

# Student Perceptions of the Library, Information Needs and Information-Seeking Behaviour at Two Private Universities in South West, Nigeria

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## Abstract

The study examined the perceptions of libraries and information-seeking behaviours among final-year students at two private universities in Nigeria. The methodology used was a systematic approach, using a descriptive research design to collect data from the entire population of final-year students. Total population sampling was employed, with a response rate of 84%. The researchers collaborated with lecturers from various departments to achieve this high response rate. The data was analysed using percentages distribution and descriptive statistics. The majority of participants primarily use the library for studying and conducting research on various subjects. The primary channel used by respondents to fulfill their information requirements is personal information materials, searching the internet for open access collections before physically visiting the university library. This preference is driven by the convenience of this approach. The study recommends that library collection development policies prioritise electronic resources and mobile library services as there is a growing preference for remote and mobile access to library services and materials.

**Keywords:** Student Perceptions of the Library, Information Needs, Information-Seeking Behaviour, Private University Library, South West-Nigeria

## Introduction

In contemporary society, the acquisition of information has become indispensable for individuals to remain up-to-date with current events. It has transformed into a very useful and necessary resource across several domains of human activity. The acquisition and ongoing demand for information is an essential aspect of human existence across various domains. This evokes a suitable sense of curiosity and desire for information. (Ishola & Obadare 2018; Aboyade et al., 2016). The primary objective of university libraries is to facilitate the educational endeavours inside academic settings, particularly universities, by the provision of specialised library resources tailored to meet the unique requirements of higher education institutions. Given that libraries were established with the purpose of offering consumers a diverse range of services, it can be argued that there are no library types that can be deemed irrelevant. According to Facemire (2020), the primary outcome of the library system is services. One of the primary responsibilities of a resource centre is to facilitate the accessibility of information and encourage its use through the provision of various information services. Enhanced accessibility to information services should be extended to all individuals, encompassing not only those who possess the ability to physically visit resource centres, but also those who

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face various constraints preventing them from doing so. The university library is an essential component of the parent institution due to the multitude of advantages it provides, both for library staff and for persons who utilise its services or are loyal patrons.

Perception refers to the cognitive process by which an individual interprets and comprehends the way in which something is observed, comprehended, or apprehended. Within the realm of libraries, the term “perception” pertains to the manner in which customers perceive, evaluate, understand, or construe the services provided by libraries. In a similar manner, the concept of information seeking pertains to the deliberate endeavours made by individuals to acquire information with the intention of bridging a deficiency in their knowledge repository. On the other hand, information seeking behaviour encompasses the shown patterns by which individuals express their need for, actively search for, and effectively utilise information to address their knowledge gaps. Kadir, Johari and Hussin (2018) suggest that the information-seeking behaviour of library users serves as an indicator of their inherent demand for knowledge. The speaker underscored the fact that both the physical library collections and the online library collections are capable of fulfilling this requirement. Wilson (2023) provides a definition of information behaviour as the deliberate and purposeful engagement in the process of actively seeking information in order to fulfill a pertinent information requirement. The user engages in interactions with the established systems, channels, and hubs that they have knowledge of, which are capable of providing the required data. Yubachi (2018) asserts that the phenomenon of information seeking behaviour is primarily concerned with the identification of users’ information demands, their search patterns, and the ultimate utilisation of the acquired information. The speaker placed significant emphasis on the comprehensive comprehension of information seeking behaviour, which encompasses a grasp of individuals’ methods of searching for and utilising information, the many sources they consult, and the factors that either hinder or facilitate information utilisation.

The integration of technology into library routines and services in the 21<sup>st</sup> century has brought about significant changes in how libraries acquire, organise, process, and provide access to information for their university communities. Consequently, the advent of technology

has brought about a paradigm shift in users’ perceptions of libraries and their information-seeking behaviour, so drastically transforming the manner in which users seek information in contemporary times. However, despite the progress made in this area, Aboyade (2020) noted that the resources and services offered by Nigerian university and college libraries are not fully utilised due to limited access to information. This lack of access hampers the educational benefits that can be derived from library usage. Consequently, there is a pressing need for the implementation of novel and effective information literacy initiatives in Nigerian universities, with the aim of equipping graduates with robust lifelong learning abilities upon completion of their degrees. Given the aforementioned setting, the present study aimed to investigate the perceptions of libraries and information-seeking behaviours among final-year students enrolled at two private universities located in the South West region of Nigeria.

