The Information Environment of Veterinary Researchers at the University of Zimbabwe

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INTRODUCTION

Information environment is an all encompassing term that involves information seeking behaviour, information needs and sources of information. All individuals are concerned with their information environment. It is particularly important that information professionals should be conversant with the information environment of their users, as this will enable the information professionals to provide optimum information to their users.

The term "information need" refers to that need which library services or materials are intended to satisfy. It is assumed that the consumption of information results from a need for information. However, because an information need is in the minds of information users, the need cannot be directly observed but only inferred from observations of user's information consumption or from their responses to questions.[1] It should be noted that information need is a precursor for information seeking behaviour. When a user has identified his/her needs, then they are in a position to seek for information that will meet those needs. The type of information need will determine the information-seeking behaviour, that is, where to seek information from.

According to Wilson[2] research in information behaviour has occupied information scientists since before the term "information science" was coined. Its origins go back to the Royal Society Information Conference of 1948, when a number of papers on the information behaviour of

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[1]Soper, M.E. (1990) *The Librarian's Thesaurus: A Concise Guide to Library and Information Terms.* Chicago: American Library Association.

[2]Wilson, T.D. (1997) Information behaviour: An interdisciplinary perspective. *Information Processing and Management,* **33**, pp. 551–572.

scientists and technologists were presented. Over the intervening period since the Royal Society Information Conference, several papers and research reports have been produced on user needs, information needs and information-seeking behaviour.

Information needs and information-seeking behaviour are two complementary concepts that are affected by many factors. Research results in these areas of user studies indicate that the type of information need and information-seeking behaviour of users are dependent on their field of research and they vary from one discipline to another.

Understanding such behaviour helps the information specialists and librarians design services and products aimed at effectively transmitting the required information to users. If conducted properly, such studies may help to answer such questions such as:

- What types of improvements are needed for the effective utilization of existing services?
- What should be done to make the resources and services better known to users?
- What type of new programmes may be initiated to bring the services in harmony with the information-seeking behaviour and information needs of the user?

Knowledge of the information-seeking behaviour and information needs of veterinary researchers can be a big asset to veterinarian librarians in the design and implementation of library use instructions. Information-seeking behaviour is an area of active interest among librarians, information scientists, communication scientists, sociologists and psychologists. Information-seeking behaviour results from the recognition of a need, perceived by the user, whom, as a consequence, makes demands upon formal systems such as libraries, information centres, on-line services or some other persons in order to satisfy the perceived need. Information systems exist to enhance the flow and utilization of information and augment the information processing function of users in reaching rational decisions in their day-to-day life.[3] According to Njongmeta and Ehikhamenor[4] health professionals need current information for the purposes of diagnosis, effective patient management and about new drugs, and that library sources such as indexes, abstracts and

[3] Osiobe, S.A. (1988) Information seeking behaviour. *International Library Review*, **20**, pp. 337–346.

[4] Njonmeta, L.N. & Ehikhamenor, F.A. (1998) Health needs and services in Cameroon. *African Journal of Library, Archives and Information Science*, **8**, pp. 13–22.

CD-ROM databases were much in use. Informal channels of information such as discussions with professional colleagues and allied health specialists, seminars, workshops and conferences were quite useful. They also needed to use MEDLINE (a database on human medicine) when searching for current information. There was also need for review journals in the methods of recording animal diseases.

According to Krikelas[5] a person will become aware of a state of uncertainty about a problem and attempt to reduce that state of uncertainty to an acceptable level. The cause of that uncertainty may be a specific event or simply an ongoing process associated with work or ordinary life. Naturally, for many issues much of the information required would already exist in the individual's memory. Only a small part of a person's ongoing needs would produce an outward behaviour that we might identify as information seeking. Furthermore, the level of urgency and the perceived importance of the problem would influence the pattern of information seeking. From here, individuals go on to select sources of information. Information can be generated by the individual seeker, or an outside source can be searched.

According to Ikpaahindi[6] veterinarians sought information for the purposes of research, keeping up to date, preparation of papers for publication and talks at seminars and conferences.

In recent times, librarians have recognized the value of research on library user's information needs, and surveys have increased in importance as librarians attempt to provide services which are more closely related to their user's needs. The data provided by these research studies can be used not only for the improvement and modification of existing library services, but for the design of information systems in general and the effective provision of library services. User surveys are now accepted as an essential pre-requisite to the planning of any library.

