

**Service Quality, Information literacy Skills and Library Patronage of Students in  
College of Nursing Sciences, Niger State, Nigeria**

**Kabiru AMINU  
LCU/PG/ 002980**

**Being a MLIS Thesis Submitted to the Department of Information Management,  
Faculty of Communication & Information Sciences,  
Lead City University, Ibadan,  
Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Master Degree in  
Library and Information Science (MLIS)**

**2024**

### **Certification**

This is to certify that this thesis was carried out by **Kabiru AMINU** with Matriculation Number **LCU/PG/002980**, in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria and that the work has not been previously submitted.

.....  
**Dr. S. O. Tunmibi**  
**(Supervisor)**

.....  
Date

.....  
**Dr. S. V. Adeyeye**  
**(Head of Department)**

.....  
Date

Lead City University Ibadan DO NOT COPY

## **Dedication**

This thesis is dedicated to God Almighty for His sufficient grace over my life.

Lead City University Ibadan DO NOT COPY

## **Acknowledgments**

My profound gratitude goes to the management and staff of Lead City University, Ibadan for providing the needed conducive learning environment and academic support during the course of my academic pursuit in conducting this research. I am also grateful to libraries and institutions that provided the data for this study.

I am most grateful to my revered supervisor, Dr. S.O. Tunmibi, for his expert guidance and his patient throughout the course of the research. His mentoring contributed greatly to the quality of this research. My sincere gratitude goes to the Head, Department of Information Management, Dr. S. V Adeyeye. I am also grateful to the Provost of the College of Postgraduate studies, Prof. A. O Oredein for her guidance and support and other staff of the Postgraduate College. I appreciate the Dean, Faculty of Information and Communication Sciences, Prof. L. A. Abioye and all staff of the faculty for providing the guidance necessary for the completion of this research.

Special thanks to all lecturers in the department of Information Management; Prof. E.A. Erwat, Dr. T. E. Adenekan, Dr. O. D. Bakare-Fatugase, Dr. O. O Ajibare (PG Coordinator), Dr L. O. Osaniyi, Dr. F.B Oguntoye, Dr. K.O. Popoola, Dr.. O.A. Ologbosere, Barrister O. Albert, Mr. A. Adeyemi, Mrs G Ahamze, Mrs R. Akinpelu and all other staff in the department.

Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work.

## Abstract

Library patronage is the central point to the library services. The use of library is even more important for students enrolled in courses such as Nursing sciences. However, it has been observed that certain factors may work against regular library patronage among Nursing science students. In line with this, the study examined the influence of library service quality and information literacy skills on library patronage of student in College of Nursing Sciences Niger State. The researcher adopted the descriptive survey research design. The population for this study consists of one thousand eight hundred and six (1806) Students from all the (3) Schools of Nursing and Midwifery Niger State, Nigeria. The data collected from the survey was analysed using both inferential and descriptive statistics. The results show a high level of library patronage (Mean = 3.53), high quality of library services (Mean = 3.49), and high level of information literacy skills (Mean = 3.44) among the respondents. Furthermore, the test of hypotheses revealed that service quality (Adj  $R^2$  = .646;  $p$ .0.000) and information literacy skills. Adj  $R^2$  = .419;  $p$ .0.000) are significant predictors of library patronage among the respondents. The study concluded that library patronage is closely linked to students' positive perceptions of library service quality and students' information literacy skills. It was therefore, recommended that college libraries should prioritize programs that integrate information literacy with high service quality.

**Keywords:** College Libraries, Information Literacy Skills, Library Patronage, Use of Library, User Evaluation.

**Word Count: 228**

## Table of Contents

<b>Content</b>	<b>Page</b>
Title Page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Abstract	vi
Table of Contents	vii
List of Tables	x
List of Figures	xi
<b>Chapter One Introduction</b>	
1.1 Background to the Study	1
1.2 Statement of the Problem	10
1.3 Aim and Objectives of the Study	11
1.4 Research Questions	12
1.5 Hypotheses	12
1.6 Scope of the Study	13
1.7 Significance of the Study	13
1.8 Limitations to the Study	15
1.9 Operational Definitions of Terms	15

Endnotes	18
<b>Chapter Two: Literature Review</b>	
2.1 Conceptual Review	21
2.1.1. Concept of Library Patronage	21
2.1.2 Concept of Service Quality	33
2.1.3 Overview of Information Literacy Skills	44
2.2 Theoretical Review	68
2.2.1. Technology Acceptance Model	68
2.2.2. Libqual Model	70
2.2.3 Big6 Information Literacy Skills	72
2.3 Review of Empirical Studies	76
2.3.1 Service Quality and Library Patronage	76
2.3.2 Information Literacy Skills and Library Patronage	82
2.4 Conceptual Model	90
2.5 Summary of Gaps in Literature Reviewed	92
Endnotes	95

## **Chapter Three Methodology**

3.1	Research Design	107
3.2.	Population of the Study	107
3.3.	Sample Size and Sampling Technique	108
3.4.	Description of Research instruments	109
3.5	Validity of the Research Instrument	110
3.6.	Reliability of the Instrument	110
3.7	Method of Data Collection	111
3.8	Method of Data Analysis	111
4.1	Demographic Analysis	113
4.2	Research Questions	115
4.3	Hypotheses	125
4.4	Discussion of Findings	132
	Endnotes	146

## **Chapter Five Conclusion**

5.1	Summary of Findings	150
5.2	Conclusion	151

5.3	Recommendations	151
5.4	Contributions to Knowledge	153
5.5	Suggestions for Further Studies	153
	Bibliography	154
	Appendix	169
	Bio-data	173
	The University Compliance Certification	175

Lead City University Ibadan DO NOT COPY

## List of Tables

<b>Table</b>	<b>Title</b>	<b>Page</b>
3.1	Population Distribution	107
3.2	Sample Size	108
3.3.	Krejcie and Morgan	109
4.2	Extent is the Level of Library Patronage among Students in College of Nursing Sciences Niger State	115
4.3	Level of Service Quality of Librarians in College of Nursing Sciences Niger State	118
4.4	Level of Information Literacy Skills of Students in College of Nursing Sciences Niger State	121
4.5	Influence of Service Quality on Library Patronage of Students in College Of Nursing Sciences, Niger	125
4.6	Influence of Information literacy Skills on Library Patronage of students In College of Nursing Sciences Niger State	127
4.7	Combined Influence of Service Quality and Information Literacy Skills on library patronage of students of in College of Nursing Sciences	130

## List of Figures

Figure	Title	Page
2.1	Big 6 Information Literacy Model	63

Lead City University Ibadan DO NOT COPY

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The essence of library as a social organization and an information service rendering institution is to provide relevant information resources to the parent community and put in place necessary strategies and mechanism that will attract frequent library patronage and ensure adequate utilization of its resources. Libraries over the years have endeavoured to create an atmosphere that stimulate and triggers continuous patronage through the provision of necessary services and resources that are user centred. Library patronage has always been a major concern of librarians since the emergence of information age. College libraries are established to assist their parent institutions in promoting excellent teaching, learning and research activities through adequate information dissemination.

College students are expected to patronize the college library throughout their academic pursuit in the college as this has the propensity to enhance their academic success. There have been many studies on academic library patronage of undergraduate students. These studies have found that active learners who participate more in class and who read, write and study more are regular and active library users. Therefore, according to scholars library patronage can be measured with purpose of use and frequency of use<sup>1,2</sup>.

Library patronage focus on the reason students visit and utilize library information centre. Libraries are established to accomplish a particular purpose and this purpose must be in line with the purpose of library users. Available literature indicate that, libraries provides to students and researchers relevant and effective information resources that guide them to achieve their purpose and these purpose varies from user to user<sup>2</sup>. The purpose may be

educational, social, economic, and cultural and so on .Therefore, each student patronized the library for a specific purpose. It was also discovered that some of the library users patronized the library for general knowledge (research) followed by internet access, exams preparations, complement class lectures, recreations among others<sup>3</sup>. In addition to purpose of use, another metric for measuring use of library is frequency of library patronage.

Frequency of library patronage refers to how often students use the library resources. One of the laws of librarianship said that “book are for use “. This law mandates librarians to ensure maximum library patronage and adequate utilization of library materials. Therefore, level of library patronage must be determined accordingly to identify high level of students’ patronage as well as low level of students’ patronage. It is expected for students to frequently patronize library in order to satisfy their information needs. Available literature revealed that, some students patronized the library at least once - a day, some students patronized the library 1-3 times in a month while some students patronized the library frequently for their research mandate<sup>4</sup>.

There seems to be no specific average standard rule about how frequent users are expected to patronize and make use of the available resources of the library<sup>5</sup>. However, researchers have aggregated the reported use among a group of users and use the average to measure regularity (frequency) of use<sup>6</sup>.High level of use as well as low level of use or poor library patronage. In some cases, researchers simply stay with metrics such as daily, weekly, monthly, never etc.

Moreover, theoretically, the duo of perceived ease of use and perceived usefulness could be a viable construct to measure library patronage although they are prevalent in technological based studies<sup>3</sup>. Based on the assertion of the model, Technology Acceptance Model (TAM) represents the behaviour, as the outcome predicted by perceived ease of use, perceived usefulness. The behaviour in this context is library patronage while factors that predict these behaviour are directly predicted by an individual's perceived usefulness of the library and an individual's perceived ease of use of the library. In this case, perceived ease of use could be described as degree to which an individual believed that library resources and facilities would be easy to use. On the other hand, perceived usefulness is the degree to which an individual or a potential library user presupposes that patronizing the library will result in a meaningful information seeking adventure.

Irrespective of the measurement used, the most common report is that of low-level of library patronage<sup>4</sup>. This means that majority of the target users are not using the available library resources regularly. However, some of the studies that reported low level of library patronage among students have a preference for internet search engines. This means that the problem is not with the information resources but the level of service quality, information literacy skills among others.

The success of any library or information Centre depends largely on services quality and information literacy skills put in place. Service quality and information literacy skills are the focal point and requirements that libraries strive to deliver to their users. Service Quality means the degree of goodness as per the specifications and standard. Quality is the standard of something as measured against other things of a similar kind or the degree

of excellence of something<sup>7</sup>. Therefore in general, it can be said that quality is a degree of excellence towards the resources and services provided to the users, and similarly, the users can get the maximum satisfaction and feel delighted. Service quality is the degree to which a service meets or exceeds the expectations and needs of the customers<sup>5</sup>.

Measuring service quality has gained much importance over the last few decades in most service organizations, especially in library and information centres. The service industry has realised that an organisation cannot be the best judge of how well it satisfy its customers. The most important criteria in evaluating service quality are now defined by customers<sup>8</sup>. This principle has also been embraced in the library where patrons are encouraged to rate library services. Studies have shown that quality service in the library is revealed in the patrons' perception of the resources, services, and personnel of the library<sup>9</sup>.

The currency and the relevancy of the information resources available. How properly arranged on shelves; the usefulness of catalogues and finding tools in providing access to its collection, the ability and cooperation of library staff to use the facilities to bring these information resources and services to the attention of the users and the attitudes of the staff in rendering services are some of the requirements necessary for measuring service quality. Service quality focuses on how well services are delivered with respect to users' expectations. Service quality assesses whether services rendered conforms to the expectation of users<sup>10</sup>. Libraries that meet or exceed expectations are considered to have high library services. The fact remain that any library is in the business of offering services to its users. For library to be functional, the service it provides should correspond with the needs of its users because users are the very reason for the existence of the

library. Any library that want to improve its service to meets the opinions and perception of users must solicit the help of users to identify areas of weaknesses in order to improve upon them.

