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AVAILABILITY AND UTILIZATION OF INFORMATION RESOURCES BY STAFF AND UNDERGRADUATE STUDENTS OF FRENCH LANGUAGE IMMERSION PROGRAMME IN THE NIGERIA FRENCH LANGUAGE VILLAGE LIBRARY, AJARA-BADAGRY, LAGOS STATE, NIGERIA

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Abstract
This study examined the various kinds of information resources available and utilized by staff of Nigeria French Language Village (NFLV) and undergraduate students of French language Immersion Programme (FLIP) in NFLV. Two research questions were developed to guide the study. A descriptive survey research design was used for the study. The population of the study is 2,258 which comprised ten (10) library staff, thirty (30) lecturers and two thousand two hundred and eighteen (2218) undergraduates of Nigerian universities and colleges of education who come from the six geo-political zones of the country to NFLV for FLIP. A sample of 226 respondents was obtained for this study through stratified random sampling and proportionate technique. Instrument for data collection was observation checklist alongside structured questionnaire. The findings revealed that out of the thirty-seven-information resource mentioned in the study, 21(56.8%) are available while 16(43.2%) are not available. In addition, only 16(43.2%) of these information resources are utilized while 18(48.6%) are not utilized and 3(8.2%) are unattempted. Furthermore, Information resources that could aid the teaching and learning of French during FLIP like internet facilities are not available. Also, some information resources available are either not accessible or does not support FLIP. It is therefore recommended that the library should improve its overall stock of information resources to include internet facilities that could enable wide range of assess to current and relevant information resources. Provision should be made for information resources that are not available or that are available but not assessable for staff and students' use. Lastly, library management should consider library users' needs by purchasing information resources that supports the FLIP.

Keyword: Availability, Utilization, Information Resources, Staff, Undergraduate Students, French language Immersion programme, Nigeria French Village Library.

Introduction
The library is the repository of knowledge and it is what it acquires, processes and put into the various disciplines of human endeavour that information could be produced for the well-being of humanity. Information is one of the major resources in the development of human beings and the world entirely (Akpe, Ajav and Ngunna, 2018). It is the heart of the world development and also an essential need that enables

an individual or organization to function, flourish and take decisions. However, accurate, relevant and current information has been a significant precursor to technological innovations (Tamiyes and Ayiyepelu, 2000). Information is a group of processed data and when utilized well, can help individuals deduce an inference on value judgment in making decisions (Aina, 2003). Before information could be useful for human development, it has to be available and easily accessible to users at appropriate time. Libraries have played significant roles in procuring, processing, managing and providing information resources to clienteles. In addition, according to Alegbeleye (2009), the library serves as an agency for acquisition/collection, organization, storage, preservation and dissemination of information. Most libraries across the globe have central goal of acquiring and properly organizing relevant information resources and made them available for easy access and utilization by its users. Okeh (2000) stated that it is essential that libraries' resources should be made available and utilized by users so that learning can take place for the overall development of the country. Specifically, making use of the available resources by the students through adequate access where the library ensures that the resources are acquired and processed as well as making them readily available and utilized at the right time through the right medium. Therefore, the resources will enhance their academic performance and in turn help in the development of educational institutions (Egwuny, 2012; Ugah, 2008).

The Nigeria French Language Village (NFLV) is an inter-university centre for French Studies established in 1991 under the ambit of the National Universities (NUC) Commission that caters primarily for language immersion programme (LIP) for Nigerian undegraduates studying French language as a course of study for the award of degree in the case of universities and National Certificate of Education(NCE) for Colleges of Education. FLIP is an integral requirement for them to graduate with bachelor's degree in French for those in the universities or a Nigerian Certificate in Education for those in Colleges of Education.

NFLV library was established in 1992 as a supportive academic department that will complement learning and teaching so as to ensure the effective success of the FLIP through the use of its resources. Information resources in NFLV library are acquired through direct purchase using some of funds allocated to NFLV by Tertiary Education Trust fund (TETFUND), the government of France through its embassy in Nigeria, donations from educational institutions in France and individuals in Nigeria.

Statement of Problem

Over the years, with the establishment of NFLV, the library has been charged with the responsibility of providing information resources to aid the institution to achieve the mission and vision establishing NFLV. However, with the huge amount of money allocated and spent in acquiring vast amount of information resources into NFLV library, little or no effort has been made to examine the various kinds of the information resources available in NFLV library and their utilization. Therefore, this study will examine the various kinds of available information resources and their utilization by the staff and undergraduate students of French language immersion programme in Nigeria French language Village library so as to know whether they meet up the needs of the users.