The dynamic and changing information environment calls for continual research to ensure that the needs of the information users are satisfactorily met and that the information professionals acquire the required expertise to cope with the operational management of the information resources and plan for the future. Thus, the greatest task for information professionals is seen in identifying the information needs of their users.

Njongmeta and Ehikhamenor[7] investigated the health information needs and services in Cameroon of 200 health professionals by using a self-administered questionnaire. The results of the study showed that

[5] Krikelas, J. (1983) Information seeking behaviour: patterns and concepts. *Drexel Library Quarterly*, **19**, pp. 5–20.

[6] Ikpaahindi, L.N. (1985) An investigation into the information gathering methods of Nigerian veterinary scientists. *Library and information Science Research*, **2**, pp. 145–157.

[7] Njonmeta & Ehikhamenor (1998) *Op. cit.*

there was a dire need for current health information for the purposes of diagnosis, effective patient management and about new drugs. The study revealed that informal channels of information such as discussions with professional colleagues and allied health specialists, seminars, workshops and conferences have been quite useful, but printed sources, especially journals and books, were indispensable. Unfortunately, the high cost of information materials and the non-availability of effective information systems were serious constraints to accessing and using health information.

Bawden and Valleley[8] conducted a study on veterinary information sources and use by British Veterinary Practitioners. Those most used were books, journals, information from associations and other sources of expertise and the Internet. Many of the respondents commented that a major problem was time for reading, with too much information available. Several commented that they did not even have time to read the *Veterinary Record* journal thoroughly. Quick and easy access to information was paramount, with the demands of the job leaving little time for the luxury of reading and professional updating. Several respondents suggested that audio-visual materials were particularly useful for the purposes of information presentations for veterinarians, especially audio-tapes which could be assimilated during the many car journeys which were a part of their normal day. The inadequacy of electronic materials was a fairly constant theme, though this must be set against the general apparent lack of awareness of current resources. This survey showed British veterinarians to be rather pragmatic users of professional information sources, making use of a limited range of sources, and placing a premium on quick and simple access information. It was clear that a majority of the respondents were aware that there was a good deal of useful information available, to which they did not have convenient access. This study showed that librarians must therefore come up with systems that best deliver information to their users thereby satisfying their user's needs.

Ikpaahindi[9] carried out a study on the information gathering methods of Nigerian Veterinary Scientists. The National Veterinary Research Institute was chosen because it embraced the three arms of veterinary practice, which are; research, teaching and general practice. Veterinarians sought information for the purposes of research, keeping up to date, preparation of papers for publication and talks at seminars and conferences. Most veterinarians relied on informal channels of information

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[8] Bawden, D. & Valleley, C. (1996) Veterinary information sources and use. *Aslib Proceedings*, **48**, pp. 266–270.

[9] Ikpaahindi (1985) *Op. cit.*

such as discussions with professional colleagues, seminars and work-shops.

As evidenced by the results in the reviewed studies, information needs are very intricate phenomena and only people adequately trained in the diagnosis of information needs can effectively and adequately assist users to resolve such needs. The premise for studies such as this one is that by understanding the interconnections between a group's information needs and information seeking patterns, libraries can better design, develop and improve upon user instruction programmes and library services to meet the needs of their information users.

The broad objective of this study was to find out the information environment of veterinary researchers at the University of Zimbabwe. Specifically the study aimed to identify the information needs, informa-tion-seeking behaviour and the information sources consulted by the researchers, as well to investigate how veterinary researchers in the university perceive the library services of the university.

The Faculty of Veterinary Science was inaugurated in 1982 as a teaching faculty. The Faculty is equipped to international standards and has a Veterinary Teaching Hospital that operates a mobile or ambu-latory clinic. The Faculty offers a Bachelor of Veterinary Science degree which is a five-year programme, as well as higher degrees, such as Master degree, Master and Doctoral of philosophy in Veterinary Medi-cine. It has three departments, namely Pre-Clinical Veterinary Studies, Para-Clinical Veterinary Studies and Clinical Veterinary Studies. In all, there were 70 members of staff and 129 students as of October 1999. A veterinary library was opened in 1984 to complement teaching and research activities in the faculty.

METHODOLOGY

Social survey research was the method used for this study and the target population was the University of Zimbabwe veterinary staff. There were 70 members of staff.