A quality service is one that fully meets the expectation and requirement of the users . Quality library services means satisfying the query of each and every user accurately<sup>11</sup>. it also involves making them feel at ease when they visit the library and ensure that the library building is conducive and attractive. The library service quality in this regard could be defined as the overall excellence of library facilities, resources and services that satisfy patrons' expectations<sup>12,13</sup>.

The quality service of library is a multidimensional facet that cannot be measured directly; one of the methods used to measure the quality of library services is LibQual theory. Libqual allowed a systematic assessment in measuring the quality of library service based on the perception of library user's .Libqual is a suite of service that libraries used to solicit, tract, understand and act upon the users' opinion of service quality<sup>14</sup>. The dimensions enable the library users to rate library services and librarians based on their perceptions .Moreover, the theory explained library service quality from three dimensions which are: Affect of service, information access and library as a place.

The affect of service (Influence of service) which is the ability and attitudes of librarians in serving users. Therefore this construct urged the librarians to make the library and their services adequately attractive to the users in such a way to encourage and enhance library patronage. Study indicates that library users expect library personnel to be concisely courteous and instil confidence in users <sup>15</sup>.it is mandatory for the librarians to be friendly

and approachable to provide efficient and effective information service .Many reports revealed that some library users find it difficult to approach librarians for their information needs due to the unfriendly attitudes of some of the librarians. Hence, librarians are trained to ensure the effective and maximum utilization of library materials by the library users.

Information access (access to information) refers to adequate library materials in an organized system that can be easily and simply accessible by the users. The academic library like any other library should have a welcoming space and atmosphere that make visitors feel at ease so that the majority of them do not want to leave. Physical library space itself must be designed to be inviting, accessible and accommodating for a variety of purposes which could be for reading or relaxations. Library users' satisfaction with library services is affected by factors such as the available facilities and how easy it could be accessed .There are other several studies that have also emphasized the role of library as a place. Library is considered as a place that accommodate and displayed learning facilities and convenient learning environment guided with simple instructions. It also refers to the degree to which users can access their information needs within the resources of the library. This means that library should acquire relevant and up to date information needs for its users and ensure the resources are systematically organized in such a way that it can be easily and conveniently accessible. A library is required to provide information infrastructure, learning materials (updated collections) and accommodative learning environments such as computer systems, internet connectivity and uninterrupted power supply, among others. Another determinant of library patronage is information literacy skills .

Information literacy has been described as a term that enables people to recognize the value of information and to use it to make informed choices in their personal, professional and academic aspect of life. Information literacy forms the basis for lifelong learning and it is common to all disciplines, to all learning environments and to all levels of education. It enables learners to master contents and extend their investigations become more self-directed, and assumes greater control over their own learning. Defining and describing information literacy skills is the first step in ensuring library users become proficient information technology users. However, collaboration among lecturers and librarians is essential to achieved a unified approach that will improve students' information literacy skills which could enable them to evaluate information and its sources critically.

Information literacy skills could be referred to as a media literacy or ability to identify, assess, organize, utilize and communicate information in any format. It could also be perceived as the ability to locate, evaluate, manage and use information for a range of sources, not only for problem solving but also for decision making and researches<sup>6</sup>. Information literacy in Librarianship includes how to use a catalogue, how to locate a book on the shelves and how to access electronic databases. As a result, information users are faced with countless information choices and must decide which resources and skills to use in the acquisition of information.

Information literacy skills enables students to recognize when different form of information is needed, and also provide them with methods on how to cope with them. From the aforementioned, it can then be safe to state that information literacy skills are required by students of higher institutions for the effective utilization of library resources

for academic as well as personal development. The present information age which result to information explosion has led to the proliferation of information resources as the volumes of information are increasing constantly and search skills are required to gain access to the available information. This means that users of information resources need to equip themselves with the right search skills and to achieve this, the users must possess relevant skills to enable them harness the various information resources at their disposal

17.

Therefore to ensure that library users are strategically equipped with the appropriate and adequate skills that will enable them to easily access and use library information resources to satisfy their information needs the study adopted The Big6 model. The Big6 is an information literacy model which could also be referred to as metacognitive scaffold. It is an information problem solving strategy developed by Mike Eisenberg and Bob Berkowitz. The big6 is one of the most widely known and widely used approaches to teaching information technology skills in the world. The Big6 information skills model is one that is primarily aimed at helping information seekers (researchers) such as students and library users .The model is intended to foster the acquisition of research, problem solving, and meta cognitive skills through the cooperation of both schools college library media specialist and lecturers .

Information literacy as a concept seeks to solve problems associated with information overloaded through the provision of skills set to assist individual in recognizing when information is needed. Information literacy skills are the ability of an individual to recognize the need for information and know how to find, evaluate and use and subsequently communicate information effectively to solve a particular problem or to

make decision. To be information literate students and researchers require a set of skills which include how to identify, locate, evaluate and use information needed for problem solving and decision making effectively and efficiently. Information literacy is a prerequisite for students to access and use diverse information in digital libraries.

In this study, information literacy skills is measured by task definition, information seeking strategy ,location and access, information use, synthesis and evaluation. Task definition means information seeker need to be specific in terms of the particular information he/she need, the information to be search should be meaningful and should matched the information system. The second is Information seeking strategies (what can I use to find what I need?) That is brainstorm all possible resources and select the best source .One should choose the appropriate information system that would give him accurate answer such as textbook or journal among others, The third step is location and access (what can I use to find what I need?) The focus is to find information within sources such as primary secondary and tertiary source. The fourth step is Use of information (what information can I use?) That is, identify and select relevant information that will effectively and efficiently satisfy information needs. The fifth step is synthesis (how can I put my information together?). The focus is to organize information from multiple sources and present the results, carefully and systematically in sequential order. The sixth step is evaluation (how will I know if I did well?). The results are checked for and necessary adjustments are made. According to Chattered Institute of Library and Information Professional (CILIP), information literacy incorporates a set of skills and abilities which everyone needs to undertake information-related tasks; for instance, how to discover, access, interpret, analyse, manage, create, communicate, store

and share information. Information literacy skills has assisted lecturers, researchers, students of all category to use the available information sources and systems to access information and prepare for class note, dissertation completion, term paper writing, assignment completion and so on .This study, therefore, investigate the influence of service quality and information literacy skills on library patronage.

## **1.2 Statement of the Problem**

Library patronage is the central point to the library Services, Library put in place different mechanisms with the expectation of users to patronise the library and make effective use of the resources to satisfy their information needs and create new knowledge. However, studies has revealed that there exists a steady decline in library patronage among students of colleges in tertiary institutions particularly students of Niger state college of Nursing Sciences .This may be attributed to poor service quality of the libraries and inadequate information literacy skills among the students which needed to be studied . Thus, there is a need to fill the gap created by the relative dearth of existing literature on service quality and information literacy skills concerning adequate library patronage particularly in Niger State College of Nursing Sciences. It is on this premise that this study will investigate the quality of service rendered to the students in College of Nursing Sciences Niger State and the level of their information literacy skills on library patronage.

### **1.3 Aim and Objectives of this Study**

The aim of this study is to investigate the influence of library service quality and information literacy skills on library patronage of student in Niger State College of Nursing Sciences. The objectives were to:

- i. identify the level of library patronage of students in College of Nursing sciences Niger State
- ii. assess the level of service quality of librarians in College of Nursing Sciences Niger State
- iii. determined the level of information literacy skills of students in College of Nursing Science Niger State
- iv. Ascertain the influence of service quality on library patronage of students in College of Nursing Sciences Niger State
- v. examine the influence of information literacy skills on library patronage of students in College of Nursing Sciences Niger State
- vi. determine the combined influence of service quality and information literacy skills on library patronage among students in college of Nursing Sciences Niger State

### **1.4 Research Questions**

The following questions guided the study

1. To what extent is the level of library patronage among students in College of Nursing Sciences Niger State?

2. What is the level of service quality of librarians in College of Nursing Sciences Niger State?
3. What is the level of information literacy skills of students in College of Nursing Sciences Niger State?

### **1.5 Hypotheses**

The following hypotheses were tested at 0.05 level of significance

H<sub>01</sub> There will be no significant influence of service quality on library patronage of students of Niger State College of Nursing Sciences

H<sub>02</sub> There will be no significant influence of information literacy skills on library patronage of students of Niger State College of Nursing Science

H<sub>03</sub> There will be no significant combined influence of service quality and information literacy skills on library patronage of students of Niger State College of Nursing Sciences

### **1.6 Scope of the study**

The study focuses on the influence of service quality and information literacy skills as determinant of library patronage. The dependent variable is library patronage .The measures for the dependent variable are purpose of use, frequency of use perceived ease of use and perceived usefulness of the library .The independent variables are service quality and information literacy skills. Service quality was measured by constructs such as; affect of service, library as a place and information control. The second independent variable is information literacy skills and it was measured by task definition, information

seeking strategy, location and access, information use, synthesis and evaluation. The respondents for the study are the students of Niger State College of Nursing Sciences whom are located in three (3) different geographical areas; School of Nursing Bida, School of Midwifery Minna ;and School of Nursing and Midwifery Kontagora.

### **1.7 Significance of the Study**

The study findings would make immense significance contributions to the librarians, students, researchers, and decision makers. The findings of the study would be of benefit to Librarians as they are more aware of some essential factors that are responsible for effective library patronage. Furthermore the librarians would understand the perception of the users on library patronage and also identify necessary areas that need to be improved.

Students would also benefit from this study by learning strategies that improved their information literacy skills. Students stand to gain and improved information literacy skills, which are vital for their academic and future professional success. Management of Niger State college of Nursing Sciences whom are the decision makers would also benefit from the study through becoming more exposed to the roles they should play for the effective and efficient library patronage. The general college and other tertiary institutions would also benefit from the study by becoming more conversant with the relevance of service quality and information literacy skills on library patronage which would in turn ensure effective and efficient library patronage.

Moreover, this study is also beneficial to researchers who are interested in carrying out further studies on the subject matter as it serves as a body of reserved knowledge that can be consulted by researchers in their subsequent research undertaking.

The study would also be useful to the decision makers other officials that are concerned with the information services delivery after it has been published and made accessible to the institution via print and electronic means as it will provide them with fresh insights toward better information services delivery. It is expected that this thesis will add to the intellectual output of the institution and also improve the academic standard of the institution among others.

Finally, the study would also contribute to the existing body of knowledge in the study of service quality and information literacy skills as factors that influence library patronage. The study is also expected to come out with recommendations that can enhance library patronage, identify areas for improvement in library services specifically on library patronage

In addition, the study can be an additional contribution to the theory and practice of librarian and information science. This is because the outcome of the study could provide valuable data for library and information science researchers interested in understanding how to meet the needs of specific user groups, such as students in healthcare-related fields.

### **1.8 Operational definitions of terms**

**Library patronage:** refers to regular utilization of library services by the intended students of Niger State College of Nursing sciences

**Purpose of use:** These are reasons that trigger students of Niger State College of Nursing Sciences to use the library resources to meet up with their information needs such as

consultation of information resources in the library, conducting researches, reading in the library, observing leisure and among others.

**Frequency of Use:** This is the average level of use of the library services by the students of Niger State College of Nursing Sciences.

**Perceived Usefulness:** is the degree at which students of Niger State College of Nursing Sciences presumed that patronizing the library will be a useful for them.

**Perceived Ease of Use:** is the degree at which students of Niger State College of Nursing Sciences presupposes that patronizing the library would be very easy.

