of copies of Questionnaire Retrieved
1	Kashim Ibrahim Library (KIL)	42	36	30.8%
2	President Kennedy Library (PKL)	9	7	5.98%
3	Law Library	3	2	1.71%
4	Centre for Islamic Legal Studies Library (CILS)	2	2	1.71%
5	Institute of Agricultural Research Library (IAR)	6	4	3.42 %
6	Division of Agricultural College Library (DAC)	3	2	1.71%
7	College of Medical Science Library	8	6	5.13 %
8	Lee T. Rails Back (Veterinary Medical Library)	3	2	1.71%
9	Abdullahi Muhammad Public Library (AMPL)	2	2	1.71%
10	National Animal Production Research Institute (NAPRI)	3	3	2.56%
11	National Agricultural Extension & Liaison Services Library (NAERLS)	2	0	0%
12	Faculties and Departmental Libraries	34	30	25.64%
	Total	117	96	82.1%

From Table 1.1, a high response rate of 96 (82.1%) was realised. The high response rate was achieved because the researchers administered and collected copies of the questionnaire personally with the help of two research assistants. In addition, a good relationship was established between the researchers and the respondents, which led to the on-the-spot completion of some of the copies of the questionnaire by the respondents.

Table 1.2: Types of Library and Information Science Research Reports Available to Academic Librarians in A.B.U. Zaria Library Complex

S/N	Types of LIS Research Reports	Libraries under A.B.U. Library Complex													Total	M	SD
		KIL	PKL	LL	CILS	IAR	DAC	CMSL	Lee T.	AMPL	NAPRI	NAERLS	F&DL				
1	Journal Article	25	7	1	2	3	1	7	2	2	3	0	25	78	6.5	8.9	
2	Conference/Seminar papers	27	5	1	1	3	2	5	2	1	3	0	18	68	5.7	8.2	
3	Technical Reports	15	4	0	1	3	2	3	0	0	1	0	13	32	3.6	5.7	
4	Projects	14	6	2	1	3	2	5	2	2	1	0	23	61	5.1	6.8	
5	Theses	23	4	2	1	3	2	5	2	2	3	0	23	70	5.8	8.1	
6	Dissertations	23	6	1	1	3	1	5	1	2	3	0	23	69	5.8	8.2	
7	Books	27	2	2	1	3	2	4	1	2	0	0	24	71	5.7	9.4	
8	Reports for Policymakers & Schools	11	0	0	1	0	0	0	0	1	0	0	5	18	1.5	3.3	

Table 1.2 indicated the types of library and information science (LIS) research reports available for access by the academic librarians in A.B.U. Zaria library complex. From the table, it was discovered that the types of LIS research report available to academic librarians were journal articles with a mean score of 6.5, dissertations and theses with a mean score of 5.8 each, books with a mean score of 5.7, conference/seminar papers with a mean score of 5.7, and projects with mean score 5.1 were the significant types of LIS research reports available for academic librarians in ABU Zaria, library complex. This goes in line with the work of Anunobi, Okoye and James (2009), which stated that research results/reports are often communicated to the relevant audience through journal articles, conference/seminar papers, technical reports (which are accessible as print or/and online versions), blogs, etc.

However, the least among the LIS research reports available to academic librarians in ABU Zaria library complex were the technical reports, with a mean score of 3.6 and reports for policymakers and schools, with a mean score of 1.5 respectively. This finding implies the availability of numerous research reports in the ABU Zaria library complex, which, if adequately accessed, can improve the library and information service provision. In contrast, Aguolu and Aguolu(2002), Ugwu (2008), and Nnadozie and Nnadozie (2008), as cited in Igbo and (2010), argued that the availability of information resources does not mean accessibility. It is one thing for the resources to be available, and it is another thing to be accessible. This implies that academic librarians must access LIS research reports before providing practical library and information services to their users.

Table 1.3: Means of Accessing Library and Information Science Research Reports by Academic Librarians in Ahmadu Bello University Library Complex.