This research method was selected because it was used extensively in the reviewed literature. The data collection instrument was a question-naire, containing both closed- and open-ended questions. This was used to record the opinions of users and was confined to the University of Zimbabwe veterinary staff. The first part of the questionnaire contained questions on users personal data, the second part contained questions about information needs and information-seeking behaviour and sources of information used.

There were 70 staff members in the University of Zimbabwe's Veterinary Science Faculty. This number includes lecturers, technicians and veterinary nurses. The study was carried out between December 1999 and February 2000. Of the 70 staff members, nine were on study and sabbatical leave and eight were on leave. Therefore, a total of 53 staff members were included in the study. Out of the 53 copies of the questionnaire distributed, 27 were returned and therefore a 51% response rate was achieved from the staff members.

FINDINGS

General background of veterinary staff
Respondents were asked to provide information about their sex, department, professional status and their areas of specialization. The findings are summarized in Table I.

The table indicates that there were significantly more males (74·1%) than females (25·9%) among the respondents surveyed. There was an

TABLE I

Demographic characteristics of staff

Characteristics	Staff $N = 27$	%
Sex		
Male	20	74·1
Female	7	25·9
Professional status		
Professor/Associate Professor	2	7·4
Lecturer	17	63·0
Teaching Assistant	2	7·4
Technician	6	22·2
Department		
Pre-clinical	10	37·0
Para-clinical	9	33·3
Clinical	8	29·6
Area of specialisation		
Biochemistry	3	11·1
Microbiology	2	7·4
Small animal surgery	2	7·4
Anatomy	2	7·4
Physiology	4	14·8
Parasitology	4	14·8
Pathology	2	7·4
Histology	2	7·4
Others	6	22·2

TABLE II

Information need of respondents

Need	Staff $N = 27$	%
Researching on a new topic	24	88·9
Preparing lecture notes	21	77·8
Preparing a conference paper	21	77·8
Career development	19	70·4
Others	9	33·3

almost equal distribution of staff by department. The professional status indicated that half the classes were represented in the sample, with lecturers being the majority (63·0%). Being a relatively young faculty, most staff were concentrated in the lectureship rank. It was interesting to note that there were no senior lecturers in the study. At the time of study, some of the senior lecturers were on sabbatical leave and other senior lecturers did not return the questionnaire. The distribution of staff by area of specialization was almost equal.

Information need

Determining the information need of university staff is straight forward since the university is mainly for teaching and research, nevertheless, it was thought necessary to ask specifically for their information needs. The information needs of the respondents can be categorized as listed in Table II.

The table indicates that veterinary staff sought information most when researching on a new topic (88·9%) and when preparing lecture notes and conference papers (77·8%). Career development (70·4%) was also cited as another circumstance which led veterinary staff to seek information. This result could be due to the fact that most staff are in the lectureship rank and are still working towards developing themselves for senior positions. Other reasons given for seeking information were: when developing proposals; writing manuscripts; following up on seminars; writing papers for publications or reviewing a paper; when identifying parasites or looking for information on new laboratory techniques; and when sourcing research funding.

These findings compare well with Ikpaahindi[10] in his study on the information gathering methods of Nigerian Veterinary Scientists. In Ikpaahindi's study, research (73·4%), keeping up to date (70·3%),

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[10] Ikpaahindi (1985) *Op. cit.*

TABLE III

Main information providers for staff

Main information provider	Staff $N = 27$	%
Veterinary library	26	96·3
Medical library	15	55·6
Main library	8	29·6
Others	14	51·9

preparing for conferences/seminars (53·1%) and teaching (43·7%) in that order had the greatest frequencies. However, according to Ikpaahindi,[11] in practice no clear distinction exists between research, keeping up to date and preparation of papers. For instance, to carry out any research, one must be up-to-date in the field. Besides, research normally leads to publication of papers.

Information-seeking behaviour
Respondents were asked on how they sought information for meeting their needs, that is "Where do veterinary staff go for their information?" This research question was achieved by asking the veterinary staff to indicate who were their main information providers. The results are shown in Table III.

The veterinary library proved to be an extremely important information provider with 96·3% of the respondents considering the veterinary faculty library to be the most important channel for accessing needed information. The fact that the veterinary faculty staff depended more on the veterinary library is also confirmed by the number of veterinarians from all over Zimbabwe who come to use the library. One explanation might be the absence of any other veterinary school in the country.