## Study Objectives

- To determine the information needs of final year students in the universities of study.
- To investigate the channel used to meet information needs.
- To define the perception of the students of the library services.
- To determine students satisfaction with library services.
- To identify the barriers against the utilization of the library services.

## Research Question

- What are the information needs of final year students in the universities of study?
- What are the channels used to meet information needs?
- What is the perception of the students of the library services?
- Are students satisfied with the current library services?
- What are the barriers against the utilization of the library services?

## Review of Literature

The present study investigates students' perspectives on university libraries and their significance in academic pursuits, building on prior research that addressed similar themes. To address the previous studies, the literature review section is divided into two sub-themes: the first focuses on students' perceptions of libraries, and the second explores the information-seeking behaviour of students.

### Students' Perceptions of Libraries

Bindhu and Balasubramanian (2019) conducted a survey at Bayero University, Kano State, Nigeria, revealing students' unfavorable opinions about library services due to their lack of experience in information search and retrieval techniques and obsolete content issues. Balasubramanian and Vanitha (2020) explored the importance of university libraries, finding substantial impacts on students' academic goals, studies, performances, and careers. Rahman, Ara, and Khan (2020) focused on students' perceptions of academic libraries, highlighting students' views on libraries as social spaces rather than learning environments, leading to a limited understanding of available services. Oladunjoye, Omiunu, and Yomi-Owojori (2018) emphasized the role of libraries in education and as links to intellectual communities from students' perspectives. Similarly, Ishola (2017) emphasized the importance of enhancing service quality in academic libraries through the addition of current books, journals, and e-resources, based on students' beliefs. These studies collectively contribute to understanding students' viewpoints and the factors influencing their perceptions of university libraries and services.

### Information-Seeking Behaviour

People today have diverse information needs, shaped by personal, professional, and societal requirements. Scholars emphasize the unique information needs of individuals, highlighting the varied ways people use information based on their specific requirements (Kalbande, 2019). Access to information is vital for the progress of nations, enabling professionals, researchers,

teachers, and various experts to perform their daily tasks effectively (Manjunath & Babu, 2018). Information needs, as indicated by Howlader and Islam (2019), are dynamic, changing over time and situations, such as during literature reviews, journal readings, or academic activities. Information seekers engage in activities like literature reviews, using internet databases, and attending workshops, all necessitating effective information searching (Khan & Khan, 2020; Shuhidan et al., 2019; Oladunjoye et al., 2018; Gordon et al., 2020).

Information behaviour refers to the actions people take to seek and obtain knowledge. Individuals seek information when they perceive a knowledge gap in their understanding of a topic (Makinde, Jiyane & Mugwisi, 2020). Information-seeking behaviour intensifies during crucial life decisions and involves acknowledging information needs, searching for relevant data, evaluating sources, and applying acquired knowledge (Howlader & Islam, 2019). Researchers globally recognize the importance of understanding information-seeking behaviour, with studies delving into student perspectives. Gyesi (2020) explored university students' information-seeking practices, finding a significant influence of library usage on their activities. Libraries must ensure efficient resources and services to meet user information needs effectively. Balasubramanian and Vanitha's (2020) study revealed students conducting coursework and assignments in libraries, indicating the library's central role in students' academic pursuits. Rahman, Ara, and Khan (2020) investigated students' strategies in seeking and utilizing data, finding a preference for library databases over general internet searches. In their 2022 study, Veer and Panda highlighted libraries' vital role in providing accurate information. Examining information-seeking behaviour at Jan Nayak Ch. Devi Lal Vidyapeeth, Sirsa, the research analyzed responses from 200 participants. The findings revealed challenges in accessing relevant information sources, emphasizing the need for improved library services and enhanced communication channels to facilitate information flow. Shukla and Lalrinenga (2018) highlighted students' inclination towards simple search algorithms over complex ones, such as Boolean operators. Magaji and Maidabino (2020) examined information-seeking patterns among Smallholder Farmers (SHF) in Katsina. They found barriers like limited extension workers, lack of awareness about information sources, and insufficient funds. Recommendations included