S/ N	Means of accessing LIS Research Reports	Libraries under A.B.U Libraries complex												Total	M	SD
		KIL	PKL	LL	CILS	IAR	DAC	CMSL	Lee T.	AMPL	NAPRI	NAE RLS	F& DL			
1.	Workshops	22	7	1	1	1	2	1	2	2	3	0	18	60	9.4	16.7
2.	Seminars	23	7	1	1	2	2	3	2	1	2	0	18	62	5.1	7.5
3.	Conference	25	6	1	2	1	2	2	2	2	3	0	18	64	5.4	7.8
4.	Website/internet	27	4	2	2	3	3	5	1	2	3	0	26	78	6.4	9.5
5.	Search engines (Boolean strategies)	23	1	1	1	3	0	3	2	1	1	0	17	53	4.4	7.5
6.	Index/table of content	18	1	1	2	3	0	2	1	0	1	0	2	31	2.6	4.9
7.	OPAC	21	3	1	2	3	0	3	1	0	0	0	12	46	3.8	6.3
8.	Informal comm. Email, phones etc.	20	3	2	2	1	2	3	1	1	1	0	12	48	4.0	5.9
9.	Informative database	25	5	2	2	3	0	4	1	2	2	0	11	57	4.8	7.0
10.	Forum & meetings	13	2	1	1	2	2	1	1	1	1	0	11	36	3.0	4.3
11.	Instant messages	8	0	1	1	2	0	1	1	0	0	0	7	21	1.8	2.8
12.	Relevant hyperlinks	11	0	1	1	3	0	3	0	0	0	0	10	29	2.4	3.9

Table 1.3 shows the means through which academic librarians in A.B.U. library complex access LIS research reports. The responses indicated that workshops with a mean score of 9.4, website/internet with a mean score of 6.4, conferences with a mean score of 5.4, and seminars with a mean score of 5.1 are the essential means through academic librarians in A.B.U library complex access research reports. The result revealed that most academic librarians attend seminars/workshops and conferences and have internet connectivity that is used to access online information resources. This is further confirmed by Svenonius (2000) in Onuocha, Opara and Uluocha (2008), who noted that intellectual access involves the ability to access the content of a document, understand how to get to and, in particular, how to understand the information itself once it has been physically accessed. The implication is that practical library and information service provision requires the ability to access and understand the information in a source which is a product of physical and intellectual access.

Table 1.4: Challenges Faced by Academic Librarians in Accessing LIS Research Reports for Effective Library and Information Service Provision in ABU Zaria Library Complex.

S/N	Challenges to LIS research reports	Libraries under A.B.U Complex												Total	M	SD
		KI L	PKL	LL	CILS	IAR	DAC	CMSL	Lee T.	AMPL	NAPRI	NAERL S	F&D L			
1	Lack of time to read and utilise research reports to improve practice	19	4	1	1	2	0	4	1	2	1	0	15	50	7.7	7.8
2	Lack of adequate facilities and technological literacy	20	7	0	1	3	0	2	1	2	1	0	22	59	4.9	3.7
3	The research reports do not address practical problems in the workplace	11	1	1	0	2	0	1	1	1	0	0	9	28	2.3	5.2
4	Research report not readily available	13	4	1	0	0	0	0	0	0	1	0	14	33	2.8	3.2
5	Non-availability of appropriate guides and uncoordinated arrangement of materials	9	0	0	1	1	0	2	0	1	0	0	9	23	1.9	5.9
6	Irregular journals subscriptions and out-datedness of resources	15	2	2	0	3	0	3	0	1	0	0	17	43	3.6	3.7
7	Research is presented in a way that is difficult to understand	11	0	0	0	1	1	1	1	0	1	0	9	26	2.2	4.3
8	Problems with intellectual availability (e.g. poor bibliographic control of research findings)	11	0	0	1	2	1	3	1	1	2	0	13	36	3.0	5.0
9	Lack of attendance at conferences, meetings and professional networks to provide sufficient knowledge.	12	7	7	2	0	2	1	1	1	2	0	15	43	3.6	3.7

Table 1.4 shows the challenges faced by academic librarians in accessing LIS research reports for practical library and information service provision in the ABU Zaria library complex. The responses from the table revealed that lack of time to read and utilise research for library practice with a mean score of 7.7, lack of adequate facilities and technological literacy has a mean score of 4.9, irregular journals subscription and out-datedness of resources with a mean score 3.6 and lack of attendance to conferences, meetings and professional network to provide sufficient knowledge with mean score 3.6 were the significant challenges of accessing LIS research reports for effective library and information service provision by academic librarians in ABU Zaria library complex. This finding is in line with the finding of Anne-Marie, Kajermo, and Wallins (2008), which stated that the most prominent challenges of accessing research reports were lack of time to read research reports and implement them in practice, lack of authority to change practice and lack of adequate facilities for implementation.