**Service Quality:** refers to essential and efficient library services that satisfy information needs of library users (students of Niger State College of Nursing Sciences)

**Affect of Service :** refers to influence of the librarians to assist the users (students of Niger State College of Nursing Sciences to satisfy their information needs)

**Information Access:** These are library materials that are systematically organised in such a way that ensure easy access for students of Niger State College of Nursing Sciences

**Library as a Place:** refers to library environment that stimulate and encourages learning among students of Niger State College of Nursing Sciences

**Information Literacy Skills:** refers to awareness of the library students of Niger state college of Nursing Sciences to effectively and efficiently utilize library resources.

**Task Definition:** refers to user's ability to identify and specify precisely his/her information needs

**Information Seeking Strategy:** refers to ability of students Niger state college of Nursing Sciences to select the best source for their information needs.

**Location and Access:** refers to ability of students of Niger state college of Nursing sciences to locate their information needs within information sources.

Lead City University Ibadan DO NOT COPY

## Endnotes

1. P. A. S. H. Perera, "A study on the pattern of usage of library facilities at the Medical Library, University of Peradeniya." **Journal of the University Librarians Association of Sri Lanka** 9 (2005).
2. S., Aabø, & R. Audunson, *Use of library space and the library as place.* **Library & Information Science Research**, 34(2),2012, 138-149.
3. H. Rafique, A. O. Almagrabi, A. Shamim, F. Anwar, & A. K. Bashir, *Investigating the acceptance of mobile library applications with an extended technology acceptance model (TAM).* **Computers & Education**, 145, 2020, 103732.
4. S., Aabø, R., Audunson, & A. Vårheim, *How do public libraries function as meeting places?.* **Library & information science research**, 32(1),2010, 16-26.
5. R., Rasheed, & A. Rashid, *Role of service quality factors in word of mouth through student satisfaction.* **Kybernetes**, 53(9), 2024, 2854-2870.
6. O. J., Fajonyomi, S. S., Bukar, & Z. O. Ambali, *Information literacy skills and use of library resources by postgraduate students in university of Ilorin.* **International Journal of Library and Information Technology (IJLIT)**, 1(1), 2021.
7. M. J. Alam, & M. Muhammad "Impact of service quality on user satisfaction in public university libraries of Bangladesh using structural equation modeling." **Performance Measurement and Metrics** 24 (1) ,2023: 12-30.
8. M., J. Hossain, & A. Islam, *Understanding perceived service quality and satisfaction: A study of Dhaka University Library, Bangladesh.* **Performance Measurement and Metrics**, 13(3),2012, 169-182.
9. A., Sardi, E., Sorano, V., Cantino, & P. Garengo, *Big data and performance measurement research: trends, evolution and future opportunities.* **Measuring Business Excellence**, 27(4), 531-2023,548.
10. K. Kiran, *Service quality and customer satisfaction in academic libraries: Perspectives from a Malaysian university.* **Library review**, 59(4),2010, 261-273.
11. A. K. Sahu, *Perceptions of service quality in an academic library: a case study.* **Journal of services research**, 6(1). 2006,

12. G. O., Obaro, & G. Umusor, *Information literacy skills as a correlate to the use of library resources among Polytechnic Students in Delta State Nigeria*. **Library Philosophy and Practice (e-journal)**. 5496, 2021.
13. R. V., Krejcie, & D. W. Morgan, *Determining sample size for research activities*. **Educational and psychological measurement**, 30(3), 1970, 607-610.
14. U. O., Ekong, & Ekong, V. E. *Impact of information literacy skills on the use of e-library resources among tertiary institution students in Akwa Ibom State*. **Nigerian Journal of Technology**, 37(2), 2018, 423-431.
15. J. Park, *A study on the analysis of educational content and curriculum of UNESCO's media and information literacy*. **Journal of the Korean Society for Library and Information Science**, 54(2), 2020. pp.349-374.
16. A. Eze, *Contributions of language learning to special needs education. Special needs education from the lens of interdisciplinary dialogue: A festschrift in honour of prof. Emeka d. Ozoji*, 1(2). 2023,

## **Chapter Two**

### **Literature Review**

This chapter attempts a critical review of literature of the topic under study. Literature will be reviewed under the following subheadings stated below.

#### **2.1 Conceptual Review**

2.1.1 Concept of Library Patronage

2.1.2 Concept of Service Quality

2.1.3 Overview of Information Literacy Skills

#### **2.2 Theoretical Framework**

2.2.1 Technology Acceptance Model

2.2.2 The Libqual Model

2.2.3 The Big6 Model of Information Literacy Skills

#### **2.3 Review of Empirical Studies**

2.3.1 Service Quality and Library Patronage

2.3.2 Information Literacy Skills and Library Patronage

2.3.3 Service Quality, Information Literacy Skills and Library Patronage

#### **2.4. Conceptual Model**

#### **2.5 Summary of Gaps in Literature Reviewed**

#### **Endnotes**

## **2.1 Conceptual Review**

### **2.1.1. Concept of Library Patronage**

The importance of libraries in colleges cannot be overstated. The college libraries provide knowledge through textbooks, journal articles, newspapers, manuals, government gazettes, magazines, films, the Internet, recording micro-forms, CD-ROMs, and other related media that have been developed over time to leverage the assets of the library and put them to resourceful use. The college library has the task of compassionately dealing with each student to provide a resource for education and design learning experiences that will be beneficial<sup>1</sup>. It was been described that staff of college library must dependably build his knowledge of the students as he works with him/her as counsellor, mentor, adviser and friend by introducing such students to variety of learning channels and resources to enhanced good library patronage<sup>2</sup>. This is in addition to teaching study skills required to use the library resources.

Some scholars are of the opinion that the library patron is very important in the practice of librarianship because the library process revolves around it. It also said that, the goal of any library whether public, special, academic or school library is to enable the user have access to the available resources and maximize its usage. The means of accomplishing high level of patronage of the library by users' is through the provision of efficient and effective library services quality. The quality of library services information literacy skills and information sources in libraries has an influence on the student's patronage<sup>3</sup>.

It is generally expected that institutional libraries should be fully patronized in order to enhance teaching, learning and research. When a library is regularly patronized or used,

by students they are able to up-date their knowledge in their fields of specialization and become more effective in the discharge of their duties as students. Above all the quality of graduates produced by the institution will be high compared to their counter parts elsewhere. However inadequate library patronage will not justify the large sum of money spent on acquisition of materials and it will likely affect the quality of teaching and learning in the institution. It may likely result to production of half-baked graduates. A number of factors influence library patronage these include availability of library materials, location, age of collection, service quality, information literacy skills, user education and among others<sup>4</sup>.

Service quality and information literacy skills certainly influence the library patronage. The frequent use of a library will be influenced by the service quality and information literacy skills of the students. Influence of service quality and information literacy skills in the library enable library user to efficiently access the library services and in turn become satisfied as his information needs are likely to be met. The user develops a positive attitude towards the library and on the other hand poor service quality and inadequate information literacy skills lead to user frustration. Several studies have been carried out on the concept of library patronage and they defined library patronage as simply the regular utilization of library services by the intended users. However not much has been written on the issues relating to service quality and information literacy skills particularly in Niger state college of Nursing Sciences .Notwithstanding, the findings of these scholars, and the problems associated with the subject matter areas have not been concretely and worldwide addressed and this has created a gap-in-knowledge which this study intends to fill .

Library patronage it is also defined as the consultation or use of library information resources by users of the library either physically or via remote access. or no justification to the investment made to the library. The level of patronage of library is a good measure of how well libraries can facilitate teaching, learning and research activities. Before a service is patronized by the intended users In essence they need to have confidence in it<sup>5</sup>.

Scholars stated that the essence of evaluating the patronage of a library is to gather useful information on whether the library is fulfilling its mandate and to also help in the reform of services provision, planning and the effective management of the library<sup>6</sup>. It is very important for the staff of the colleges library to focus more on the patronage of information resources provided for the patrons because college libraries resources are considered a good measure of institutions' excellence and quality<sup>7</sup>. However, much research has not been carried out on the factors affecting patronage of the library by the faculties of the university community but the ones carried out showed that because of economic recession especially in Africa acquisition of relevant and current books and journals is a very difficult task for most university libraries and is a major factor affecting library patronage<sup>8</sup>.

Other factors influencing library patronage by faculties of the university community include inadequacy of library materials, inadequate funding, non-availability of library resources probably due to mutilation and stealing by delinquent users and lack of integration of library resources and services in planning, administration, scarcity and shortage of foreign exchange. Libraries differ from one to another and from location to another. Today's libraries are different from those of the past in kinds, contents, services

and layout. It is therefore expected that the future libraries will continue to vary as they will constantly strive to find ways to expand and growth.

Academic libraries serve two complementary purposes and these institutions are established to support the universities' curricular and to support research of the faculty and students. Information and services provided by academic libraries should at all times reflect the constantly changing needs of their users<sup>9</sup>. It is an avid fact that libraries significantly support teaching, learning and research in educational institutions. Well stocked libraries underpin tertiary institutions agenda to offer quality teaching and support learning and research activities. It is also noted that the use of libraries by users and their satisfaction with the library services depend on the availability of appropriate learning materials, accommodation and competent staff<sup>10</sup>. Implicitly libraries should not only have good collection of materials but also comfortable places for users to learn and staff who can offer assistance to users when the need be<sup>11</sup>. The effectiveness of libraries is often measured by the volume of library materials to clients, the amount of use of the resources and the apparent satisfaction of clients.

Moreover academic libraries put several resources including photocopiers and computer-assisted platforms at the disposal of tertiary students and faculties to facilitate access to information and other data that may be of critical importance to effective teaching, learning and research. The studies showed that majority of the tertiary students use the libraries as places to study and prepare for examinations and also to do course assignments. Using the frequency of events approach, the respondents ranked study for examination as the number one reason for visiting the library while the 2nd ranked reason was to do course assignment. This corroborates a similar study showed that majority of

students from four tertiary institutions in Nigeria use the library to prepare for examination, and to do assignments as the purpose of visiting the library<sup>12</sup>. A minority of the respondents indicated that they use the library as a location for meeting friends. This represents the least reason for visiting academic libraries as indicated<sup>13</sup>.

Another studies conducted revealed the purpose of library patronage of students, which include writing assignments; consulting textbooks, journals (hard copies), and electronic journals (online resources), read for examination consult reference materials, photocopy materials, read newspapers, browse the internet among others<sup>14</sup>.

This implies that more than half of undergraduate students visited the university library to write assignments and in the process they consulted textbooks, reference materials, browse the internet, consulted newspaper, e-journals and printed journals. Others visited the library to read for examination purpose and make photocopies. The finding reveals that the undergraduate students regard the library to be a place of learning and research activities. A study of undergraduate students of Abubakar tatar Federal poly technique Bauchi also revealed that academic libraries are expected to support teaching, learning and research in schools and should ideally be the favourite points of access for information search among students, faculty and scholars with diverse interests.

It is therefore expected that the visits to and use of facilities offered by libraries would to be encouraging. Another study conducted in Ghana on students to examine the frequency of library patronage revealed that majority of the respondents 33.3% visit their libraries several times in a week. The results also show that 18.5% of the respondents visit the library once a week<sup>15</sup>. The number of respondents who indicated that they visit the library every working day of the library were 17.4% while 26.1% visit the library occasionally. A

small number representing 4.7% of the respondents indicated that they had never visited the library. The study shows that majority of the tertiary students still use library resources for their academic and other information needs in the advent of the technology-driven platforms such as the Internet<sup>16</sup>.

