3

IMPACTS OF ORGANIZATION OF INFORMATION RESOURCES IN ACADEMIC LIBRARIES IN IMO STATE

Chima Franklin Nwokoma

First Bank Nigeria Limited, Owerri

Email: nwokomachima623@gmail.com

Abstract

Purpose: *The paper aimed to find out the impacts of the organization of information materials in academic libraries in Imo State.*

Methodology*: The study adopted survey research design. The population of the study is twenty-seven (27) professional library staff. This consists of the sixteen (16) professional staff of Alvan Ikoku Federal University of Education. Owerri library and eleven (11) professional library staff of University of Agriculture and Environmental Science, Umuagwo. The sample for the study is also the twenty-seven (27) professional library staff. The researcher used the census method to adopt the entire population of the study as sample. The instrument used in collecting data for the study is the questionnaire. The data collected were presented in tables and analysed using frequencies simple percentages.*

Finding*: The findings revealed among others that: computers, textbooks, compact discs, reference materials, display boards, e- journals, e- books, and supportive books are available in the libraries studied; cataloguing, classification, shelving, indexing and abstracting, and bibliographies are some of the methods of organizing information resources in the libraries studied.*

Originality/Value: *Based on the findings, it was recommended among others that the library should always ensure the availability of these information resources needed by users in order to enable them get satisfied at all times and there should be maintenance of the various methods of organizing information resources in the library in order to ensure easy access of information needed by the library users.*

Keyword: *Academic library, information resources, Organization, Impact*

Paper type*: Empirical research*

Introduction

Libraries serve as the foundation of knowledge and information in society. They collect, organize, preserve, and provide access to information resources for users regardless of age, background, or interests. According to Anyanwu (2016), a library is a collection of information resources made available for reference and lending, while Uchendu (2014) describes it as an institution that provides information resources to meet users' needs. Libraries play a vital role in supporting education, learning, research, and personal development through effective information dissemination. Different types of libraries exist, including public, school, special, and academic libraries, each serving specific user groups and purposes (Ukwueze, Osuagwu & Ani, 2022).

Academic libraries are libraries established in higher institutions such as universities, colleges of education, polytechnics, and monotechnics. They support the core functions of teaching, learning, and research by providing access to relevant information resources and services (Anyanwu, 2016). Services commonly offered by academic libraries include reference services, referral services, photocopying, current awareness services, and selective dissemination of information. These libraries are essential in helping students, researchers, and staff meet their information needs.

The effective organization of information resources is a major responsibility of academic libraries. Proper organization enhances accessibility, retrieval, and utilization of library materials, thereby saving users' time and improving service delivery. Organization of information resources according to Udo-Anyanwu and Mbagwu (2026) is achieved in the library setting through cataloguing and classification as well as shelving and shelf-reading. Techniques such as cataloguing, classification, indexing, abstracting, and shelf arrangement are employed to ensure systematic management of resources. Through these processes, academic libraries facilitate efficient access to information and support academic activities.

Academic libraries house a variety of resources, including books, audiovisual materials, slides, microforms, and electronic resources. The acquisition, organization, and management of these materials require professional expertise and adherence to established standards. Effective resource organization contributes significantly to the achievement of the educational and research objectives of higher institutions.

Despite their importance, academic libraries face several challenges. These include inadequate funding, insufficient staffing, poor Information and Communication Technology (ICT) infrastructure, lack of standardization, inadequate accommodation, and limited resource sharing among libraries (Mada, 2025). Such challenges can hinder effective organization and utilization of library resources. Nevertheless, proper organization remains essential for ensuring easy retrieval, dissemination, and effective use of information resources within academic libraries.

Statement of the Problem

Despite the recognized importance of proper organization of library information resources in academic libraries, many institutions still experience challenges in achieving effective organization and accessibility of their materials. This is evident in the continued

reliance on informal in-house arrangement methods rather than the adoption of standard cataloguing and classification systems. Such practices hinder easy access to information resources and reduce the efficiency of library services. The situation is further worsened by inadequate funding from parent institutions, which limits the provision of essential facilities required for proper organization of library materials. In addition, many academic libraries are staffed with unskilled or para-professional personnel who lack the technical competence to implement standard library organization systems. Coupled with this, issues of understaffing and inadequate infrastructure continue to negatively affect the proper arrangement and management of library information resources. Consequently, these challenges undermine the effective utilization of library resources by users in academic environments.