However, the least among the challenges revealed were Problems with intellectual availability (e.g. poor bibliographic control of research findings) with a mean score of 3.0, research report not readily available with a mean score of 2.8, the researchers did not address practical problems with the workplace with mean score 2.3, research is presented in a way that is difficult to understand with mean score 2.2, and non-availability of appropriate guides and uncoordinated arrangement of materials with mean score 1.9. Several studies discussed barriers/challenges of accessing information resources. The challenges were numerous, but some challenges or barriers got the top scores in most studies. According to the reviewed studies, the top barriers to accessing research include a lack of administrative and team support (Mehrdad, 2008; Amini, 2012; Salsali, 2009; Ertuğ1 & Onal, 2014), inadequate time for reading and applying research reports (Mehrdad, 2008; Amini, 2012; Latifi, 2012), poor research knowledge (Salsali, 2009; Ertuğ1 & Onal, 2014) and skills (Patiraki, 2004).

Inferential Statistical Analysis

One (1) null hypothesis was formulated and tested in this study. This hypothesis met the assumptions of One-way The hypothesis was tested using a 0.05 level of significance because, in Behavioural Sciences, a 0.05 level of significance is generally accepted. The finding from this hypothesis was presented as follows:

Null Hypothesis

H₀₁ There's no significant difference among academic librarians in their access to LIS research reports for effective library and information service provision in Ahmadu Bello University Library complex.

Table 1.5: Difference among the Academic Librarians in their Access to LIS Research Reports for Effective Library and Information Service Provision in Ahmadu Bello University Library Complex.

ANOVA

Responses	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2502.736	11	227.521	3.315	.001
Within Groups	5834.295	85	68.639		
Total	8337.031	96			

The p-value of the ANOVA test, as shown in Table 1.5, showed that the p-value obtained was less than 0.05 (displayed as .001). Since the p-value is less than 0.05, this implies that access to LIS research reports by academic librarians significantly differs in service provision in the Ahmadu Bello University Library complex. Therefore, the null hypothesis, which states "there is no significant difference among academic librarians in their access to LIS research reports for effective library and information service provision in Ahmadu Bello University Library complex," is rejected, and the alternative hypothesis is accepted.

Summary of Findings

Based on the data collected and analysed for this study, the following were the findings of the analysis:

1. The types of LIS research reports available to academic librarians in A.B.U. Zaria, library complex for utilisation in library practice were books, journal articles, conference/seminar papers, technical reports, theses, projects and dissertations.
2. Academic librarians in A.B.U, Zaria library complex access LIS research reports through workshops, website/internet, conferences, and seminars. However, it is contended that physical access to LIS research reports must be accompanied by intellectual access to guarantee effective library and information service provision.
3. The major challenges faced by academic librarians in accessing LIS research reports for effective library and information service provision were lack of time to read and utilise LIS research reports for library and information service provision, lack of adequate facilities and technological literacy,irregular journals subscription and out-datedness of resources and lack of attendance to conferences, meetings and professional network to provide sufficient knowledge.
4. Academic librarians' access to library and information science research reports significantly differ in service provision in the Ahmadu Bello University Library complex. This implies that effective library and information service provision depends on the accessibility of LIS research reports by academic librarians.

Conclusion

The study revealed that different research reports are available in the Ahmadu Bello University library complex. The academic librarians accessed these research reports through workshops, websites/internet, conferences, and seminars. Therefore, it is contended that physical access to LIS research reports must be accompanied by intellectual access to guarantee effective library and information service provision. However, academic librarians face some barriers and challenges in accessing research reports, affecting their service provision, as revealed by the hypothesis.

Recommendations

1. The library Management should make available other types of research reports like widespread reports, monographs, oral presentations etc.
2. The A.B.U. Library complex Management should provide other means of accessing the LIS research reports, such as specialised databases, Professional Networks, Multimedia, Fax etc.
3. The library Management should support and encourage the academic librarians by providing on-the-job time for reading and discussing research reports, strong organisational support and also the required modern equipment and necessary training that can facilitate access to LIS research reports. In addition, more funds can equally be committed to acquiring ICT facilities which will also facilitate access to LIS research reports.
4. Academic librarians should see it as a duty always to access LIS research reports because the effectiveness of the service delivery to library users is a function of their accessibility. This is because the user's accessibility to library resources depends on the academic librarian's access to those resources.

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