Although computers and internet use provide valuable intellectual resource to learners, the study shows that there has not been drastic reduction in the use of academic libraries by students in the Sunyani Municipality as preliminary observation by the researcher revealed that students do not patronized these available teaching and learning resources to the maximum. The literature also disclosed that there had not been any similar studies carried out in the Walton Whaley Library (WWL) to determine the extent of library materials patronage by faculty members and learners<sup>17</sup>. However, a few related studies on this subject have been conducted elsewhere. As indicated earlier, the non-existence of any similar studies carried out in Walton Whaley Library (WWL) has motivated the researcher to examine the extent of patronage in private university libraries in Ghana, using the Walton Whaley Library (WWL) of valley view University as a case study. The findings of this current study are meant to fill the gap in the relevant area for future studies.

A similar study Opined that the availability of suitable learning materials, accommodation, and competent staff influences the patronage of a library<sup>18</sup>. Poor patronage of the library may be ascribed to some factors such as a low level of awareness, inflexible library rules and regulations, and a lack of satisfactory and vital materials to meet users information needs The factors may include inadequate qualified personnel to handle user needs or queries at different sections in the library, inadequate resources, and

a lack of information literacy programmes or orientations. The quality of services rendered to users in any library reflects the quality of the staff use a library if it is run by staff with a lot of experience and good culture<sup>19</sup>.

The survival of a library relies on the quality of the resources available and how accessible they are to users. Library users may be enticed to visit the library by the excellent materials it offers, such as information that is current, pertinent, and timely. Out-of-date materials may discourage patrons from using these resources and consequently prevent them from visiting the library. It was highlighted in their study that library collections are said to be of good quality if only they are readily accessible, current, accurate, devoid of out dated materials, and intended to serve users when the need arises. This means that it would be difficult for lecturers to impart quality knowledge to students without available resources and services at their disposal when they visit the library.

Students' use of library resources at the University of Kalia libraries established that journals, textbooks, and lecture notes were broadly used as sources of information for academic exercises. The substantial collection of library materials enhances the educational development of all users. These resources make a stride in the execution of academic staff including productivity in their preferred careers. Another study revealed that the most used library information resources are online databases followed by dictionaries, books, and encyclopaedias which are used every day while the least used materials are CD-ROM databases<sup>20</sup>. Libraries are expected to have a better understanding of the rapidly shifting requirements of various user groups. patrons used more print materials than electronic materials. Findings revealed that students in Nigerian

universities patronized journals, textbooks, and theses as their primary source of information<sup>21</sup>.

Scholars have studied the perceived impact of library patronage on the research productivity of students at Babcock University, Nigeria. According to their results, graduate students utilised more print materials than any other materials in the library for their academic activities<sup>22</sup>. The high level of patronage of print information might be due to the non-availability of electronic information, difficulty in accessing electronic information or non-availability of internet. Another study examined determinants of academic law libraries' use, collections, and services among the faculty members at the University of Peshawar.

The results showed that the majority of respondents 84.9% used textbooks, followed by 59.3% who used general books while 58.1% use law dictionaries to fulfil their information needs<sup>23</sup>. Surprisingly another study on the library patronage of reference books reported that approximately half of the library patrons used more electronic materials than print resources<sup>24</sup>. The era where libraries select only print materials is assumed to be a thing of the past. Libraries are expected to add electronic resources to their collections to serve the community's needs. It appears that library users have changed their information-seeking behaviour and thus, libraries that fail to add electronic materials to their collections will experience a sharp reduction in the use of their resources.

The collections of university libraries should be comprehensive to cover all the disciplines in the university. Some scholars stressed that Library staff need to know the

frequency with which patrons visit the library and its facilities. The patronage of a library may be influenced by the quality of the library's collections such as information formats, content coverage, the volume of relevant materials and the services. Others may be the hours of operation and the ambience<sup>25</sup>. A study was conducted at Tezpur University, India on the use and user satisfaction with library resources and services. The study revealed that out of the respondents, 39.62% visited the library two or three times a week, followed by 32.07% who visited the library facility every day<sup>26</sup>.

A related study by Kumar at the Indian Institute of Management (IIM) Rohtak revealed that out of the respondents 42.70% utilised the library daily, another 30.20% used the library three to four times (3-4 times) a week, whereas 10.41% indicated rarely the frequency of use of the academic library by undergraduate students has been gradually decreasing<sup>27</sup>. In a similar vein, indicated that the patronage of the University of Calabar Library is also decreasing<sup>28</sup>. Studies was conducted on the availability and utilisation of electronic databases in federal university libraries in North Central Nigeria. Their results showed that most of the respondents use electronic databases frequently<sup>29</sup>. Another study Opined that many students used the library often. Their reason for using the library included revising their lecture notes or updating their knowledge and skills<sup>30</sup>. Another findings revealed that users from different disciplines often visited Saudi libraries discovered that medical students in India frequently patronized library resources. According to their findings 82% of the students patronised the library's resources. According to the databases used by Saudi Arabian medical students revealed that 87% used Access-Medicine, followed by 84% who used Clinical Key while 75% used Science Direct<sup>31</sup>. Additionally, the study established that students were more familiar with

electronic book databases than with journal publications. indicated that out of the respondents 59.3% visited the library every day whereas 22.6% visited the library when necessary. The study also opined that out of the faculty members, 42.1% visited the library monthly, followed by 31.8% who visited the library twice a month, and 22.9.2%)visited the library rarely<sup>32</sup>.

Many studies of students in libraries, including the traditional trappings of the college library, such as the presence of books and formal furniture provide a setting that encourages and supports academic. Studies document student perceptions of the library as fostering learning behaviours important to them and that students prefer it to be maintained that way. Many studies find that students value particular physical features in their study spaces freedom from distractions and noise, good lighting, personal control of temperature and ventilation, comfortable chairs, and adequate information materials<sup>33</sup>.

In addition to libraries traditional collections, students' use of electronic journals and books is on the rise although Students' use and preferences for print or digital resources are not universal. Survey shows that students placed a higher value on print over electronic books as academic sources, finds that students tend to use print for academic and long-form reading<sup>34</sup>. Despite the institutional expectation of the library as a place for scholarly work, a number of studies, usefully summarized by Cunningham and have found that in fact many non-academic activities occur there as well. A number of these studies including find students engaging in a variety of non-academic behaviours in the library including use of mobile devices, socializing, eating, and napping<sup>35</sup>. A study points out that social media sites such as YouTube or Twitter can be used as academic tools as well as for entertainment and non-academic communication. Some scholars

argues that mobile technologies such as smartphones and laptops may enable any informal space to be used for academic work or socializing. The study suggests that library space is not predetermined and not a “backdrop to action but rather determined by students as to what the space means and what it can be used for<sup>36</sup>. Another study found that computer students often struggled over competing desires for social and scholarly use of space in the library and on campus more generally. And that these struggles could be particularly frustrating to computer students for whom the library was an important study space<sup>37</sup>. Recognition of the multiple activities in which students engage, along with an emerging emphasis on group work in higher education, has led many academic libraries to consider ways to expand group study spaces for students. Several recent library studies find that students prefer collaborative, flexible, group areas when asked to describe an ideal library as suggests, recognition of student needs, as well as justification of libraries more broadly, has translated into library space being reimagined as collaborative learning space often referred to as an information or learning commons. These terms have been used interchangeably in the literature and at different institutions as thoroughly documented. They conclude that the lack of a fixed and widely acceptable working points to the evolving nature of both concept and usage. Scholars states that whatever they are called, these collaborative learning environments in libraries offer access to the library’s information services while also providing flexible spaces where students can engage in many activities concurrently study alone or in groups, eat, relax, use individual/group spaces. Specific design solutions for the flexible and open spaces often include a variety of types of movable furniture and even walls<sup>38</sup>. There are also some useful general discussions of the utilization of space in higher education. Scholars

also states that redefining learning spaces, expanding the definition from the traditional notion of classroom only to encompass other campus spaces. She further challenges her readers to understand how the built pedagogy of spaces can inhibit or enhance learning. review and discuss a variety of theories of space and place in the introduction to their useful volume on library space<sup>39</sup>.

To buttress the foregoing literature, Perceived Ease of Use (PEOU) refers to the degree to which a user believes that using a particular system would be free of effort. In the context of libraries, PEOU can encompass several aspects. For instance, the ease with which patrons can navigate the library's digital catalog, website, or mobile app. A user-friendly design with intuitive navigation will likely increase patronage. More so, how easily patrons can access physical and digital resources. This includes the ease of locating books, journals, and other materials within the library. Furthermore, features like self-checkout stations, online reservations, and automated return systems that simplify the borrowing process. The availability and approachability of library staff to assist patrons in finding resources and using library services effectively.

Perceived Usefulness (PU) refers to the degree to which a person believes that using a particular system would enhance their performance. For libraries, the breadth and depth of the library's collection. A library with a comprehensive collection of resources that meets the informational, educational, and recreational needs of its patrons will be perceived as more useful. Furthermore, the relevance, accuracy, and up-to-dateness of the resources available. High-quality resources that patrons find beneficial for their needs will enhance perceived usefulness. More so, additional services such as research assistance, study spaces, and access to technology (computers, printers, internet) that

support patrons in their activities. Workshops, seminars, and events that provide learning opportunities and add value to the patron's library experience.

Evaluating the patronage of library and information system is one of the major concerns and an integral part of the university libraries. The purpose of evaluation is to gather information on how the library is accomplishing its objectives, with a view to improving the delivery of library services<sup>40</sup>.

### **2.1.2 Concept of Service Quality**

The central focus of academic libraries in institutions of higher learning is provision of required information resources and services to members of the institution's community. Utilization of academic library is measured by the amount of library information resources and services that are used in teaching, learning, pleasure, relaxation and research activities. Scholars stated that, university library faces a critical challenge in responding to the new demand of the 21st century with growing demographic growth linked with a lack of appropriate usage of library resources. To ensure users satisfaction and optimum utilization of the libraries adherence to provision of service quality is the sure answer. Service quality has been identified as an important factor which should contribute to an organization's ability to retain loyal customers and thus contribute to improved organisational performance<sup>41</sup>.

For the library to attract and retain users in this 21st century, it encompasses provision of service quality in terms of creating enabling environment, provision of required infrastructure, competent personnel and acquiring quality and relevant collection resources. Service quality is not only a continuous interaction between customers and organizations but it also provides better solutions to customer problems. Thus, companies

can only have a competitive advantage if they provide high quality services. Besides the quality of actual service, consumer perception on the service quality is also important. If there is a gap between the two, companies may be required to revisit their strategy<sup>42</sup>.

The serene, quiet and conducive environment offered by the library is an additional strength the library possesses in the world of research, teaching and learning. Scholars needed to be engulfed in an environment devoid of distractions to be able to exercise their creative power and energy looking for outlets of expression. With this scenario, one would expect to see the libraries especially academic libraries as a beehive of activities by researchers and other users of the library. The implication of the above to polytechnic libraries is to create an enabling environment that is attractive, inviting and conducive for learning and distinct from other buildings on the institution's campuses .