Objectives of the Study

The objectives of the study are to:

1. Identify the types of information resources available in the libraries studied.
2. Identify the methods used in organizing the information resources in the libraries studied.
3. Determine the impacts of organizing information materials in the libraries studied.
4. Identify the problems inhibiting effective organisation of the resources in the libraries studied.

Research Questions

The following questions were posed to guide the study:

1. What are the types of information resources available in the libraries studied?
2. What are the methods used in organizing the information resources in the libraries studied?
3. What are the impacts of organizing information materials in the libraries studied?
4. What are the problems inhibiting effective organisation of the resources in the libraries studied?

Review of Related Literature

Information Resources Available in Academic Libraries

Information resources constitute the core of every academic library and serve as the foundation upon which teaching, learning, research, and knowledge dissemination are built. These resources are acquired, organized, preserved, and made accessible to users to satisfy their educational, informational, and research needs. Academic libraries provide a wide range of information resources that support students, lecturers, researchers, and other members of the academic community in achieving their academic and professional goals. According to Anyanwu, Zander, and

Amadi (2016), library information resources are materials acquired and stocked in libraries to meet the reading, learning, and research needs of users. Similarly, Akanwa (2016) describes library information resources as materials that are selected, acquired, processed, organized, and preserved for use by library patrons. These resources are essential because they facilitate access to knowledge, enhance learning outcomes, and support scholarly communication. Academic libraries therefore invest substantial resources in acquiring and maintaining relevant information materials to ensure that users have access to current and reliable information.

Library information resources encompass a wide range of materials in different formats. They include printed materials, audiovisual resources, and electronic or digital resources. The availability and effective utilization of these resources determine the extent to which academic libraries can fulfill their objectives of supporting teaching, research, and community service. In modern academic environments, libraries strive to maintain balanced collections that combine traditional print resources with emerging digital technologies. Akanwa as cited in Egbuchu and Osuagwu (2023) identified the types of information resources in the academic library to include:

Books: Books remain one of the most important and widely used information resources in academic libraries. They contain detailed and comprehensive information on various subjects and disciplines and are indispensable for teaching, learning, and research activities. Books provide authoritative information that supports classroom instruction, independent study, and scholarly investigations. Akanwa (2016) categorizes books into two major groups: fiction and non-fiction. Fiction books are imaginative literary works that present stories, characters, and events created by authors. They include novels, folktales, fantasy literature, adventure stories, and historical fiction. Although primarily used for leisure reading and entertainment, fiction materials are also valuable resources for students and researchers in literature, language studies, and the humanities. Non-fiction books, on the other hand, contain factual information and deal with real-life events, concepts, and experiences. They include textbooks, biographies, encyclopedias, dictionaries, handbooks, reference materials, scientific publications, and scholarly works. Non-fiction resources are extensively utilized in academic libraries because they provide reliable information required for teaching, learning, and research. These materials enable users to gain in-depth knowledge in their respective fields of study and support

evidence-based academic work.

Audiovisual Resources: Audiovisual resources are information materials that communicate knowledge through sight, sound, or a combination of both. These resources enhance learning by providing users with visual and auditory experiences that complement textual information. They are particularly useful in facilitating understanding of complex concepts and improving information retention among learners (Ukwueze, Osuagwu & Ani, 2022). Audiovisual resources can be grouped into three categories: audio materials, visual materials, and audio-visual materials. Audio materials include recorded lectures, podcasts, audiobooks, radio programmes, compact discs, and other sound recordings that appeal primarily to the sense of hearing. These materials provide alternative means of accessing information, especially for users who prefer auditory learning. Visual materials include charts, photographs, maps, posters, models, diagrams, slides, and display boards. They communicate information through images and visual representations, making them valuable instructional tools in academic environments. Visual resources are commonly used to simplify abstract concepts and enhance classroom instruction. Audio-visual materials combine both sound and visual elements to deliver information effectively. Examples include educational videos, documentaries, television programmes, multimedia presentations, and motion pictures. These resources promote interactive learning and provide users with engaging educational experiences. The increasing integration of technology into education has expanded the use of audiovisual materials in academic libraries.