more extension workers, local agricultural libraries, and workshops for farmers' skills. Ali and Jan's (2020) research explored factors impacting undergraduates' use of online library resources, revealing the significance of resource quality, individual differences, and utility and usability. Students' increasing preference for digital resources over traditional ones is observed in various studies (Ali & Jan, 2020; Shukla & Lalrinenga, 2018). Despite this trend, barriers persist, hindering effective information seeking. These obstacles include limited awareness of library resources, lack of information literacy instruction, inadequate training opportunities, low proficiency in information access tools, unfamiliarity with OPAC, uncooperative librarian behaviour, and the absence of well-structured information literacy programs (Abbas, Baloch & Khoso, 2020).

## Methodology

The methodology employed in this study encompasses a systematic approach to investigate and analyse the research question. The research employed a descriptive research design to collect data from the entire population (168) of final year students in two private universities located in the southwestern region of

Nigeria, namely Christland University in Abeokuta and Augustine University in Ilara-Epe. The survey included demographic variables such as institutional ownership, qualifications, gender, and age range. Additionally, it comprised sections that aimed to gather data aligned with the five objectives of the study. The measuring items were presented using a five-point Likert scale answer format. The questionnaire that was first created through a validation process including three professionals in the field of library and information science. The feedback received from these experts was used to make necessary revisions to ensure both the face and content validity of the questionnaire. The researchers employed the method of total population sampling, which is a form of purposive sampling, in order to obtain responses from all individuals within the population of interest. Out of the One Hundred and Sixty Eight (168) questionnaires that were issued (being the population of the study). One Hundred and Forty-Two (142) copies were successfully retrieved and deemed suitable for analysis, resulting in a response rate of 84 percent. The achievement of a high response rate in this study was facilitated by the researchers' proactive collaboration with lecturers from various departments. The data collected was subjected to analysis utilising percentages distribution and descriptive statistics.

## Result and Discussion

### Frequency and Percentage Distribution of Socio-Demographic Variables

**Table 1: Descriptive Statistics of the Socio-Demographic Variables**

<i>Socio-Demographic Variables</i>	<i>Options</i>	<i>Frequency (N)</i>	<i>Percentage (%)</i>
Name of Institution	Christland University	87	61.3
	Augustine University	55	38.7
Year of Study	400	142	100
Gender	Male	77	54.2
	Female	56	42.1
Age of Range	14-18	3	2.3
	19-24	99	74.4
	24 and above	31	23.3
Academic Qualification	OND	3	3.1
	SSCE	47	48.5
	Others	47	48.5

Table 1 shows the frequency and percentage distribution of Socio-Demographic information from the Final

students surveyed. Christland University constitutes (61.3%) while Augustine University constitutes (38.7%)

of the respondents. The respondents are all 400-level final-year students. The Male respondents (57.9%) are slightly higher than the Female respondents (42.1%), the analysis also shows the Age range of the respondents

and 19-24 years constitute the highest which implies that the respondents are young and most of the respondents (48.5%) have SSCE Academic Qualification while the least of them (3.1%) have OND.

### What are the Information Needs of Final-Year Students in the Universities of Study?

**Table 2: Purpose of Information Needs**

Sr. No.	Purpose of Information Needs	Frequency (%)					Mean	SD
		5	4	3	2	1		
1	General Reading	72(50.7)	52(36.6)	11(7.7)	7(4.9)	0(0)	4.33	0.82
2	Reading for test of exam	84(59.2)	44(31.0)	13(9.2)	1(0.7)	0(0)	4.49	0.69
3	Assignments	68(47.9)	53(37.3)	17(12.0)	4(2.8)	0(0)	4.30	0.79
4	Research work	65(45.8)	49(34.5)	23(16.2)	5(3.5)	0(0)	4.23	0.85
5	Seminar	41(28.9)	54(38.0)	38(26.8)	8(5.6)	1(0.7)	3.89	0.92
6	Workshop	30(21.1)	48(33.8)	41(28.9)	18(12.7)	5(3.5)	3.56	1.07
7	Current affairs	41(28.9)	41(28.9)	46(32.4)	9(6.3)	5(3.5)	3.73	1.06
8	Health	31(21.8)	49(34.5)	41(28.9)	18(12.7)	3(2.1)	3.61	1.03
9	Entertainment	45(31.7)	47(33.1)	36(25.4)	11(7.7)	3(2.1)	3.85	1.03
10	Personal self-development	56(39.4)	45(31.7)	37(26.1)	3(2.1)	1(0.7)	4.07	0.89
11	Preparing for coursework	44(31.0)	62(43.7)	22(15.5)	13(9.2)	1(0.7)	3.95	0.95
12	Writing books	37(26.1)	44(31.0)	40(28.2)	16(11.3)	5(3.5)	3.65	1.09
	Overall Mean						3.97	