Today service quality is one of the most important topics in the field of services management and marketing. Executives of service organizations are aware that superior quality would be lead to better performance and have benefits like customer loyalty, responding to their needs, market share growth and productivity for enterprises. They use the quality of service as a lever to create competitive advantage. This is fulfilled if organizations know how customers perceive the quality of their services. Quality is a multi-dimensional phenomenon; thus ensures the quality of product or service, without specifying the outstanding aspects of quality is not possible. The highest aim of assessment of services quality is focused on physical conditions facilities interpersonal among employee and customer and customer- customer and basic services. The desire to offer services with quality plays a crucial role in service industries such as insurance services, banking and service quality is vital for the survival and profitability of

organizations<sup>43</sup>. In fact, today customer satisfaction and quality is considered critical issues in most service industries. In particular, this issue about financial services that generally service differentiation is difficult, it is more important. Quality of products and services in strategic business units is the most important factor that affects the performance of these units. According to their statement, superior quality through higher prices will create more profits as well as is a way to growth units

Service quality is a measure of a business offering services and meeting various customer requirements and expectations. If the level of an organisation's service quality is high, it means that customers often find satisfaction in its services, which allows the business to possess a competitive advantage over its competitors. Learning about service quality can help you understand why it has an important role in service management and how it leads to customer loyalty. In this article we answer What is service quality? explain why it is important for organisations and discuss how to improve it successfully. In recent decades the service industry has grown in importance and manufacturing has declined<sup>44</sup>. The service sector accounts for 70% of the employment in all OECD member states, making most countries dependent on the service sector. More insights into innovative service processes are needed<sup>45</sup>. Companies continuously seek for new and innovative ways to offer service quality, and differentiate their service offerings. This is used as a competitive advantage to attract and retain customers and make a profit through skill exchange and customer

Service quality is the difference between a consumer's perception and expectation of a service. Scholars defined service quality as the ability for service providers to match expected service with perceived service to achieve customer satisfaction<sup>46</sup>. While said

service quality as the comparison stemming from what customers feel a company is supposed to offer and the actual service performance of the company.

Services quality is therefore a measure that meet customer needs and expectations by the service. Services quality can be said to be difference between customers' expectations of service and services received. In addition, services quality has been identify to be an attitude or general judgment of customers in relation to supremacy of a service.

One reason of attention to service quality in recent years is that service quality has a significant effect on the performance of the organization. Service quality is an input variable for customer satisfaction and leads to customer satisfaction. This relationship could be clarified in a way that quality of products and services is lead to customer satisfaction and customer satisfaction also lead to profitability<sup>47</sup>.

Among the reasons for attention to service quality can be expressed as follows increasing customer expectations. The truth is that customer expectations have increased compared to the past. Increasing customer expectations can be linked to several factors including increased awareness and knowledge of customers advertising organization and competitor performance. Activity of competitors by changing their services and how to deliver it to customers are constantly changing market and by this approach are seeking to increase their market share. This will increase the customers' expectations and compels others to take steps to improve their service quality.

Service quality is an important issue in sectors of public, private, service, industries and businesses<sup>48</sup>. Today competition to improve service quality is known as a key strategic issue for organizations that are active in the service sector. Organizations that have a

higher level of service quality, thus will have a higher level of customer satisfaction as a prelude to achieving sustainable competitive advantage<sup>49</sup>. Service quality has a very important impact on library patronage. They finally concluded that service quality in each of 2 parts have a positive effect on customer happiness. Interaction between customer and service provider and interactions may be in the library is a service industry which must produce quality service to retain existing users and encouraging the new ones to access its resources<sup>50</sup>. When a particular customer is satisfied with services received such will be a harbinger of good news about the service provider to others. Buttressing the view above states that in marketing, the channel with the greatest influence is neither the traditional media of television, radio, or print advertising, nor the new medium of World Wide Web but the human channel of individual, person-to-person, word-of-mouth communication because happy customers tell 4 to 5 others of their positive experience dissatisfied customers tell 9 to 12 how bad it was<sup>51</sup>.

Scholars noted that service quality definitions vary across the literature and are based on four underlying perspectives, including excellence, which is often externally defined; value, which incorporates multiple attributes and is focused on benefit to the recipient; conformance to specifications, which enables precise measurement but customers may not know or care about internal specifications; meeting or exceeding expectations, which is all encompassing and applies to all service industries<sup>52</sup>.

Most marketing and library science researchers, however, have focused on the fourth perspective and the Gaps Model of Service Quality uses that perspective as a framework to identify the gaps created when performance either exceeds or falls short of meeting customer expectations. In fact, the Gaps Model expands the fourth perspective to five,

with the addition of gaps that may hinder an organization from providing high quality service. In the Gaps Model customer *expectations* are viewed as subjective and based on the extent to which customers believe a particular attribute is essential for an excellent service provider. Customer *perceptions* are judgments about service performance.

The essence of ICT utilization for service delivery in libraries is to improve the quality of services rendered by staff to the library users in order to improve research. ICT in libraries enhance the conduct of research since library staff and users conduct research. Information Communication Technology has brought a new dimension into library operations in terms of acquisition, processing, storage and dissemination of information<sup>53</sup>. It has offered librarians and information users' different options in carrying out library routine operations and accessing information with ease respectively avers that the traditional practice in the then known library, where services could only be performed within the four walls of the library is fast becoming a thing of the past. They explained that library services in the contemporary world can be rendered without the user visiting the library physically<sup>54</sup>.

The implications of the above submission is that rather than sitting down idly in the library expecting users, librarians should avail themselves of ICT facilities to reach the users through social media platforms and mobile applications. The users have discovered technology apparatus as more convenient medium through which they can access their needed information; it is now left to Polytechnic Libraries to device means of making their products and services relevant to the users in the midst of growing competitors in the information industry. Libraries are experiencing a lot of changes as technology keep advancing. The traditional method of information provision is no more relevant in the

current digital world. The ICT has affected the mode of providing information services. As inculcation of ICT in library operations has significantly improved and facilitated information acquisition, processing, storage and dissemination of information; so also has ICT put the librarians on their toes to meet the ever growing information needs of their customers. Information services provided by a library should correspond with the need of its users because the sole aim of establishing libraries is to cater for users information needs.

The use of technology for library and information service delivery has undergone various levels of development. An automated cataloguing, circulation and acquisition systems has led to better management of library operations and improved services. Today ICT is providing libraries with powerful new tools to meet their patrons' information needs beyond their traditional printed materials. With internet connectivity, university libraries can reach beyond their walls to provide patrons with resources available in their libraries for academic libraries to effectively carry out their tasks in this 21st century, librarians must adopt emerging technologies. Libraries desiring to connect constantly with their clients increase users' satisfaction and this is done through the promotion and presence of social media platforms like YouTube, Blog, among others for service delivery<sup>55</sup>. Scholars are of the view that in the twenty-first century, globalization of information and the adoption of information technology will be the hallmark of great libraries. The size of libraries or their collections may not be the benchmark but rather accessibility to the major thrust of the library automation. For any library to derive maximum benefit in this information age, it has to be online. Scholars Maintained that the popularity of social networking application, blogs and sharing of media have changed the way and behaviour

of users of library all over the world<sup>56</sup>. Studies revealed that, many academic libraries in the United States are beginning to leverage the power of social media to provide better and more relevant services to their patrons<sup>57</sup>. Availability of quality and needed information, timely accessibility of required information and connectivity to the Internet attracts users to the library as well as enhances effective

Service quality plays a significant role in conventional and service industries. Customer satisfaction in the service industry depends on the quality of service and overall experience. users' perception which is a way a user form impression of and make references about library resources, services and personnel in terms of how far they meet their expectation should be used to measure library performance Firms with a satisfied customer base have a competitive edge over others<sup>58</sup>. Service quality is a global attitude or judgment about the superiority of a service, although the true scope of this attitude is disagreeable. Service quality is often conceptualized as a comparison of expectations with actual performance perceptions of services. Quality must begin from customer needs and end in customer perception<sup>59</sup>.

The concept of service quality has been extended to a higher education context. Higher education plays an important role in the development of a country, as it promotes social, cultural and economic development and promotes active citizenship while instilling ethical values for citizens. The quality of services will affect student satisfaction. Student satisfaction as the favourability of the students' subjective evaluation on the various outcomes they experience associated with education. Student satisfaction is being shaped continually by repeated experiences in campus life. Service quality and customers degree

of satisfaction undoubtedly has influence on future behaviours of customers negatively or positively<sup>60</sup>.

SERVQUAL scale is a commonly used tool for measuring the quality of services. Factors including reliability, responsiveness, assurance, empathy and tangibility tend to be highly correlated. Although other models for measuring service quality are available, researchers tend to prefer the SERVQUAL model because of its simplicity in measuring service quality. As information is now an important commodity with many competitors trying to have competitive edge over the others, academic libraries are also beaming lights in the emerging digital environment to take its rightful place.

Service quality depends on the gap between performance and expectation. This study has adopted five constructs for measuring service quality: Reliability, responsiveness, assurance, empathy and tangibility<sup>61</sup>. To offer quality service means to meet the needs and expectations of a user in an effective manner. Acquisition of the right knowledge is the most important resource for the success and survival of any business. Though academic library is not a profit making venture, yet there is need for its operators to be business conscious so that they do not lose their patrons to other well-articulated competitors and thereby become irrelevant and go into extinction<sup>62</sup>. Hence the information professionals are compelled to use new skills and strategies in order to change, survive and continue to compete in the world of virtual information. Radical change is necessary to restructure traditional libraries into knowledge centres, which will be recognized for supporting competitive advantage and strategic decision making cited. This goal of delivering quality service and attracting users to make effective use of the

library is achievable with right approach and attitude of librarians and other library staff to library patrons<sup>63</sup>.

Service quality is not only a continuous interaction between customers and organizations but it also provides better solutions to customer problems. Thus, companies can only have a competitive advantage if they provide high quality services. Besides the quality of actual service, consumer perception on the service quality is also important. If there is a gap between the two, companies may be required to revisit their strategy. Quality is one of the most valued and expected by customers from all service products and service<sup>64</sup>. Provision of high and unique quality is a way to win customers and make them loyal for a long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Lecturers require quality information resources or materials in order to teach effectively; undertake innovative research and use their acquired knowledge and experience to provide expert services to the university in order to turn out professionals and qualified students who will be leaders of tomorrow. Therefore, libraries are expected to provide such resources which when used effectively by lecturers, would translate into improved teaching and quality products. Inability to access information resources in the library can result in time waste and frustration<sup>65</sup>.

Availability of quality and needed information, timely accessibility of required information and connectivity to the Internet, attracts users to the library as well as enhances effective service delivery in the library. Quality is one of the most valued and expected by customers from all service products and services. Provision of high and

unique quality is a way to win customers and make them loyal for a long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Supporting this view, explain that accomplishing effective service delivery in academic libraries in Nigeria is all about availability and accessibility of ICTs and availability of useful information, and connectivity of individuals, libraries and social networking<sup>66</sup>.

According to library professionals, some librarians think that they can decide the quality of the library service for their users, thinking that they know their users' needs. They also think that users cannot judge the quality of service; users do not know what they want, what would be more useful to them. However, such opinions are irrelevant because the only criterion that counts in evaluating service quality is defined by users<sup>67</sup>. Only users judge quality; all other judgments are essentially irrelevant because the users are the most important stakeholders Without users the library is just a 'warehouse' of information. The users are the ultimate consumers of the library services. The library's success should be measured not in terms of what it has inputs but of what it does, the activities it supports, its outputs for example circulation transactions, reference questions answered, classes taught and students enrolled. This also explains the significant role of the library staff as they have to treat the users as important guests and in that way they will contribute to their satisfaction. While library practice is changing, it remains based in a commitment to service<sup>68</sup>. Collections of books and other information resources without accompanying access tools, instruction, or other library services are mere warehouses not libraries. Librarians in all types of libraries work to ensure that their organizations provide high

quality service in support of the goals of the library's parent institution. It would be rare indeed to discover an academic library for example that did not consider service quality an important aspect of carrying out its mission to support teaching, learning, and research in the college or university in which it operates. But how do library administrators know whether their libraries are meeting the new expectations of users or providing high quality service? Library decision makers must therefore determine how to meet new and evolving expectations for library services and materials. Clearly, libraries are operating from vastly different assumptions about the ways in which they might best carry out their responsibilities than they did a few, short years ago<sup>69</sup>.