Electronic Information Resources: Electronic Information Resources (EIRs) represent one of the most significant developments in modern academic librarianship. These resources are information materials stored in digital formats and accessed through computers, mobile devices, and internet-enabled technologies. Electronic resources have transformed information access by enabling users to retrieve information quickly and conveniently regardless of location. According to Akanwa (2016), electronic information resources are digital materials that can be accessed, stored, and transmitted electronically. They provide users with immediate access to current information and support remote learning, online research, and digital scholarship. The growing adoption of information and communication technologies has increased the relevance of electronic resources in academic libraries worldwide. Examples of electronic information resources include electronic books (e-books), electronic

journals (e-journals), online databases, institutional repositories, digital libraries, electronic newspapers, electronic magazines, electronic encyclopedias, online public access catalogues (OPACs), websites, internet resources, and electronic mail services. These resources provide access to vast amounts of information across various disciplines and are essential for supporting contemporary research and academic activities. Njoku and Osuagwu (2026) stated that compact disc is more cost effective than online databases as information could be accessed off line without paying telecommunication fee. Electronic resources offer numerous advantages, including ease of access, rapid information retrieval, remote availability, and the ability to access multiple resources simultaneously. They also support collaborative learning and research by providing users with access to global information networks. Consequently, academic libraries continue to invest heavily in digital collections and technological infrastructure to enhance information access and service delivery.

Information resources constitute the backbone of academic libraries and play crucial role in achieving the educational, research, and knowledge dissemination objectives of higher institutions. The availability of books, audiovisual materials, and electronic information resources ensures that academic library users can access diverse sources of information to support learning, teaching, and research. As information technologies continue to evolve, academic libraries must continually expand and update their collections to meet the changing information needs of their users. In order to ensure that these information resources are properly utilized, librarians organize them using different methods.

Methods of Organizing Academic Library Resources

The organization of academic library resources comprises a series of systematic processes aimed at ensuring that information resources are arranged in a logical, consistent, and accessible manner to facilitate efficient retrieval and utilization. Effective organization is fundamental to the successful operation of academic libraries because it enables users to locate information resources with ease while supporting teaching, learning, research, and community service functions of higher education institutions. As academic libraries continue to integrate digital technologies and electronic information resources into their collections, the need for efficient resource organization has become increasingly important (Ameen & Gorman, 2022).

One of the principal methods of organizing library resources is classification, which involves arranging

information materials according to their subject content using standardized classification schemes such as the Dewey Decimal Classification (DDC), the Library of Congress Classification (LCC), and the Universal Decimal Classification (UDC). According to Ashiq, Rehman and Batool (2022), through classification, each information resource is assigned a unique class number that groups related materials together, thereby facilitating systematic arrangement on library shelves and improving users' ability to locate resources on similar subject areas. An effective classification system enhances information retrieval, promotes efficient collection management, and reduces the time users spend searching for information resources (IFLA, 2022).

Closely associated with classification is cataloguing, which involves the preparation of bibliographic records that describe the physical and intellectual characteristics of library materials. Igbo, Ibegbulam, Asogwa, and Imo (2022) noted that cataloguing process includes recording essential bibliographic elements such as the author's name, title, edition, place of publication, publisher, year of publication, ISBN, and subject headings. According to Cox and Pinfield (2021), these records are stored in the library catalogue, either in print or electronic format, to enable users to identify, locate, and access library resources efficiently. The emergence of Online Public Access Catalogues (OPAC) and Integrated Library Management Systems (ILMS) has further improved bibliographic control and expanded users' access to library collections beyond the physical library environment.

Another important organizational method is indexing, which involves the systematic creation of guides that direct users to specific topics, concepts, keywords, or subjects contained within books, journals, conference proceedings, reports, and electronic databases. Indexes serve as navigational tools that significantly reduce the time required to locate relevant information by providing precise references to the locations of specific subjects within documents. In academic libraries, indexing plays an indispensable role in supporting literature searches, academic research, and information retrieval through both print and electronic information systems (Shahzad, Khan, Javed & Iqbal, 2023).