The table above shows the information needs of final-year students in the universities of study. The result shows that scale 1.00-1.80 is “Strongly Disagree”, 1.81-2.60 is “Disagree”, 2.61-3.40 is “Neutral” 3.41-4.20 is “Agree” and 4.21-5.00 is “Strongly Agree”. The overall mean response for information needs of final-year students in the universities of study is (M=3.97) which falls within the scale 3.41-4.20 is an indication that the respondents agrees with the purpose of information needs of final year students in the university of study. The purposes of information needs with the highest mean responses are

“General Reading” (M=4.33 SD=0.82), “Reading for test of exam” (M=4.49 SD=0.69), “Assignments” (M=4.30 SD=0.79) and “Research work” (M=4.23 SD=0.85). The present study’s results validate the previous findings of Oladunjoye, Omiunu, and Yomi-Owojori (2018) and align with the earlier findings of Balasubramanian and Vanitha (2020). These prior studies demonstrated that students utilise the library for personal study, enhancing their academic performance, engaging with coursework, and completing assignments.

### What are the Channels Used to Meet Information Needs?

**Table 3: Sources Used to Meet Information Needs**

Sr. No.	Sources Used to Meet Information Needs	Frequency (%)					Mean	SD
		5	4	3	2	1		
1	Buy needed books	52(36.6)	43(30.3)	42(29.6)	4(2.8)	1(0.7)	3.99	0.91
2	Borrow needed books from friends and family	39(27.5)	62(43.7)	33(23.2)	8(5.6)	0(0)	3.93	8.56
3	Use personal information materials	54(38.0)	54(38.0)	32(22.5)	1(0.7)	1(0.7)	4.12	0.83

Sr. No.	Sources Used to Meet Information Needs	Frequency (%)					Mean	SD
		5	4	3	2	1		
4	Search the internet for open access collections (free to download)	59(41.5)	49(34.5)	31(21.8)	1(0.7)	1(0.7) 2(1.4)	4.14	0.88
5	Search subscribed (paid/fee based) electronic databases	39(27.5)	53(37.3)	41(28.9)	5(3.5)	4(2.8)	3.83	0.97
6	Visit to the university library	33(23.2)	59(41.5)	50(35.2)	0(0)	0(0)	3.88	0.76
7	Consult lecturers and knowledgeable people in the field	36(25.4)	57(40.1)	43(30.3)	6(4.2)	0(0)	3.87	0.84
8	Social media platforms	41(28.9)	55(38.7)	34(23.9)	12(8.5)	0(0)	3.88	0.93
9	Subscription to YouTube channel	45(31.7)	54(38.0)	28(19.7)	13(9.2)	2(1.4)	3.89	1.00
10	Interaction with mates	39(27.5)	57(40.1)	39(27.5)	5(3.5)	2(1.4)	3.89	0.89
11	Conferences and workshops	30(21.1)	54(38.0)	37(26.1)	20(14.1)	1(0.7)	3.65	0.99
	Overall Mean						3.92	

The table above shows the channels used to meet information needs. The result shows that scale 1.00-1.80 is “Strongly Disagree”, 1.81-2.60 is “Disagree”, 2.61-3.40 is “Neutral” 3.41-4.20 is “Agree” and 4.21-5.00 is “Strongly Agree”. The overall mean response for the channels used to meet information needs by the final year student in the universities of study is (M=3.92) which falls within the scale 3.41-4.20 is an indication that the respondents agrees with the Sources used to meet information needs identified above in the universities of study. The Sources used to meet information needs with

the highest mean responses are “Use personal information materials” (M= 4.12 SD=0.83), “Search the internet for open access collections (free to download)” (M=4.14 SD=0.88), this means that the respondents used those sources mostly to meet their information needs. This finding is consistent with the previous research conducted by Ali and Jan (2020), which found that the perceived utility and convenience of using library resources had a favourable influence on the intentions of undergraduate students to utilise these resources.