The measurement of service quality therefore, focuses on the interaction between customers and service providers and the difference or gap between expectations about service provision and perceptions about how the service was actually provided. The difference between the minimum acceptable and the perceived levels of service is the adequacy gap; larger adequacy gaps indicate better performance. The difference between the desired and perceived levels of service is the superiority gap; ideally, these scores would be identical so a perfect score is zero. As the superiority gap score gets further from zero, either positive or negative it indicates poorer performance<sup>70</sup>.

### **2.1.3 Overview of Information Literacy Skills**

The college library is an integral part of the college academic system that acquired relevant information resources and organised them in such a way that can be easily accessible by users. This required students to adequately demonstrate information literacy skills which will assist them to effectively and efficiently utilize the library resources. The introduction of new technologies has had a significant influence on teaching,

learning and research activities in colleges and universities. This has offered college and university libraries opportunities to provide information resources in a variety of formats. Due to information explosion it has become increasingly clear that students cannot learn everything they need to know in their field of study, within a few years, at school or the university<sup>71</sup>.

The word “Literacy” means the ability to read and write. But there seems to be various types of literacy. Such as audio-visual literacy, print literacy, computer literacy, media literacy, web literacy, technical literacy, functional literacy, library literacy and information literacy etc. Nominal and active literacy too focuses on making people aware to read and write in their day to day activities. Information literacy is quite different to the above<sup>74</sup>. It is a combination of all these concepts but goes beyond them. Therefore, Information literacy equips them with the critical skills necessary to become independent lifelong learners<sup>72</sup>.

The term information literacy was coined by to describe the technique/skills known by the information literate for utilizing the wide range of information tools as well as primary sources in modelling the information solutions and their problems .According to American Library Association to be information literate, a person must be able to recognize when information is needed and can locate evaluate, and use effectively the needed information. described information literacy as the ability to locate, evaluate, manage and use information from a range of sources not only for problem-solving but also for decision making and research<sup>73</sup>.

Experts also defined information literacy as a term that enables people to recognize the value of information and use it to make informed choices in their personal, professional,

and academic lives<sup>74</sup>. A library user or an information literate person can effectively acquire, access, evaluate, organize and apply information resources from various sources and formats in different contexts. Information literacy skills include the selection of needed information, location of information, being able to retrieve needed information, evaluation of information, and the right use of information resources. According to information literate people are those who have learned how to learn. They know how to learn because they know how information is organized, how to find information and how to use information in such a way that others can learn from them. They are prepared for lifelong learning because they always find the information needed for any task or decision at hand.

An information literate person can effectively access, evaluate, organize, synthesize and apply information from a variety of sources and formats in a variety of contexts to be able to achieve its intended use. One of the major reasons for the need for information literacy skills has to do with the rapid increase of media resources and the various methods of access. The Association of College Research Libraries has spelled out five information literacy standards. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning<sup>75</sup>.

An information literate individual can determine the nature and extent of information needed, access and gather the needed information effectively and efficiently, Evaluate and critique information and its sources. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and

legally, either as an individual or a member of a group understand that information literacy is an on-going process and uses a variety of methods and emerging technologies for keeping abreast of trends in the field.

Information literacy skills are very germane and crucial particularly as technology is gradually evolving especially with the use of electronic information resources (EIR). Information technology has taken over the world as many scholars/researchers possess minimum literacy skills to use technology such as smart phone, Android phones, personal computers and other electronic devices to share, store, search, and retrieve relevant information in electronic format available in the library which is otherwise known as EIR. The major advantage of EIR over print is that it can be accessed anywhere preferably if there is internet connectivity through the use of electronic devices, unlike print resources which the users have to visit the library physically, accessing these resources is kind of cumbersome and time wasting to the users. The major purpose of the polytechnic libraries is to cater and support the needs of library users especially in the area of teaching, learning, as well as research in such a way that will buttress the mission, vision and goals of the institution.

Hence, library resources should be sufficient and relevant in quality, diversity, currency, depth in order to support the curriculum of the institution. affirmed that the utilisation of EIR is widely embraced in tertiary institutions in Nigeria ranging from universities, polytechnics, colleges of education to mono-technics in which students are anticipated to develop themselves in acquiring basic information literacy skills needed to retrieve relevant information from the available EIR in the library<sup>76</sup>. It must be noted that the importance of EIR cannot be downplayed because if the library subscribed to relevant

and current EIR databases like e-books, e-journals, e-thesis, e-newspapers, CD-ROM, e-magazines and used to the fullest, it is expected that class instructions, assignment completion, term paper, seminars etcetera will be enhanced which in turn improve the students' academic performance. Information literacy skills have been regarded as one of the major skills needed in using EIR among students irrespective of category, although, there is diverse information needs of library users, a user with academic information needs research, term paper, seminar preparation and so on is likely to effectively utilize the EIR preferably if the required skills are possessed<sup>77</sup>.

For effective utilisation of the EIR, library users must acquire required skills through information literacy program that will enhance accessibility. It is pertinent to note that library users are more comfortable to use the available EIR in the library than using the conventional resources (printed) because of time saving and accessing the information at convenient time. In another vein, scholars have viewed EIR as the library information resources that are available in electronic format and can be accessed through the use of ICT facilities or tools. Scholars has identified EIR as the major information resources used by researchers and students for preparing for class notes, completion of class work, seminar presentations, assignments completion, projects/dissertations writing and so on and that information literacy skills is expected to ease its accessibility<sup>78</sup>.

Information literacy skills, ICT literacy skills or competence is described as the potentials to discover, locate, use, communicate, disseminate and search for information in any various forms. Information literacy incorporates set of skills and abilities which everyone needs to undertake information-related tasks for instance, how to discover, access, interpret, analyse, manage, create, communicate, store and share information. Hence, this

implies the application of required skills needed to use the available EIR to the fullest. Information literacy skills possessed has assisted lecturers, researchers, students of all category to use the EIR to prepare for class note, dissertation completion, term paper writing, assignment completion and so on. Despite the enormous benefits of information literacy skills in using, accessing and searching for current information in the EIR environments, the usage of the EIR among polytechnic students is low<sup>79</sup>. As was noted the low usage is as a result of poor information literacy skills possessed by the students. Therefore, the present study sought to close this gap by investigating the influence of information literacy skills on EIR utilization among Polytechnic students in Nigeria<sup>80</sup>. Scholars observe that information literacy skills enables one to make efficient and effective use of information sources, and that an information literate person today should possess specific online searching skills, which include the ability to select appropriate search terminology, construct a logical search strategy, and evaluate information appropriately. Reiterate that effective decision making relies on timely and accurate information. This is also applicable to all academic endeavors<sup>81</sup>. Faculty members need to remain up to date on trends in searching for information as well as teaching and learning. Locating information from an e-library requires ILS and there are specific standards that an information literate individual must meet. It was stated that information literate people demonstrate awareness and have certain skills to gather, use, manage, synthesize and create information ethically.

The relationship between information literacy skills and the use of library resources is so important for an information literate student or any other library user. The ability for a student to be able to select, retrieve and use library resources requires information

literacy skills where a user have to be able to define information task, locate and access information, use information, synthesize information from different sources and evaluate information to be able to use the information and solve a given task; student who utilizes the library resources are more likely to perform well in his/her studies. Information literacy contributes to the effective use of library resources. Information literacy skills are the ability to place, manage, critically assess and use the information to solve problems, conduct researches and make decisions<sup>82</sup>.

Information literacy skills involve the ability to identify when information is needed and having the ability to efficiently locate, accurately evaluate, effectively use, and communicate information in various formats. An information literate person requires different technical skills such as the skills to select the information needed to locate information, to retrieve useful information, to evaluate information, and to use information appropriately to complete a specified task investigated the Information literacy self-efficacy in the use of electronic information resources by the library and information science postgraduate students in South-South Nigeria<sup>83</sup>.

The main objective of this study is to investigate self-efficacy in information literacy with regards to the use of electronic information resources among library and information science postgraduate students in South-South Nigeria. The population for the study consisted of postgraduate students admitted for the 2016/2017 academic year and 3 subject librarians at three universities. The findings revealed that the use of electronic information resources is determined by competency in information literacy. Findings indicated that e-journals, e-books, e-newspapers, and e-reference sources were the most frequently used electronic information resources by the postgraduate students. Results

also indicated that electronic information resources were used for different academic purposes. The study concludes that the intricacy of the electronic atmosphere requires that postgraduate students possess information literacy skills to effectively and efficiently use electronic information resources<sup>87</sup>. Therefore, the study recommends among others that universities introduce programs such as information literacy certificate programs, workshops, seminars, and other studies that would increase the information literacy of postgraduate students. However, scholars maintained that the use of the library should be dependent on the level of information literacy processed by users of the library<sup>88</sup>.

The term Information Literacy carries the same comprehension as that of user education and trends in using libraries and it has attained expansion due to fast-tracked advances in digital technologies to satisfy the ever-increasing number of users and the information of their interest should reach through capable information professionals. Information Literacy Skills is the set of skills enabling students to recognize when they need information, how to competently locate it from appropriate sources and evaluate its use and potential. Being able to critically evaluate and effectively use information does not just create successful students, it makes them independent lifelong learners, helping them succeed in the workplace and beyond. Information Literacy is the ability of individual to recognised when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner.

Information literacy allows us to cope with the data smog, by equipping us with the necessary skills to recognize when we need information, where to locate it, and how to use it effectively to the society learning environment with the help of information literacy skills, will develop deep learners in the society. Furthermore, information skills

are vital to the success in education, occupation, and day to day communication of all citizens. In the twenty- first century, lifelong learning has become one of the main themes in the higher education sector. Therefore the students need to be educated with regard to the abilities and skills of how to learn, or learning to learn, by developing the aspects of reasoning and critical thinking. Information literacy skills will help students to achieve this target in a broader sense, in student centred learning. Traditionally, we assume that the students will gain information literacy skills automatically by themselves. But it is not. In fact, information literacy skills need to be inculcated among the students, by the teachers and librarians

According to various scholars and professionals IL can be viewed as “acquiring models of information systems, a set of skills, a combination of IT and information skills, learning skills, a process and way of learning, way of experiencing information use and information behaviour<sup>89</sup>. Different researchers, Scholars, and various organizations in the whole part of the world defined Information Literacy pre-eminently, But it has been observed that there vigorous attempts most of the time are made in and academic educational settings.is recognized as the one who used the term Information Literacy first and after two years, It’s is reported to have stated that people should be equipped with emerging innovative skills to become information literate<sup>90</sup>. Such skills include learning the art of locating and manipulating information with good proficiency to resolve confronting issues and making reliable decisions

According to the American Library Association, information literacy is the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information<sup>91</sup>. Information literacy is a set of capabilities enabling

users to identify at what time information is needed and have the skill to evaluate, locate and use efficiently the necessary information<sup>92</sup>. However, information literacy skill is progressively more important in the present environment of rapid technological change and increasing information resources. On the other hand, this is challenging for users as they are faced with diverse, abundant information selections in their academic studies, in the place of work and in their personal lives stated that information literacy is an understanding of and set of abilities allowing individuals to identify when information is needed, and have the ability to evaluate, locate and use efficiently the needed information. In general, information literacy skill programs that take place in university libraries vary from user education to library orientation<sup>93</sup>.