Bibliography also constitutes an essential method of organizing academic library resources. It involves the systematic compilation and arrangement of published and unpublished literature according to predetermined criteria such as author, title, subject, chronology, or geographical coverage (Moonasar, 2024). Bibliographies serve as valuable reference tools by

providing comprehensive guides to available literature on particular subjects, thereby assisting students, researchers, and scholars in identifying relevant information sources for academic investigations. According to IFLA (2022), the increasing availability of electronic bibliographic databases has further enhanced the accessibility and visibility of scholarly publications across various disciplines.

Abstracting is another significant organizational technique that involves preparing concise summaries of documents while highlighting their objectives, methodology, major findings, and conclusions. Abstracts enable users to evaluate the relevance of information resources before consulting the complete document, thereby saving time and improving the efficiency of information retrieval. In the digital information environment, abstracting services have become increasingly valuable for managing the growing volume of scholarly publications and facilitating quick access to relevant research findings (Cox & Pinfield, 2021).

Academic libraries also organize information resources through effective filing systems. Filing refers to the systematic arrangement and preservation of records, documents, correspondence, accession registers, and catalogue entries according to established organizational principles such as alphabetical, numerical, chronological, or subject order. An efficient filing system enhances administrative efficiency, facilitates record preservation, and enables library personnel to retrieve institutional records quickly whenever required. As libraries increasingly adopt electronic records management systems, digital filing has become an important component of contemporary library administration (Ameen & Gorman, 2022).

Finally, shelving represents the practical stage of organizing physical library collections. It involves arranging books and other information materials on designated shelves according to their assigned classification numbers to ensure consistency between bibliographic records and the physical location of resources. According to Ashiq *et al*. (2022), proper shelving minimizes the incidence of misplaced materials, facilitates shelf reading, supports effective stock verification, and enhances users' access to library collections. Regular shelf maintenance is therefore essential for maintaining orderliness and ensuring that library resources remain readily accessible for teaching, learning, and research activities (Moonasar, 2024).

Overall, the effective organization of academic library resources through classification, cataloguing, indexing, bibliography, abstracting, filing, and

shelving constitutes the foundation of efficient library service delivery. These organizational processes enhance bibliographic control, facilitate rapid information retrieval, improve resource accessibility, and maximize the utilization of both print and electronic collections. Consequently, well-organized library resources contribute significantly to users' satisfaction, research productivity, and the achievement of the educational objectives of academic institutions in the contemporary information society.

Impact of Organizing Academic Library Information Resources

The organization of academic library information resources plays a significant role in enhancing the effectiveness of library services and ensuring that users have timely access to relevant information. Proper organization serves as the foundation of information retrieval by systematically arranging library materials in a manner that promotes easy identification, location, and utilization. According to Udo-Anyanwu and Mbagwu (2016), information resources can only fulfil their intended purpose when they are properly organized and made accessible to users. In contemporary academic libraries, where both print and digital resources continue to expand rapidly, effective organization has become indispensable for supporting teaching, learning, research, and innovation (Ameen & Gorman, 2022).

One of the major impacts of organizing academic library information resources is the enhancement of information accessibility. Library users often require information within limited periods and expect to retrieve relevant materials quickly without unnecessary delays. Proper organization through classification, cataloguing, indexing, and shelving enables users to locate information resources efficiently, thereby saving time and increasing user satisfaction. This aligns with one of the fundamental principles of librarianship, which emphasizes saving the time of the reader. Modern library management systems, Online Public Access Catalogues (OPAC), and digital repositories have further strengthened information accessibility by enabling users to search and retrieve resources remotely and more efficiently (Ashiq, Rehman & Batool, 2022).

The organization of library resources also enhances the utilization of available collections. Academic libraries may possess rich collections of books, journals, electronic databases, theses, dissertations, and other scholarly materials; however, these resources cannot effectively support academic activities if they are poorly organized. In many instances, users leave the library without obtaining the information they require, not because the

resources are unavailable, but because they cannot easily locate them. According to IFLA (2022), effective organization therefore bridges the gap between information availability and information accessibility by ensuring that users can identify and retrieve relevant resources with minimal effort. Consequently, properly organized collections contribute to increased resource utilization and improved academic productivity.