The medical library ranked second highest with a 55·6% response rate. This showed the link between the two disciplines. The other reason for this high ranking was that the veterinary library did not subscribe to MEDLINE (a database on human medicine) which most of the veterinary staff were interested in. This was evidenced by the repeated demands by members of staff to have the MEDLINE database included in the veterinary science library's subscriptions. This came out in the last part of the questionnaire where members of staff were asked to suggest ways of improving the veterinary library service. Other information

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[11] *Ibid.*

TABLE IV

Respondents according to sources of information used for research and teaching

Source of information	Frequency	Percentage
Journals	27	100·0
Books	26	96·3
Reference sources	22	81·5
Annual reports	22	81·5
Index Veterinarius	21	77·7
Videotapes	19	70·3
Veterinary Bulletin	18	66·7
CD-ROM Databases	17	63·0
Conference Proceedings	16	59·2
Internet	15	55·5
Newspapers	13	48·1

providers were The Central Laboratory Research Library. Blair and Veterinary Research Libraries, Africa Virtual University (at the computer centre), Departmental library, the Internet in the Faculty of Veterinary Science Chief Technologist's office, the Internet village and Utrecht University library via the Internet.

Sources of information used for meeting the information needs of respondents
One of the objectives of the study was to find out the main sources of literature consulted by the veterinary staff. The research question was: What are the sources most patronized for information and why? In order to meet this objective, a question on what sources of information were used by the veterinary staff for their teaching and research was asked and the findings are summarized in Table IV.

Journals ranked highest as all members of staff used journals as a source of information (100%). This shows that staff in the veterinary faculty were in need of current information that is usually found in journals. The choice of the above information sources by veterinary staff members resembled the results of other studies carried out in similar fields. The findings agreed with Njongmeta and Ehikhamenor[12] which shows that health professionals were in dire need of current health information for the purposes of diagnosis, effective patient management and about drugs. Njongmeta and Ehikhamenor[13] also argued that printed

[12] Njonmeta & Ehikhamenor (1998) *Op. cit.*

[13] *Ibid.*

sources, especially journals and books, were indispensable, which is in line with the findings in the present study.

Books ranked second highest as frequently used sources of information (96·3%). Dependence on books by the teaching staff remains high, not only for the University of Zimbabwe veterinary science staff but it appears, according to Njongmeta and Ehikhamenor[14] even at other universities and colleges in other parts of the world. It was interesting to note that one technician did not use books for research and the researcher was puzzled as to where the technician got most of their information.

The results also compared very well with Strusser,[15] who in her study on the information needs of practicing physicians in northeastern New York State, found that the most used information sources were journal articles, personal contacts with colleagues, books and seminars and workshops/conferences.

Osiobe[16] in his study on the use of information resources by faculty and students in Nigerian medical schools also came up with similar results. According to Osiobe,[17] scientific/technical journals were the most important resource materials to faculty in all aspects of work except teaching where they made greater use of textbooks. Osiobe[18] also found out that private information files and personal contacts with colleagues were important sources of information to the medical faculty. The Faculty of Medicine, which was actively engaged in research, made more use of abstracts, indexes, bibliographic and current awareness services.

Kobayashi[19] carried out a study on user needs and library service of medical libraries in Japan. His findings were also in line with those of the present study. Kobayashi[20] found that the most frequent sources his subjects consulted were articles in periodicals, books, colleagues/superiors, secondary publications and library reference services.

Reference sources (81·5%), annual reports (81·4%) Index Veterinarius (77·7%) Veterinary Bulletin (76·6%) and videos (70·3%) followed as major sources of information in that order. The issue of video-tapes as a major source of information by veterinary professionals agreed with Bawden and Valleley's findings in their study on Veterinary information

[14] Ibid.

[15] Strusser, T.C. (1978) The information needs of practising physicians in north eastern New York State. Bulletin of the Medical Library Association, **66**, pp. 200–209.

[16] Osiobe (1988) Op. cit.

[17] Ibid.

[18] Ibid.

[19] Kobayashi, M. (1982) User needs and library service: A study of selected hospital and medical libraries in Japan. Library and Information Science **20**, pp. 1–17.