Information literacy means obtaining the skills needed to find, interpret, select, evaluate, organize and use information for a specific purpose. Since electronic resources depend on technology, there is need for computer self-efficacy. Computer self-efficacy is a key factor to consider when using computer-assisted electronic resources<sup>94</sup>. The perceived self-efficacy of the computer is likely to increase computer use and reduce the person's anxiety about the computer.

Association of College and Research Libraries, has also viewed, information literacy as a set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning<sup>95</sup>. Chartered Institute of Library and Information Professionals in reference to knowing both when and why information is needed has defined information literacy as the set of skills needed to find, retrieve, analyse, and use information. The twenty-first century has been

named the information era, owing to the explosion of information and the information sources. One cannot achieve the study target without practicing special information literacy skills. In other words information literacy skills empower the people with the critical skills which will help them to become independent lifelong learners. These skills will enable people to apply their knowledge from the familiar environment to the unfamiliar.

As the explain that, Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them<sup>96</sup>. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

It was contended that information literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society and is part of the basic human right of lifelong learning." Currently, the education sector has recognized information literacy as a vital constituent<sup>97</sup>. With the diversity increase in every field at different levels, a needful advancement in technology appeared that played a supportive role to refine information through its continuous generation, organized storage, and easy accessing. All such inclusions attracted the individuals and people serving professionally to take into account the valid base for being information literate by learning to address such fundamental questions as to when, why, and whereabouts of information. Comparative evaluation of available information and finally using and sharing the

valuable one in true spirit IL is. Therefore a vast concept with many potent dimensions than that portrayed by librarians that the information seeking process is defining a topic for which proper resources are selected and used. Then the information is identified wisely and appraisal of resources is done. Finally archiving the research takes place

IL skills are very much significant in an information-rich environment because there is rapid growth in information and information resources which are available easily through multiple media electronic and print<sup>98</sup>. IL skills are a set of competencies and capabilities requiring personal's to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." These skills are also gaining increased significance in the current atmosphere where fast track changes are appearing in technology which is pooling information hubs. Information literacy involves the polishing of IL skills also to help literate persons to the establishment in a better way. Concerning work on online skills, it was revealed about such capabilities which make people more proficient and efficient while completing a given task.

People without information literacy skills may spend much time retrieving information, maybe due to the challenges they may encounter when trying to download information stored in electronic format IL skills depend upon the basis for lifelong learning and cover all fields of life learning and educational environment and also to the level of education. (IL) Skills enable researchers, students, and a common individual to learn and how to learn his/her required information and how to ascertain these recourses and appraisal these resources, their quality and quality and create new ideas from their available information and their best use to complete their tasks and goals in their research or other fields of education. Experts observed IL skills as the competency of an individual to

make productive exploitation of information resources systematically and requires from an information literate fellow to get equipped with enhanced skills of data searching through online sources<sup>99</sup>.

Information literacy skills are helpful to everybody especially students in order to succeed academically and in their future job opportunities. Teachers and lecturers are greatly in need of information literacy skills in order to carry out their occupations efficiently and successfully. Basically everybody in the society is in need of information literacy skills. Information literate individuals improve the society's quality of life in general and academically. Information literacy helps us in our day-to-day life such as buying a house, choosing a school, making an investment, voting for the election, and many more. Information literacy skills are of prime importance in order to achieve everybody's academic goals. Truly information literacy is the foundation of the democratic society. Information Literacy is the ability to recognize the extent and nature of an information need, then to locate, evaluate, and effectively use the needed information. Information Literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed and assume greater control over their own learning<sup>100</sup>.

Information literacy has as well been identified as a factor militating against students' optimum utilization of electronic information in academic institutions Whereas information in academic libraries was previously based upon the collection of physical library materials. It is now increasingly the case that academic libraries have moved into the virtual arena. It is in this light that students are expected to possess information

literacy skills as they pursue academic success. In the field of library and information science (LIS), literacy skills are very vital to knowledge acquisition and its competence<sup>101</sup>. These competencies are called information literacy (IL). It is seen as the absolute critical literacy skill for the 21st century that foster the realization of most personal, academic and professional goals as well as for economic development. It is believed that IL can help bridge the digital divide, strengthen the employability of a workforce, counter information overload and support evidence-based policy and decisions in governments and the professions.

Information Literacy is the set of skills needed to find, retrieve, analyse, and use information. The twenty-first century has been named the information era, owing to the explosion of information and the information sources<sup>102</sup>. One cannot achieve the study target without practicing special information literacy skills. In other words information literacy skills empower the people with the critical skills which will help them to become independent lifelong learners. These skills will enable people to apply their knowledge from the familiar environment to the unfamiliar. Information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand. One of the models used for information literacy skills is the Big6. The Big6 can be viewed as a set of basic essential life skills that can be applied across situations to school, personal, and work settings, and in school to all subject and grade levels. Students use the Big6 Skills whenever they need information to solve a problem, make a decision, or

complete a task. The stages of big6 include: task definition, information seeking strategy, location and access, information use, synthesis and evaluation.

Therefore task definition is the first of a series on the Big6™ it refers to information identification which is ability of students to recognize the types of information needed in order to solve their problem. The most widely used approach to information problem-solving in the world. Students go through the Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision<sup>103</sup>. They must have a clear understanding of what is needed in order to answer that question. The information seeking strategy stages require students first to identify all the possible sources of information. Identification refers to undergraduate students' ability to identify a personal need for information. An undergraduate student understands that new information and data is constantly being produced and that there is always more to learn. Information literate involves developing a learning habit so new information is being actively sought all the time that ideas and opportunities are created by investigating/seeking information the scale of the world of published and unpublished information and data

The awareness that information is required to solve problems in the university, to understand civic needs, and to provide for the library and well-being of undergraduate students and community is the first component of ILS. This is the first step also in differentiating ILS from the passive reception of given information. This awareness of need is not a static capacity but one that needs to be applied to each and every situation as it arises. Undergraduate students choose to accept some information as given while recognizing that other claims need to be questioned and tested by seeking additional information or confirming the accuracy of that information supplied.

Identification of information means the ability of undergraduate student to Identify a lack of knowledge in a subject area, identify a search topic / question and define it using simple terminology, articulate current knowledge on a topic, recognize a need for information and data to achieve a specific end and define limits to the information need, use background information to underpin the search, take personal responsibility for an information search and the ability to manage time effectively to complete a search. Location comprised traditional bibliographic skills.

Students must not only find individual resources such as e-books, e-magazines, e-reference materials, and Web sites, but also find the information within each source through the use of tables of contents, indexes, OPAC and other resource-specific tools. Undergraduate students can locate and access the electronic information resources he/she need ability of undergraduate students to locate different types of electronic information resources that is available. The characteristics of the different types of electronic information resources available to them and how they may be affected by the format digital/print the publication process in terms of why individuals publish and the currency of information issues of accessibility of the services that are available to help and how to access them.

Locate of information. The skills required to locate information depend on the context in which undergraduate students is applying their IL skills, in the university library, the electronic information resources in databases<sup>104</sup>. In these circumstances, there is usually some assurance of the quality of the information source. However, increasingly undergraduate students seek information using internet search engines where there is often no filter on the quality of the information located. When information is evaluated it

can be established to lack accuracy and credibility. Education and training are needed to help undergraduate students acquire the skills to not just locate but also to evaluate information sources. Location comprised the ability of undergraduate students to locate and access the electronic information resources and data they need.

The ability of undergraduate to understand how electronic information resources is organized, digitally, how libraries provide access to electronic information resources how digital technologies are providing collaborative tools to create and share information. The issues involved in collecting new and the different elements of a citation and how undergraduate students describe and use electronic information resources. Undergraduate students need to know how to locate and use of abstracts, the need to keep up to date with new electronic information resources, the difference between free and paid for electronic information resources, the risks involved in operating in a virtual world and the importance of appraising and evaluating search results<sup>105</sup>.

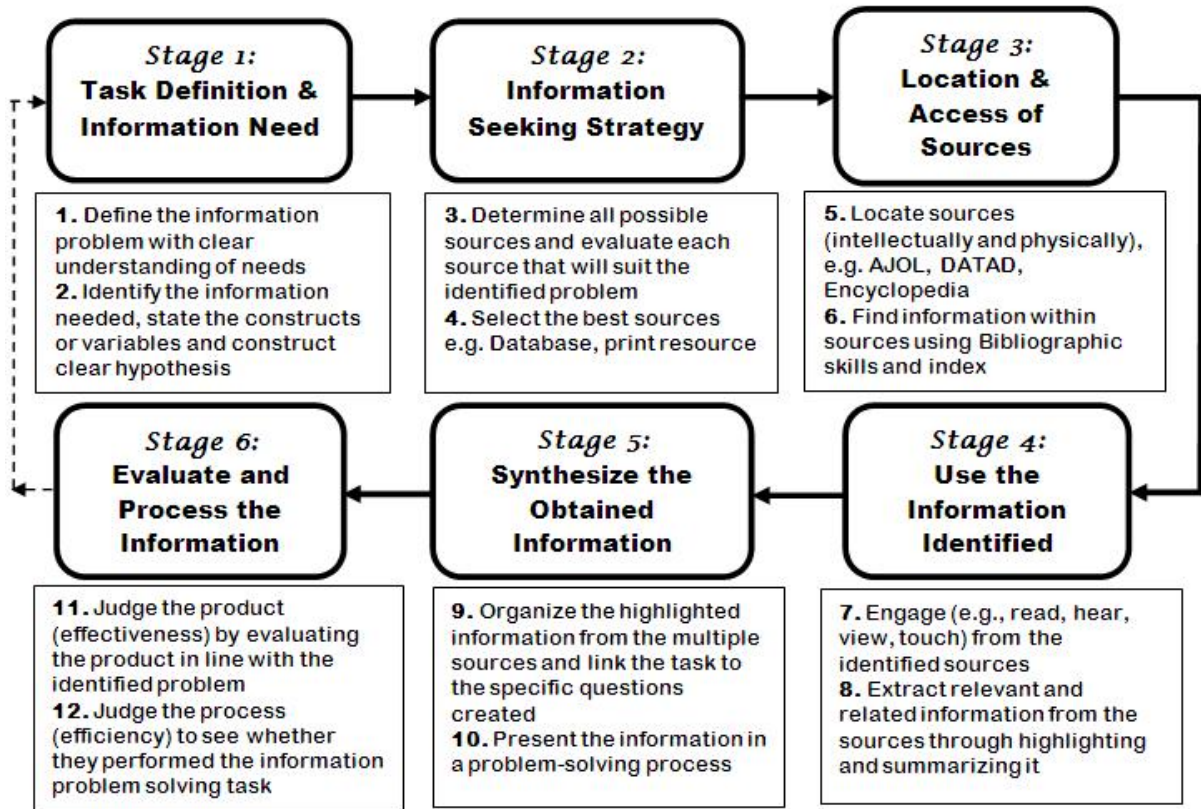
Locating information comprised range of searching techniques available for finding information. The differences between search tools, recognizing advantages and limitations; Why complex search strategies can make a difference to the breadth and depth values and norms to the way they create and represent their knowledge. Such bias may be unintended in some cases, but it is not surprising that university library may deliberately suppress bad news or put a spin on the information they distribute. An information literate society is one whose students are able to evaluate information sources and it follows that such students will question all sources of information. In disseminating information received from others. Those who are information literate should flag the potential bias in the original sources rather than transmitting claims without qualification

Information Use helps undergraduate students to found address the original question, summarize documents and reports verbally and in writing. Incorporate new information into the context of existing knowledge, analyse and present data appropriately. Synthesis and appraise new and complex information from different sources, communicate effectively using appropriate writing styles in a variety of formats and communicate effectively verbally. Select appropriate publications and dissemination outlets in which to publish if appropriate and develop a personal profile in the community using appropriate personal networks and digital technologies Undergraduate students should be able to Use a range of retrieval tools and resources effectively, construct complex searches appropriate to different electronic information resources, access full text information, read and download online material and data, use appropriate techniques to collect new data, keep up to date with new information engage with their community to share information, identify when the information need has not been met and use online<sup>106</sup>.