Furthermore, organizing academic library information resources contributes significantly to the efficiency of library operations. Systematic arrangement facilitates effective collection management, simplifies circulation activities, supports inventory control, minimizes the incidence of misplaced materials, and enhances stock verification processes. Well-organized resources also reduce the workload of library personnel by making routine operations such as shelving, retrieval, cataloguing updates, and collection maintenance more efficient. This operational efficiency ultimately improves the quality of services provided to library users (Moonasar, 2024).

Another important impact is the promotion of effective information retrieval and research support. Researchers, lecturers, and students rely heavily on organized information systems to locate scholarly literature required for assignments, projects, dissertations, and scientific investigations. Bibliographic tools such as indexes, abstracts, bibliographies, metadata, and electronic catalogues enable users to identify relevant information resources accurately and efficiently. As academic libraries continue to embrace digital transformation, effective organization has become increasingly important for managing electronic information resources, institutional repositories, and research data management systems (Shahzad et al, 2023).

Proper organization of academic library information resources also promotes orderliness, accountability, and long-term preservation of collections. A systematically organized library minimizes confusion, prevents unnecessary duplication of materials, facilitates effective storage, and enhances the preservation of valuable information resources. In addition, organized collections enable librarians to monitor resource usage, identify gaps in the collection, and make informed decisions regarding acquisition, weeding, and collection development. These benefits contribute to the sustainability and continuous improvement of library services (Ameen & Gorman, 2022).

Equally important is the role of organization in supporting user education and information literacy programmes.

Librarians can more effectively train users on how to navigate catalogues, classification systems, electronic databases, and digital repositories when information resources are systematically organized. This enhances users' information retrieval skills, encourages independent learning, and improves their ability to locate credible information for academic and research purposes. Consequently, organized library resources strengthen information literacy competencies and promote lifelong learning among library users (IFLA, 2022).

The organization of academic library information resources has far-reaching implications for effective library management and service delivery. It enhances information accessibility, improves resource utilization, facilitates efficient retrieval, supports research and learning, promotes operational efficiency, strengthens information literacy, and increases users' satisfaction. Therefore, effective organization remains a fundamental responsibility of academic librarians and a prerequisite for achieving the educational and research objectives of academic institutions in the digital information environment.

Factors Militating Against the Proper Organization of Library Information Resources in Academic Libraries

The proper organization of library information resources is essential for effective service delivery and easy access to information. However, many academic libraries face challenges that hinder the efficient arrangement and management of their collections. When library resources are not properly organized, users often experience difficulties locating needed materials, resulting in wasted time and reduced utilization of library services. Consequently, poor organization can negatively affect user satisfaction and the overall effectiveness of the library.

One of the major factors affecting the proper organization of library information resources is inadequate funding. Academic libraries depend largely on financial support from their parent institutions to acquire the tools, equipment, and resources necessary for organizing information materials. Insufficient funding limits the ability of libraries to purchase classification schedules, cataloguing tools, information management software, and other essential materials required for effective organization (Mada, 2025). As a result, many libraries struggle to maintain well-organized collections.

Another challenge is the employment of unskilled or inadequately trained personnel. Library organization requires professional knowledge and expertise in areas such as cataloguing,

classification, indexing, and information management. When libraries employ staff who lack the necessary skills and training, standard organizational procedures may not be properly implemented. This can lead to inconsistencies in resource arrangement and make information retrieval more difficult for users (Popoola, 2003).

Inadequate manpower also poses a significant challenge to the organization of library resources. Many academic libraries operate with limited staff despite increasing volumes of information materials. The shortage of qualified personnel often results in delays in processing newly acquired resources and maintaining existing collections. Consequently, library materials may remain unorganized for long periods, thereby affecting accessibility and utilization.

Furthermore, the lack of essential organizational tools and facilities hinders effective resource management in academic libraries. Tools such as subject heading lists, classification schemes, cataloguing codes, and automated library management systems are crucial for organizing information resources according to accepted standards (Popoola, 2003). Where these tools are unavailable, outdated, or incomplete, librarians may encounter difficulties in properly processing and arranging library materials.