[20] Ibid.

sources and use by British Veterinary practitioners.[21] In that study, many of the respondents commented that a major problem was time for reading, with too much information available. Several respondents suggested that audio-visual materials were particularly useful for the purposes of information presentation for veterinarians, especially audio-tapes which could be assimilated during the many car journeys which were a part of their normal day. Veterinary staff also used CD-ROM databases (63·0%) conference proceedings (59·2%) and the Internet (55·5%). It was also interesting to note that 48·1% of the staff members also used newspapers as their source of information. This may be as a result of the Veterinary faculty's involvement in the rural areas in terms of livestock production and, therefore, most of these findings are reported in the local newspapers. Dissertations ranked lowest as a source of information.

There was an open-ended question in which staff were asked to give other sources from where they got information for teaching and research. Other sources highlighted included interactive compact discs, which the veterinary library provides, Kodachrome and histology slides and reader's digests. Some would want to use the Internet, but the veterinary library was not connected. Members of staff have to use the Internet facility in the Veterinary Science Chief Technologist's office or walk to the main library which is quite a distance from the veterinary library. Despite this fact, more than half of the staff (55·5%) used the Internet as a source of information for their teaching and research as can.

Information sources for latest developments for staff

The other research question in the study wanted to find out how the University of Zimbabwe veterinary staff sought information. In order to answer this question, members of staff were asked how they were made aware of latest developments in their areas of specialization. Table V gives the results of the findings.

Table V shows that all the staff (100%) rely on attending conferences, workshops and seminars, 92·6% on reading journals, 72·8% on consulting library books and 66·7% on colleagues as information sources for new developments in their fields. Other sources used (37·0%) were: circulations by the faculty librarian: electronic mail: Internet updates via professional societies; publications from professional associations and the Internet.

The findings resemble those of Njongmeta and Ehikhamenor[22] whose study revealed that health professionals in Cameroon depended very

Bawden & Valleley (1996) Op. cit.
Njonmeta & Ehikhamenor (1998) Op. cit.

TABLE V

Information sources for latest developments for staff

Sources of awareness	Staff $N = 27$	%
Attending conferences, workshops, seminars	27	100
Reading journals	25	92·6
Consulting library books	21	77·7
Colleagues	18	66·7
Others	10	37·0

TABLE VI

Staff awareness of services offered by the veterinary library

Services offered	Staff $N = 27$	%
Book reservation at this issue desk	26	96·3
Reserve section	26	96·3
CD-ROM	25	92·6
Photocopying	25	92·6
Inter-library loans	18	66·7
Library orientation	15	55·6
Current awareness	10	37·0
Document delivery	6	22·2

much on personal contacts (89·3%) and seminars (62·4%) as sources of information. Crane,[23] writing on this subject, described informal communication as important for transferring new information, no wonder the veterinary staff used colleagues in getting information on latest developments in their areas of specialization.

Staff awareness of services offered by the veterinary library
Since the veterinary staff gave more importance to the information sources generally found in libraries, and since they heavily depended on the veterinary library, it was crucial to find out if they were aware of the services offered by the veterinary library. The research question "Are the veterinary staff aware of the services offered by the veterinary library?" was tackled by asking the veterinary staff to indicate the services they were aware of. Table VI summarizes the awareness levels of the services the library offered.

[23] Crane, D. (1972) *Invisible colleges: diffusion of knowledge in scientific communities*. Chicago: University of Chicago Press.

From Table VI, the majority of the veterinary staff were aware of most of the services offered by the veterinary library. Most of the veterinary staff (96·3%) were aware of book reservation at the issue desk and the reserve section, 92·6% of the CD-ROM and photocopying services, 66·7% inter-library loan, 55·6% library orientation, 37·0% current awareness and 22·2% document delivery service.

The fact that 96·3% of the veterinary staff were aware of the book reservation at the issue desk and the reserve section can be explained by the fact that most of the latest editions of book titles are placed on the reserve section. Because veterinary science books are expensive and more so when they are bought from abroad, the veterinary library cannot afford to buy many titles of the same book. The problem was further compounded by the devaluation of the Zimbabwean dollar which made it very difficult for the veterinary library to purchase multiple copies of the same title. As a result not more than five titles (at the most) of the same book are purchased. The latest editions of books are placed on the reserve section to enable almost every veterinary library user to get the chance to use the books. Reserve books are not allowed out of the veterinary library until 13:00 hours in the afternoon, to be returned the following day by 09:00 hours in the morning. Because the veterinary librarian liaises with the faculty staff on matters concerning book purchases, most staff know when books arrive and also what books are placed on reserve. Some of the veterinary staff are the ones who suggest that these books be placed on reserve, depending on how useful they are. This is because the academic staff are the ones who teach the subjects.