Objectives of the Study

The objectives are to:

i. investigate the types of information resources available for staff and students of French language immersion programme in the Nigera French Language Village library.
ii. investigate the information resources utilized by staff and students of French Language immersion programme in the Nigeria French Language Village Library.

Research Questions

The following research questions are put forward to guide the study include

i. What types of information resources are available for Staff and Students of French language immersion programme in the Nigeria French language Village library?
ii. What are the information resources utilized by Staff and Students of French language immersion programme in the Nigeria French language Village library?

Review of Related Literature

The primary functions of library in an institution include acquisition, organization, preservation, and delivery of information resources to the users. It entails the capacity of the library to discern the diverse needs of library users by giving them the information resources needed for learning, teaching, research, and career development purposes (Ramaiah, 1998; Onye; 2016). Basically, utilization of information resources depends on its availability in the library and also accessible to the users because availability and accessibility must be satisfied for utilization to be achieved for availability of information resources in a library does not translate into its accessibility. This means the information resources should be properly arranged to ensure that users can identify and locate them with ease (Nwachukwu, Abdulsalami and Salami, 2014). It is also important for libraries to consider user-needs during the acquisition stage of information resources to maintain relevance (Aguolu and Aguolu, 2002).

Specifically, Alokun (2008) affirmed that availability of information resources is central to human development but insufficient knowledge may create problems resulting in abject poverty, ignorance, hunger, illiteracy and so on. Gama (2007) noted that for any library to flourish, availability and accessibility of up-to-date information resources is very essential In Nigerian university libraries, Okeh (2000) was of the opinion that the rate of unavailability of information resources to about 70%. Similarly, Oyedirian and Tidings (2004); Ajahi and Akinrumji (2009) were of the opinion that lack of information resources in Nigeria universities cause frustration and low use of libraries by users. Prout (2009) attributed the lack of availability of library facilities to the steady proliferation of the universities along with the increased number of students and diversification of courses and research programmes without adequate library resources to meet the actual information needs.

Furthermore, Okeh (2000) stated that it is essential those libraries' information resources should be made available and utilized by users so that learning could take place for the overall development of the country. According to Adeniji (2010) the gap in the availability of library resources relevant to the needs of users perhaps informed the UNESCO (2005) in its campaign for the establishment of National information system in all countries with a view to meeting the information needs within a given country. Availability of library resources in the College libraries may help to ease research work of students with visual impairment, enhance their academic

performances and in turn help in the development of educational institutions (Ugah, 2008). The author further explained that information resources may be available in the library and even identified bibliographically as relevant to one's subject of interest but the users may not be able to lay hands on them because of the non-availability of the library facilities. Prout (2009) in agreement states that facilities could be a motivating factor for users to change their perception in seeking information if such information is available and adequately satisfy their needs.

According to Popuola (2001), the task of the library is that of collecting, sorting and organizing books and making them available to the users. This implies that the availability of information resources is clearly central to information provision in the institution libraries, and it can be used as a measure of library performance.

Utilization of information resources is the extent to which the resources and services of the library are actually used for teaching, learning and research. The extent to which information resources are utilized in academic libraries is usually captured by the library statistics which is compiled on daily basis by the library staff. It therefore, becomes pertinent that in order to gauge the extent to which library resources are utilized, the library staff must be proactive in providing statistics of usage on daily basis. This will serve as an encouragement or otherwise to the sponsors of the library (Ozioko, Nwabueze& Eze, 2014). Utilization of library and information resources has been a concern from the time libraries changed from being cultural monuments to knowledge acquisition and information communication centers. In view of these developments, librarians conceived the idea of educating the library users in finding and locating information they need on their day-today activities. Utilization of information resources is making use of the available information resources by the users through adequate access at the right time and through the right medium (Egwuny, 2012).

This literature review has shown that information resources and its utilization can enhance the academic performance of staff and students in institution of higher learning. Therefore, it has become imperative to investigate the availability and utilization of information resources by staff and undergraduate students of FLIP in the NFLVs' library.

Methodology

A descriptive survey research design was used for the study. The population of the study is 2,258 which comprised ten (10) library staff, thirty (30) lecturers and all the two thousand two hundred and eighteen (2218) undergraduates of Nigerian Universities and Colleges of Education offering French language as a course of study in their various institutions, from the six geo-political zones of the country (NFLV Staff Nominal Roll, 2015). Names of various Nigerian universities and Colleges of Education and the number of students from each institution are presented in Table 1. A sample of 226 respondents was obtained for this study through stratified random sampling being 10% of the entire population which include library staff, lecturers and undergraduate students. This sample size is justified by Thomas (2007) who recommended a sample size of 500 for a population of 9, 000.