Data Analyses and Presentation

Overall, inadequate funding, shortage of skilled personnel, insufficient manpower, and lack of necessary organizational tools constitute major obstacles to the proper organization of library information resources in academic libraries. Addressing these challenges is essential for improving information access, enhancing user satisfaction, and ensuring effective library service delivery.

Methodology

The research design adopted for the study was descriptive survey design. The research was carried out in Alvan Ikoku Federal University of Education, Owerri library and University of Agriculture and Environmental Science, Umuagwo library. The population of the study is twenty-seven (27) professional library staff. This consists of the sixteen (16) professional staff of Alvan Ikoku Federal University of Education, Owerri library and eleven (11) professional library staff of University of Agriculture and Environmental Science, Umuagwo. The sample for the study is also the 27 professional library staff. The researcher used the census method to adopt the entire population of the study as sample. The instrument used in collecting data for the study is the questionnaire. The data collected were presented in tables and analysed using frequencies and simple percentage.

Research Question 1: What are the types of information resources available in academic libraries studied?

Table 1: **Types of Information Materials Available in the Library**

S/N	**Options**	**Frequency**	**Percentage**
1	Computers are available	27	100%
2	Textbooks are available	27	100%
3	Compact Disc are available	22	80%
4	Reference materials are available	27	100%
5	Display boards are available	20	73%
6	E- journals are available	25	93%
7	E- books are available	27	100%
8	Supportive books are available	23	87%

Multiple choice answers were given. Table 1 above revealed the types of information resources available in academic libraries studied. From the individual responses, 27 (100%) respondents indicated that computers are available, 27 (100%) indicated textbooks, 22 (80%) indicated compact disc, 27 (100%) indicated reference materials, 20 (73%) indicated display boards, 25 (93%) indicated e-journals, 27 (100%) indicated e-books while 23(87%) indicated supportive books.

Research Question 2: What are the methods used in organizing the information resources in academic libraries studied?

Table 2: Methods Used in Organizing the Information Resources in the Library

S/N	**Options**	**Frequency**	**Percentage**
1	Cataloguing	27	100%
2	Classification	27	100%
3	Shelving	27	100%
4	Indexing and abstracting	22	80%
5	Bibliography	20	73%

Multiple choice answers were given. The analysis in Table 2 revealed that 27 (100%) respondents agreed that academic libraries organize their

information resources through cataloguing; 27(100%) agreed on classification; 27 (100%) agreed on shelving; 22(80%) agreed on indexing and abstracting; while 20 (73%) agreed on bibliography.

Research Question 3: What are the impacts of organizing information resources in the academic libraries studied?

Table 3: The Impacts of Organizing Information Resources

S/N	**Options**	**Frequency**	**Percentage**
1	Quick access to information	27	100%
2	Saves users time	26	96%
3	Secure helpful order	27	100%
4	Promotes neatness in the library	27	100%
5	Minimizes search and retrieval	27	100%

Multiple choice answers were given. The analysis revealed the essence of organizing information resources in the library. All the 27 (100%) of the respondents indicated quick access to information, 26 (96%) indicated saves users time, 27 (100%) indicated secure helpful order, 27 (100%) indicated promotes neatness in the library while 15 (100) indicated minimizes search and retrieval complications.

Research Question 4: What are the problems inhibiting effective organisation of the resources in the libraries studied?

Table 4: Problems Inhibiting Effective Organisation of the Information Resources

S/N	**Options**	**Frequency**	**Percentage**
1	Inadequate funding	27	100%
2	Employment of unskilled staff	23	87%
3	Inadequate manpower	27	100%
4	Inadequate tools	27	100%
5	Lack of interest	19	70%

Multiple choice answers were given. The analysis of Table 4 revealed the problems inhibiting effective organization of information resources in the libraries studied. From the individual responses, 27 (100%) respondents agreed on inadequate funding as a problem inhibiting effective organization of information resources, 23 (87%) of the respondents agreed on employment of unskilled staff, 27 (100%)

agreed on inadequate manpower, 27 (100%) of the respondents agreed on inadequate tools while 19(70%) agreed on lack of interest as problems inhibiting effective organization of information resources in the libraries studied.