Photocopying and CD-ROM services were second highest (92·6%). As earlier stated, the reason why the veterinary staff were aware of the photocopying service was probably because they did a lot of photocopying as indicated in Table VI. This was because journals are not allowed out of the veterinary library. The fact that the veterinary staff were aware of the CD-ROM service may be explained by the fact that the veterinary library staff made efforts to make the veterinary staff use this facility. Advertisements encouraging library users to come to the veterinary library to use this facility were also placed in the veterinary staff room and on notice boards in the faculty.

Although the inter-library loan service is centralized in the main library, the veterinary staff have to go through the veterinary library where they fill in the inter-library loan forms to be forwarded to the main library by the veterinary librarian. This might explain why 66·7% of the veterinary staff were aware of this service. The veterinary library aims at orientating every new staff member who joins the faculty and chairpersons of departments are encouraged to inform the veterinary library staff of any new person joining the faculty. This

probably explains why 55·6% of the veterinary staff were aware of the orientation service.

A good number of the veterinary staff (77·8%) were not aware of the document delivery service and 63·0% were not aware of the current awareness service offered by the veterinary library. This may be explained by the fact that in most cases when the veterinary library circulated content pages of new journal issues and all new materials coming into the veterinary library, some staff members did not circulate the documents to other veterinary staff members. This leaves a lot to be desired on the part of the veterinary library. The library must come up with a strategy of ensuring that all veterinary staff know what the library circulates. Creating wider awareness of the availability of these services was an area that deserved concerted effort as 63·0% of the respondents were found to be unaware of both the current awareness service and 77·8% of the document delivery service provided by the veterinary library.

Veterinary library stock levels as perceived by staff

Assessment of the quality of veterinary library services was done through asking questions on library stocks and easy accessibility of books. The veterinary staff were asked to indicate how well stocked the veterinary library was.

The veterinary staff were asked to indicate whether the veterinary library was well stocked, moderately stocked or whether it was poorly stocked and the results of the findings are shown in Table VII.

According to Table VII, 74·1% found the library to be moderately stocked. 14·8% poorly stocked and 7·4% well stocked. Thus the majority of the veterinary staff felt that the resources in the veterinary library were not adequate. Most veterinary staff complained that most journal issues were missing and that suitable materials in their areas of specialization were not always available. Most of the staff requested the veterinary library to increase the number of the journal titles.

Accessibility of library materials

On the aspect of whether veterinary staff were able to locate the materials they wanted in the library, 88·9% of the staff said yes. This was an indication that the cataloguing and shelving of books in the veterinary library was well done.

CONCLUSION AND RECOMMENDATIONS

In summary, the findings of this study show that the University of Zimbabwe veterinary staff relied on books, journals and annual reports

TABLE VII

Library stock levels as perceived by staff

Stocking levels	Staff $N = 27$	%
Well stocked	2	7·4
Moderately stocked	20	74·1
Poorly stocked	4	14·8

as their major sources of information for teaching and research. The video-tapes, abstracts and indexes and conference proceedings were also frequently used as sources of information. The main information providers were the veterinary library (96·3%), the medical library (55·6%) and the main library (51·9%). Thus, the majority of staff relied on the veterinary library resources for information which they used for teaching and research. Abstracts and indexes, the Internet, CD-ROM databases, the faculty librarian, colleagues and the library catalogue were used as major sources for retrieving information.

The majority of staff were made aware of latest developments in their areas of specialization by attending conferences, and seminars, reading journals, consulting library books and through colleagues.

Veterinary staff sought information when researching on a new topic (88·9%), preparing lecture notes (77·8) and for career development (70·4%). The veterinary staff mainly used the veterinary library when collecting or returning a book, researching, photocopying, consulting the librarian and when doing some CD-ROM searches.

It is obvious from this study that the veterinary library is the main information provider for the veterinary researchers, thus, there is a need to strengthen the library resources, as well as, to provide constant training to the library staff. This will ensure that the library will be efficient and effective. In addition, the library must publicise widely those services that are not readily patronized by their respondents.