## What is the Perception of the Students of the Library Services?

**Table 4: Students Perception about Library**

Sr. No.	Students Perception about Library	Frequency (%)					Mean	SD
		5	4	3	2	1		
1	place for study	66(46.5)	47(33.1)	28(19.7)	1(0.7)	0(0)	4.25	0.79
2	place for further research on topics taught in class	55(38.7)	53(37.3)	29(20.4)	5(3.5)	0(0)	4.11	0.85
3	Research hub of the institution	52(36.6)	39(27.5)	40(28.2)	10(7.0)	1(0.7)	3.92	0.99
4	“no go” area for me	16(11.3)	33(23.2)	40(28.2)	31(21.8)	22(15.5)	2.92	1.24
5	Place to search the web	29(20.4)	47(33.1)	39(27.5)	18(12.7)	9(6.3)	3.49	1.14
6	very important part of any institution of learning	49(34.5)	52(36.6)	31(21.8)	10(7.0)	0(0)	3.99	0.92
7	Place to access and use I.C.T resources	38(26.8)	58(40.8)	33(23.2)	10(7.0)	3(2.1)	3.83	0.97
8	place for socialization	23(16.2)	43(30.3)	40(28.2)	26(18.3)	10(7.0)	3.30	1.15
9	Place to study my personal books	35(24.6)	59(41.5)	38(26.8)	9(6.3)	1(0.7)	3.83	0.89
10	Place to access internet facility	38(26.8)	57(40.1)	34(23.9)	12(8.5)	1(0.7)	3.84	0.94
11	place to verify information previously got	43(30.3)	53(37.3)	33(23.2)	10(7.0)	3(2.1)	3.87	0.99

Sr. No.	Students Perception about Library	Frequency (%)					Mean	SD
		5	4	3	2	1		
12	place for satisfying my curiosity	31(57)	57(40.1)	33(23.2)	14(9.9)	7(4.9)	3.64	1.08
13	Recreational facility	28(19.7)	50(35.2)	35(24.6)	24(16.9)	5(3.5)	3.50	1.09
14	Place to improve my I.T skills	35(24.6)	41(28.9)	39(27.5)	19(13.4)	8(5.6)	3.53	1.16
15	Place to read news papers	39(27.5)	40(28.2)	42(29.6)	17(12.0)	4(2.8)	3.65	1.09
16	Place to access printing services	30(21.1)	51(35.9)	43(30.3)	12(8.5)	6(4.2)	3.61	1.04
17	Place to access and use reprographic services	36(25.4)	49(34.5)	44(31.0)	11(7.7)	2(1.4)	3.75	0.97
18	Loan books	47(33.1)	52(36.6)	32(22.5)	8(5.6)	3(2.1)	3.93	0.99
19	Place to develop the habit of reading	41(28.9)	59(41.5)	34(23.9)	5(3.5)	3(2.1)	3.92	0.93
20	Relax and chat with friends	35(24.6)	35(24.6)	37(26.1)	15(10.6)	20(14.1)	3.35	1.34
	Overall Mean						3.71	

The table above shows the perception of the students of the library services. The result shows that scale 1.00-1.80 is “Strongly Disagree”, 1.81-2.60 is “Disagree”, 2.61-3.40 is “Neutral” 3.41-4.20 is “Agree” and 4.21-5.00 is “Strongly Agree”. The overall mean response for the perception of the students of the library services in the universities of study is (M=3.71) which falls within the scale 3.41-4.20 is an indication that the respondents agrees with the perception of the students of the library services of final year students in the universities of study. The Students perception about library with the highest mean responses are “place for study” (M= 4.25 SD=0.79) and “place for further research on topics taught in class”

(M=4.11 SD=0.85), this shows that the respondents mostly use the library for studying and research further on topics. This findings also align with the earlier findings of Ali and Jan (2020) and Gyesi (2020) which revealed that students’ information-seeking activities were influenced by their use of the library. As well as affirms its postulation that library must first ensure that its information resources and services are efficient to attract the right users. These findings are in line with the previous research conducted by Ara, Khan (2020), and Oladunjoye, Omionu, and Yomi-Owojori (2018). The latter study found that students perceive the library as a space that facilitates their educational pursuits and fosters connections with the broader intellectual community.