The instrument used for data collection from respondents were observation checklist which was used to determine what information resources are available in NFLV's library and a well-structured questionnaire which was also used to determine the types of information resources utilized by staff and students in NFLV's library. Data were collected through a structured questionnaire with the method of personal observation. Therefore, 226 copies of the questionnaire were administered. Only 211

questionnaire were returned and 209 were found valid. The data collected from the respondents (library users) through questionnaire were analyzed with descriptive statistics (frequency and percentages) and central tendency (mean).

Table 1. Names of Nigerian Universities and Colleges of Education and number of students from each Institution

S/N	Name of University	Population
1.	Abia State University, Uturu	68
2.	Ahmadu Bello University, Zaria	68
3.	Ambrose Ali University, Ekpoma	80
4.	Babcock University	80
5.	Bayero University, Kano	30
6.	University of Benin, Benin City	70
7.	Benue State University, Makurdi	90
8.	Delta State University, Abraka	46
9.	Ekiti State University	50
10.	University of Ibadan	60
11.	Ibrahim Badamosi Babangida University, Lapai	23
12.	Ignatius Ajuru University of Education, Port Harcourt, River State	46
13	Tai Solarin University of Education, Ijebu Ode	60
14.	University of Ilorin	22
15.	Imo State University, Owerri	46
16.	University of Jos	42
17	Kaduna State University, Kaduna	50
18.	University of Maiduguri	20
19.	Nasarawa State University, Keffi	30
20.	University of Lagos, Lagos	76
21.	Lagos State University, Ojo	50
22.	Nnamdi Azikwe University	37
23.	University of Nigeria, Nsukka	67
24	University of Port Harcourt	43
25.	Usman Danfodio University, Sokoto	20
26.	College of Education, Agbor	23
27.	College of Education, Akankpa	38
28.	College of Education,Akwanga	80
29.	Kogi State College of Education, Ankpa	90
30.	Federal College of Education, Eha-Amufu	42
31.	College of Education, Ekiadolor	80
32.	College of Education, Gashua	20
33.	College of Education, Gindiri	50
34.	College of Education, Katsina Ala	56
35.	Adeniran Ogunsanya College of Education, Ijanikin	42
36.	College of Education, Nsugbe	30
37.	Federal College of Education, Obudu	78
38.	Federal College of Education, Okene	21
39.	College of Education, Oro	21
40.	Federal College of Education (Special), Oyo	60
41.	Federal College of Education, Suleja	28
42.	Federal College of Education, Pankshin	68
43.	College of Education, Sokoto	40
44.	College of Education, Warri	22
45.	Federal College of Education, Zaria	50
	Total Number of Students	**2,218**

Analysis of Data

Research Question One: What types of information resources are available for Staff and Students of French language immersion programme in the Nigeria French language Village library?

Table 2: Types of Information Resources available in the Nigeria French Language Village library

S/N	Items Reference Materials	Available	Not Available
	Dictionary	√	
2	Encyclopedia	√	
3	Maps	√	
4	Gazettes		×
5	Indexes	√	
6	Abstracts	√	
7	Handbooks	√	
8	Year Books	√	
	General Non-Fiction		
9	Text books	√	
10	Govt. Publication		×
11	Curriculum based resources		×
	Periodicals/Serials		
12	Newspaper	√	
3	Journals	√	
14	Magazines	√	
	Vertical Tools Collection		
15	Newspaper clippings/cuttings		×
16	Pamphlets	√	
7	Correspondences		×
	Literature Materials		
18	Fiction Materials	√	
19	Picture Books	√	
	Audio-Visual Resources		
20	Radio		×
21	Cassettes	√	
22	Tapes	√	
23	Recorder		×
24	Films		×
25	Models		×
26	Pictures	√	
27	Realia (Real objects)		×
28	Disc		×
29	Television, Cable & Satellite	√	
30	Video CD	√	
31	Video Cassettes	√	
32	Motion Picture Films		×
33	Charts		×
34	Posters		×
	ICT Resources		
35	On-line Catalogue		×
36	Internet facilities		×
37	Computer resources	√	
	Total	**21(56.8%)**	**16(43.2%)**

Key: **Available = √** **Not Available = ×**
Source: Field Survey, 2021.