Summary of Findings

Having analyzed and presented all the data collected for the study from the respondents, the researcher made the following findings:

1. Computers, textbooks, compact discs, reference materials, display boards, e- journals, e- books, and supportive books are available in the libraries studied.
2. Cataloguing, classification, shelving, indexing and abstracting, and bibliographies are some of the methods of organizing information resources in the libraries studied.
3. Quick access to information, saves users time, secures helpful order; promotes neatness in the library, and minimizes search and retrieval complications and these are some of the impacts of organizing information resources in the libraries studied.
4. Inadequate funds, employment of unskilled staff, inadequate manpower, inadequate tools and lack of interest are some of the problems inhibiting effective organization of information resources in the libraries studied.

Discussion of Findings

Types of Information Resources Available in the Library

The findings of this study showed that computers, textbooks, compact discs, reference materials, display boards, e-journals, e- books and supportive books are available in the libraries studied. This finding is in line with the findings of Akanwa (2016) who identified computers, textbooks, compact discs, reference materials, display boards, e- journals, e- books and supportive books as types of information resources available in the library. Also, Ukwueze, Osuagwu and Ani (2022) asserted that computer is one of the information resources provided in the academic libraries and further asserted that computers have radically transformed the way information is processed and handled in libraries today. In the same view, Njoku and Osuagwu (2026) agreed the availability of compact disc in academic libraries.

Methods Used in Organizing the Information Resources in the Library

The finding inferred that cataloguing, classification, shelving, indexing and abstracting and bibliographies are some of the methods of organizing information resources in the libraries studied. This finding is in agreement with the findings of Igbo, Ibegbulam, Asogwa, and Imo (2022) who identified cataloguing as one of the

methods of organizing information resources in the libraries and it includes recording essential bibliographic elements such as the author's name, title, edition, place of publication, publisher, year of publication, ISBN, and subject headings.

The Impacts of Organizing Information Materials

The finding inferred that quick access to information, saves users time, secure helpful order, promote neatness in the library and minimize search and retrieval complications and that these are some of the impacts of organizing information resources in the libraries studied. This is in agreement with the findings of Udo-Anyanwu and Mbagwu (2016) who observed that organization of information materials in the library helps to secure helpful order in libraries and information centres, minimize or eliminate search and retrieval complications, enhances definite and systematic arrangement, eliminates chaos, promotes neatness in the libraries, promote full use of materials in libraries, helps circulation librarians, helps in mechanization of libraries and as well help in storage and display of information materials. Also, Ameen and Gorman (2022) noted that organization of knowledge has become indispensable for supporting teaching, learning, research, and innovation.

Problems Inhibiting Effective Organisation of the Information Resources

The study revealed that inadequate fund, employment of unskilled staff, inadequate manpower, inadequate tools and lack of interest are some of the problems inhibiting effective organization of information resources in the libraries studied. This finding is in agreement with the findings of Popoola (2003) who identified inadequate fund, employment of unskilled staff, inadequate manpower and inadequate tool as some of the problems inhibiting effective organization of the information resources in the libraries studied. Also, Mada (2025), noted that insufficient funding limits the ability of libraries to purchase classification schedules, cataloguing tools, information management software, and other essential materials required for effective organization.

Conclusion

The organization of academic library information resources is fundamental to the effective delivery of library services, as the value of information resources is realized only when they are systematically arranged and made easily accessible to users. Through appropriate organizational processes such as classification, cataloguing, indexing, abstracting, filing, and shelving, academic libraries enhance information retrieval, promote efficient utilization of resources, save users' time, maintain orderly

collection, and improve overall services delivery. In the contemporary digital information environment, where both print and electronic resources coexist, librarians must prioritize the effective organization of information resources by adopting modern technologies and internationally accepted standards to ensure maximum accessibility, increased user satisfaction, and the achievement of the educational, research, and knowledge dissemination objectives of academic libraries.