### Are Students Satisfied with the Current Library’s Services?

**Table 5: Student Satisfaction with Library Services**

Sr. No.	Student’s Satisfaction with Library Services	Frequency (%)					Mean	SD
		5	4	3	2	1		
1	Access to academic databases subscribed to by the library	51(35.9)	51(35.9)	11(7.7)	4(2.8)	25(17.6)	3.69	1.43
2	Access books and other materials from other Libraries through the institutional Library	38(26.8)	64(45.1)	26(18.3)	6(4.2)	8(5.6)	3.83	1.05
3	The library’s institutional repository is accessible and useful to my studies	29(20.4)	69(48.6)	35(24.6)	3(2.1)	6(4.2)	3.79	0.94
4	The Library staff are accommodating and helpful	37(26.1)	63(44.4)	35(24.6)	2(1.4)	5(3.5)	3.88	0.93
5	I can access the library’s digital resources remotely	19(13.4)	57(40.1)	41(28.9)	20(14.1)	5(3.5)	3.46	1.01
6	The Library has fast and reliable internet connection	19(13.4)	61(43.0)	37(26.1)	18(12.7)	7(4.9)	3.47	1.03

Sr. No.	Student's Satisfaction with Library Services	Frequency (%)					Mean	SD
		5	4	3	2	1		
7	The Library has a collection of information that is current and useful to me	28(19.7)	61(43.0)	40(28.2)	10(7.0)	3(2.1)	3.71	0.93
8	The library's e-library website interface is very user friendly	31(21.8)	55(38.7)	37(26.1)	11(7.7)	8(5.6)	3.63	1.08
9	Journals useful to my area of study are housed by the Library	27(19.0)	55(38.7)	45(31.7)	10(7.0)	5(3.5)	3.62	0.99
10	The library's OPAC can be accessed remotely and its very useful	29(20.4)	50(35.2)	39(27.5)	11(7.7)	13(9.2)	3.50	1.17
11	The Library has adequate and comfortable reading space	45(31.7)	52(36.6)	33(23.2)	9(6.3)	3(2.1)	3.89	0.99
12	The reprographic services of the Library are of high quality and affordable too	27(19.0)	62(43.7)	36(25.4)	8(5.6)	9(6.3)	3.63	1.06
13	The library's opening hours is user friendly	30(21.1)	60(42.3)	36(25.4)	12(8.5)	4(2.8)	3.70	0.99
	Overall Mean						3.68	

The table above shows the Student satisfaction with library services. The result shows that scale 1.00-1.80 is "Not Satisfied", 1.81-2.60 is "Somewhat Satisfied", 2.61-3.40 is "Neutral" 3.41-4.20 is "Satisfied" and 4.21-5.00 is "Highly Satisfied". The overall mean response for the Student satisfaction with library services the universities of study is (M=3.68) which falls within the scale 3.41-4.20 is an indication that the respondents are satisfied with library services in the universities of study. The Student satisfaction with the library services with the highest mean responses are "Access books and other materials from other Libraries through the institutional Library" (M= 3.83 SD=1.05) and "The Library staff

are accommodating and helpful" (M=3.88 SD=0.93), this shows that the respondents are satisfied mostly with access to books and other materials and also find the staff to be accommodating. This study complements prior findings from Gyesi (2020) that efficient library and information services and resources increase use and assures students satisfaction. This findings is also in agreement with similar study conducted by Ishola, (2017) which found that students believe that service quality may be reached in Academic libraries if libraries can expand their information resources by adding more current information resources.