Table 2 presents the information resources available in NFLV library. It could be observed that out of the thirty-seven (37) information resources presented under the categories of general non-fiction, periodicals/series, vertical tools collection, literature materials, audio visual resources, ICT resources, 21(56.8%) are available while 16(43.2%) are not available.

Research Question Two: What are the information resources utilized by Staff and Students of French language immersion programme in the Nigeria French language Village library?

Table 3: Types of Information Resources utilized by Staff and Students in the Nigeria French Language Village library

S/N	Items Reference Materials	U	NU	UA
1	Dictionary	√		
2	Encyclopedia	√		
3	Maps	√		
4	Gazettes		√	
5	Indexes		√	
6	Abstracts		√	
7	Handbooks			√
8	Year Books	√		
	General Non-Fiction			
9	Text books	√		
10	Govt. Publication		√	
11	Curriculum based resources		√	
	Periodicals/Serials			
12	Newspaper	√		
13	Journals	√		
14	Magazines	√		
	Vertical Tools Collection			
15	Newspaper clippings/cuttings		√	
16	Pamphlets	√		
17	Correspondences		√	
	Literature Materials			
18	Fiction Materials			√
19	Picture Books	√		
	Audio-Visual Resources			
20	Radio		√	
21	Cassettes	√		
22	Tapes	√		
23	Recorder		√	
24	Films		√	
25	Models		√	
26	Pictures			√
27	Realia (Real objects)		√	
28	Disc		√	
29	Television, Cable & Satellite	√		
30	Video CD	√		
31	Video Cassettes	√		
32	Motion Picture Films		√	
33	Charts		√	
34	Posters		√	
	ICT Resources			
35	On-line Catalogue		√	
36	Internet facilities		√	
37	Computer resources	√		
	Total	**16(43.2%)**	**18(48.6%)**	**3(8.2%)**

Key: U = Utilized **NU = Not Utilized** **UA = Unattempted**

Source: Field Survey, 2021.

Table 3 showed the types of Information Resources utilized by Staff and undergraduate Students of French language immersion programme in the Nigeria French language Village library. From the table above, out of thirty-seven library resources mentioned in this study, 16 (43.2%) were utilized, 18(48.6%) were not utilized and 3 (8.2%) were unattempted. These 16 (43.2%) information resources utilized in NFLV library by students as class manuals are to help to improve their performance of spoken and written French during and after the LIP. However, about 18 (48.6%) information resources out of the 37 (100%) mentioned which include gazettes, indexes, abstracts, government publications, curriculum-based resources, newspaper clippings/ cuttings, correspondence, radio, recorder, films, models, realia (real object), disc, motion picture films, charts, posters, online catalogue and internet facilities are not utilized.

Discussion of Findings

Types of information resources available for Staff and Students of French language immersion programme in the Nigeria French language Village library

From the findings, one could see the available information resources which are necessary for language immersion programme in Nigeria French Language Village library. This means the information resources available could support teaching and learning of French language during LIP. However, internet facilities which could have enable both staff and student to have access to wide range of current and relevant information resources that is paramount to teaching and learning of French during LIP are not available. According to Wu, Thompson, Vacek, Watkins and Weidner (2016), the establishment of the internet facilities in library ensure that digital information resources are available to meet the library users' aspirations.

Types of Information Resources utilized by Staff and Students in the Nigeria French Language Village library

Findings of the study revealed the information resources used in the Nigeria French Language Village library for Language Immersion Programme. This could be that these information resources are available but may not be accessible to users, for according to Onye (2016), library users utilize information resources that were available and accessible in the library. In addition, it could be that the resources available do not support the LIP which means it is imperative that the library management considers the library users' needs during the acquisition of information resources so as to maintain its relevance (Aguolu and Aguolu, 2002).

Conclusion

This study investigated the availability and utilization of information resources by staff and undergraduate students of French language immersion programme in the Nigeria French language Village library. Information resources that could aid the teaching and learning of French during LIP are available in NFLV library but internet facilities that could give wide range of access to current and relevant information resources are not available. In addition, utilization of information resources available in NFLV library will improve the teaching of French and enhance students' performance. However, some information resources are not accessible while some that are available does not support language immersion programme.

Recommendations

Based on these findings, it is therefore recommended that;

i. The library should improve its information resources stock to include internet facilities that would enable staff and students to have access to wide range of assess to current and relevant information resources instead of limiting itself to print and non-print materials.
ii. Information resources that are not available or that are available but not accessible in NFLV library should be provided for staff and students' use while library management should consider library users' needs during acquisition by purchasing into NFLV library information resources that support the language immersion programme.

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