Recommendations:

The following recommendations were made based on the findings:

1. The library should always ensure the availability of these information resources needed by users in order to enable them get satisfied at all times.
2. There should be maintenance of the various methods of organizing information resources in the library in order to ensure easy access of information needed by the library users.
3. Users satisfaction should be the main priority of the library. Thus, there should be proper maintenance of the various methods of organization of information resources so as to ensure proper utilization of information resources by the users.
4. There should be adequate funds, employment of skilled staff, adequate manpower, and adequate tools so as to ensure proper organization of information resources in the library.

References

Akanwa, P. (2016). Library resources. In R.U. Ononogbo & P.C. Akanwa (Eds). *Basic concepts of library practice*. Owerri: Supreme Publishers.

Ameen, K., & Gorman, G. E. (2022). Challenges of library service delivery in the digital age: Evidence from developing countries. *The Electronic Library, 40*(3), 245–260. https://doi.org/10.1108/EL-2021-0456

Anyanwu, E.U. (2016). The library and types. In R. U. Ononogbo & P. C. Akanwa (Eds), *Basic concepts of library practice*, Owerri: Supreme Publishers.

Anyanwu, E., Zander, E. & Amadi, I. (2016). *Introduction to collection development in libraries*. Owerri: Springfield publishers limited.

Ashiq, M., Rehman, S. U. & Batool, S. H. (2022). User satisfaction in academic libraries: A study of digital resource usage. *The Journal of Academic Librarianship, 48*(4), 102115. *https://doi.org/10.1016/j.acalib.2022.102115*

Cox, A. M. & Pinfield, S. (2021). Research data management and libraries: Current developments and future directions. *Journal of Librarianship and Information Science, 53*(1), 4–17.*https://doi.org/10.1177/0961000620963521*

Egbuchu, C. & Osuagwu, H. (2023). Impact of advertisement on the use of library and information resources in federal Polytechnic Nekede, Owerri Library. *Library Philosophy and*

Practice (e-journal). Retrieved on 16th December, 2025 from *https://digitalcommons.unl.edu*.

Igbo, H. U., Ibegbulam, I. J., Asogwa, B. E. & Imo, N. T. (2022). Provision of digital information resources in Nigerian university libraries. *Information Research, 27*(Special Issue). https://informationr.net/ir/27-sp/icis2022/icis2203.html

International Federation of Library Associations and Institutions. (2022). *IFLA guidelines for continuing professional development: Principles and best practices*. The Hague, Netherlands: IFLA.

Mada, M. G. (2025). Investigating the challenges of information and communication technology facilities for information access in academic libraries: A case study of Kano, Kaduna and Jigawa States College Libraries. *International Journal of Research in Education and Sustainable Development, 5*(1), 8–18. *https://www.openjournals.ijaar.org/index.php/ijresd/article/view/871*

Moonasar, A. (2024). Continuing professional development and the changing landscape of academic libraries. *Library Management, 45*(3/4), 226–242. https://doi.org/10.1108/LM-06-2023-0083

Njoku, I. & Osuagwu, H. (2026). Utilization of Electronic Information Resources by students in selected private universities in Enugu State. *International Journal of Information Resources Management*, Vol. 3(2).

Shahzad, K., Khan, S. A., Javed, Y. & Iqbal, M. (2023). E-learning for continuing professional development of university librarians: A systematic review. *Sustainability, 15*(1), 849. *https://doi.org/10.3390/su15010849*

Popoola, S.O. (2003). Faculty awareness and use of library products and services in Nigerian universities, *Malaysian Journal of Library and Information Science,* 13(1),91-102.

Uchendu, M.E. (2014). *Management and administration of library and information science*. Owerri: Cel-Bez publishing co. ltd.

Udo-Anyanwu, A. J. & Mbagwu, I. F. (2016). Organization of information materials. In R. U. Onunogbo & P. C. Akanwa (2016), *Basic concepts of library practice*, Owerri: Supreme publishers.

Udo-Anyanwu, A. J. & Mbagwu, I. F. (2026). *Organization of knowledge*. Owerri: Ingenieux Publishers.

Ukwueze, P. Osuagwu, H. & Ani, S. (2022). Impact of user education on students' use of Coal City University library. *Library Philosophy and Practice Journal (E-journal).* Retrieved on 6th December, 2025 from *https://digitalcommons.unl.edu*.