### What are the Barriers against the Utilization of the Library's Services?

**Table 6: Impediments against the Utilization of Library Services**

Sr. No.	Impediments against the Utilization of Library Services	Frequency (%)					Mean	SD
		5	4	3	2	1		
1	Cost of printing materials	32(22.5)	39(27.5)	42(29.6)	26(18.3)	3(2.1)	3.50	1.09
2	Poor awareness of library rules and regulation	21(14.8)	39(27.5)	42(29.6)	35(24.6)	5(3.5)	3.25	1.09
3	Poor awareness of academic databases subscribed to by the library	33(23.2)	34(23.9)	41(28.9)	32(22.5)	2(1.4)	3.45	1.12
4	Poor internet connection	30(21.1)	33(23.2)	44(31.0)	33(23.2)	2(1.4)	3.39	1.10



Sr. No.	Impediments against the Utilization of Library Services	Frequency (%)					Mean	SD
		5	4	3	2	1		
5	Dated books and journals	25(17.6)	40(28.2)	39(27.5)	36(25.4)	2(1.4)	3.35	1.09
6	Poor reception when I take letter of introduction to other libraries	18(12.7)	30(21.1)	44(31.0)	44(31.0)	6(4.2)	3.07	1.09
7	Lack of time excess/workload	30(21.1)	33(23.2)	43(30.3)	36(25.4)	0(0)	3.40	1.09
8	Lack of adequate information system in the library	26(18.3)	31(21.8)	41(28.9)	41(28.9)	3(2.1)	3.25	1.12
9	Library environment not conducive	22(15.5)	24(16.9)	28(19.7)	58(40.8)	10(7.0)	2.92	1.22
10	Inability to get relevant materials	24(16.9)	24(16.9)	46(32.4)	43(30.3)	5(3.5)	3.13	1.13
11	Delay in receiving requested materials from the library	20(14.1)	30(21.1)	45(31.7)	43(30.3)	4(2.8)	3.13	1.09
12	Poor library organization	17(12.0)	23(16.2)	44(31.0)	47(33.1)	11(7.7)	2.91	1.13
13	Spending personal cash to by substitute materials	30(21.1)	22(15.5)	32(22.5)	42(29.6)	16(11.3)	3.06	1.33
	Overall Mean						3.22	

The table above shows the barriers against the utilization of the library’s services. The result shows that scale 1.00-1.80 is “Strongly Disagree”, 1.81-2.60 is “Disagree”, 2.61-3.40 is “Neutral” 3.41-4.20 is “Agree” and 4.21-5.00 is “Strongly Agree”. The overall mean response for the barriers against the utilization of the library’s services in the universities of study is (M=3.22) which falls within the scale 2.61-3.40 is an indication that the respondents are neutral with the barriers against the utilization of the library’s services in the universities of study. This shows that the respondents are indifferent about the impediments against the utilization of library services identified. These findings present a contrasting perspective to the previous study conducted by Bindhu and Balasubramanian (2019), which also examined student perceptions of library services at a Nigerian public university. In their research, Bindhu and Balasubramanian found that respondents openly stated negative opinions towards the library.

### Conclusion and Recommendation

The survey revealed that the information requirements of final year students revolved around general reading, reading for the purpose of tests and examinations, completing assignments, and conducting research. Similarly, the survey indicates that the participants express a predominant level of satisfaction regarding their access to books and other resources, as well as their perception

of the staff’s accommodating nature. These findings suggest that the library services are perceived positively by the users. The findings of the study indicate that the majority of participants primarily utilise the library for the purposes of studying and conducting further research on various subjects. The findings of the study indicate that the primary channel utilised by the respondents to fulfil their information requirements is the utilisation of personal information materials. Additionally, the respondents reported engaging in the practise of searching the internet for open access collections prior to physically visiting the university library. This behaviour is driven by the convenience associated with this approach. The survey findings indicate that the respondents had a neutral stance about the barriers that impede the use of library services in the universities under investigation. This finding indicates that the participants exhibit a lack of concern or interest towards the obstacles indicated in relation to the use of library services. Based on the research findings, it can be inferred that the final year students enrolled in the institutions exhibited a favourable disposition towards utilising the library resources. The individuals expressed a moderate level of contentment regarding the calibre of certain resources, and their information requirements are primarily influenced by the convenience of utilisation. Based on the aforementioned findings derived from the conducted study, the subsequent recommendations are put forth:

- It is recommended that management consider augmenting the budgeted allocation for the library.
- The administration of the library should consider augmenting the library's collection by acquiring more contemporary materials.
- The library's collection development policy should prioritise electronic resources, as there is a growing preference among library users for remote and mobile access to library services and materials. The results of this study may potentially provide a stimulus for heightened utilisation of libraries.

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