Who utilizes the library resources are more likely to perform well in his/her studies. Information literacy contributes to the effective use of library resources .Information literacy skills are the ability to place, manage, critically assess and use the information to solve problems, conduct researches and make decisions. Information literacy skills involve the ability to identify when information is needed and having the ability to efficiently locate, accurately evaluate, effectively use, and communicate information in various formats<sup>84</sup>. An information literate person requires different technical skills such as the skills to select the information needed, to locate information, to retrieve useful information, to evaluate information, and to use information appropriately to complete a specified task.

A study investigated the Information literacy self-efficacy in the use of electronic information resources by the library and information science postgraduate students in South-South Nigeria<sup>85</sup>. The main objective of the study is to investigate self-efficacy in information literacy with regards to the use of electronic information resources among library and information science postgraduate students in South-South Nigeria. The population for the study consisted of 115 postgraduate students admitted for the 2016/2017 academic year and 3 subject librarians at three universities. A survey questionnaire was used to solicit quantitative data from the postgraduate students while an interview was used to solicit qualitative data from the subject librarians.

The findings revealed that the use of electronic information resources is determined by competency in information literacy. Findings indicated that e-journals, e-books, e-newspapers, and e-reference sources were the most frequently used electronic information resources by the postgraduate students<sup>86</sup>. Results also indicated that electronic information resources were used for different academic purposes. The study concludes that the intricacy of the electronic atmosphere requires that postgraduate students possess information literacy skills to effectively and efficiently use electronic information resources<sup>87</sup>.



**Fig 2.1: Big 6 Information Literacy Model**

At the evaluation stage when the acquired information did not address the identified problem, then the search process returns to the first stage of problem identification and definition. It is also argued that the functional view of information sources describes them as neither good nor bad but just more or less relevant to a given information need. Thus, information sources may be relevant and suitable to specific information needs at a particular time or for a particular purpose. For information needs to be met by a user, he must identify appropriate information sources and be able to select the right search tools to access the information. The information must also be evaluated before being used to meet the information demand<sup>88</sup>.

The need to develop approaches to searching such that new tools are sought for each new question not relying always on most familiar electronic information resources. The need to revise keywords and adapt search strategies.

According to the electronic information resources available and / or results found. The value of controlled vocabularies and taxonomies in searching. Students should be able to Scope their search question clearly and in appropriate language. Experts define a search strategy by using appropriate keywords and concepts, defining and setting limits, Select the most appropriate search tools, Identify controlled vocabularies and taxonomies to aid in searching if appropriate, Identify appropriate search techniques to use as necessary, Identify specialist search tools appropriate to each individual information need<sup>89</sup>.

Synthesis refers to the organization of information from multiple sources and presents the information Undergraduate students can organize information professionally and ethically. Undergraduate students can organize and make use of bibliographical software if appropriate to manage information, Cite electronic sources using suitable referencing styles; Create appropriately formatted bibliographies, Demonstrate awareness of issues relating to the rights of others including ethics, data protection, copyright, plagiarism and any other intellectual property issues, Meet standards of conduct for academic integrity, Use appropriate data management software and techniques to manage data and the responsibility to be honest in all aspects of information handling and dissemination e.g. copyright, plagiarism and intellectual property issues<sup>90</sup>.

Evaluation is the ability to appraise each electronic information resources from deferent components to determine which are best for them to use. Undergraduate students can review the research process, compare and evaluate information to maximize the potential

of electronic information resources, the computer must be known. This is necessary because research in the electronic environment requires knowledge of the structure of databases and instructions that the researcher must enter into the computer. The ability to review the research process and compare and evaluate electronic information resources and data, undergraduates should understand the electronic information resources landscape of their learning/research context, issues of quality, accuracy, relevance, bias, reputation and credibility relating to information and data sources and how electronic information resources is evaluated and published, to help inform personal evaluation process.

Evaluation means the ability to distinguish between different electronic information resources and the information they provide, Choose suitable material on their search topic, using appropriate criteria, Assess the quality, accuracy, relevance, bias, reputation and credibility of the electronic information resources found Assess the credibility of the data gathered, Read critically, identifying key points and arguments; Relate the information found to the original search strategy, Critically appraise and evaluate their own findings and those of others; Know when to stop Use of information refers to the utilization of the available information resources in the university library. Undergraduate students can apply the knowledge gained, present the results, synthesize both old and new information to create new knowledge and disseminate it in a variety of ways. Ability to apply the knowledge gained Undergraduate students use the electronic information resources, synthesizing new and old information and data to create new knowledge and disseminating it in a variety of ways. Undergraduate students should understand the follow before using information. The difference between summarizing and synthesizing,

different forms of writing/ presentation style can be used to present information to different communities, data can be presented in different ways and the personal responsibility to store and share electronic information resources, personal responsibility to disseminate information & knowledge and how their work will be evaluated and used<sup>91</sup>. The ethical practice applies to the creation and distribution of information and to its use by undergraduate students. has defined several concepts influencing and coexisting with information literacy such as Computer literacy, IT literacy, Library skills , Information skills and Learning to learn has identified that, an information literate individual is able to determine the extent of information needed ,Access the needed information effectively and efficiently, evaluate information and its sources critically , incorporate selected information into one's knowledge base , use information effectively to accomplish a specific purpose . Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legal.

Despite the information literacy's wider significance within the educational environment, information literacy has evolved from library education practices and therefore the debate presented is based on the examination of the literature generated by the library and information science (LIS) disciplines. As the literature clearly illustrates, information literacy has developed to address the requirements generated by the phenomena such as information over load caused by the rapid developments in digital technologies by the needs of the information society for competent information consumers and to meet the requirements of the knowledge economy for a responsive and informed work force<sup>92</sup>.

Information literacy has as well been identified as a factor militating against students' optimum utilization of library resources in academic institutions whereas information in

academic libraries was previously based upon the collection of physical library materials; it is now increasingly the case that academic libraries have moved into the virtual arena. It is in this light that students are expected to possess information literacy skills as they pursue academic success. In the field of library and information science (LIS), literacy skills are very vital to knowledge acquisition and its competence. These competencies are called information literacy (IL). It is seen as the absolute critical literacy skill for the 21st century that foster the realization of most personal, academic and professional goals as well as for economic development. It is believed that IL can help bridge the digital divide, strengthen the employability of a workforce, counter information overload, and support evidence-based policy and decisions in governments and the professions<sup>93</sup>.

Scholars were of the view that information literacy deals with the knowledge of one's information concerns needs and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand. It is a prerequisite for participating effectively in the information society and is part of the basic human right of lifelong learning. Information literacy is often viewed as an on-going process that is meant to be facilitated throughout a whole life because it is a core educational goal that is common to all disciplines, learning environments, and all levels of education<sup>94</sup>.

## **2.2 Theoretical Review**

A theoretical framework can be defined as a set of interrelated constructs and propositions that present a systematic view of phenomenon by specifying relations among variables explaining what has been done and what has been said on a topic .It is a structure that guide research by relying on a formal theory constructed by using an established coherent explanation of certain phenomena and relationships. A theoretical framework gives a researcher structure and boundaries within which to work. It is the lens through which literature is reviewed and discussed .It help create research questions, shape the research design, anticipate outcomes and design interventions<sup>95</sup>.

### **2.2.1. Technology Acceptance Model**

The Technology Acceptance Model (TAM) is a theoretical framework that aims to explain how users come to accept and use a technology. TAM was developed by Fred Davis in 1989, building on the Theory of Reasoned Action (TRA) by Ajzen and Fishbein. TAM is widely used in the field of information systems and technology adoption research. Basically term is made up of three measures namely, perceived usefulness, perceived ease of use and behavioural intention<sup>96</sup>. Perceived usefulness is the degree to which a person believes that using a particular system would enhance their job performance. If users believe that a technology will improve their work efficiency or effectiveness, they are more likely to adopt it. On the other hand, Perceived Ease of Use (PEOU) is the degree to which a person believes that using a particular system would be free of effort. If users find the technology easy to use and understand, they are more likely to accept and use it<sup>97</sup>.

Situating the model to library patronage, In the context of library patronage, PU refers to the degree to which library patrons believe that using the library's services and resources will enhance their academic or personal productivity. Students and researchers may perceive the library as useful if its resources help them achieve better grades, complete research projects more efficiently, or access high-quality academic materials, information quality, support services and so on. PEOU in the context of library patronage refers to the degree to which library patrons believe that using the library's services and resources is free of effort and straightforward. For instance, if the library's catalog system, databases, and online resources are easy to navigate and user-friendly, patrons are more likely to use them. This includes having intuitive search functions, clear instructions, and minimal technical issues. More so, the ease of accessing the library building, finding materials on the shelves, and using equipment like computers and printers affects patrons' perception of ease of use.

Moreover, it is expedient to note that patronage in the context of librarianship has been delineated with several constructs and measures. Therefore, in order to tread the path of scholars and researchers, aside the perceived usefulness and perceived ease of use the researcher has decided to use purpose of use and frequency of use to measure library patronage. Purpose of use in this context is the essence or the reason(s) for which the prospective library user patronizes the library while frequency of use talks of the regularity of usage of library by prospective user.

### 2.2.2. Libqual Model

The LibQual method is a measurement of the level of satisfaction with the quality of library services that are used to collect, understand, and act on user opinions regarding service quality. LibQual allows a systematic assessment in measuring the quality of library services based on the perceptions of library users. As quoted on the website <http://libqual.org/> it is stated that LibQual is a suite of services that libraries use to solicit, track, understand, and act upon the user's opinion of service quality<sup>98</sup>. LibQUAL+ is a rigorously tested Web-based survey that helps libraries assess and improve library services, testing library service quality within and across institutions. The LibQUAL+ survey instrument is adapted from an instrument called SERVQUAL, which is grounded in the Gap Theory of Service Quality and was developed by the marketing research team of A. Parasuraman, V.A. Zeithaml, and L.L. Berry.

The Texas A&M University Libraries and other libraries had been using modified SERVQUAL instruments for several years. These applications showed the need for a newly adapted SERVQUAL protocol that serves the needs of libraries, thus LibQUAL+ was born. The original SERVQUAL instrument was restructured based on a series of interviews with library users. The restructured instrument called LibQUAL+, was developed by the Texas A&M University and is supported by the Association of Research Libraries.

LibQUAL+ as a measurement tool to predict library users' intention to patronize the library more in future. A theoretical model is presented to measure the relationships among the three LibQUAL+ service dimensions and the overall library user satisfaction. We estimate the effects of the three service dimensions on two indicators of students'

attitudes and beliefs. The quality of library services is a latent variable, that is, a variable that cannot be measured directly. One of the methods used to measure the quality of library services is LibQual theory<sup>99</sup>.

The dimensions of library service quality according to LibQual, are the influence of service (affect of service) which is the ability and attitude of librarians in serving users, the second is access to information (information access) which concerns the availability of adequate library materials, the strength of collections/library materials owned, the third is library as a place (Library as a place), which mean the Library is considered as a place that can display real facilities and atmosphere and instructions, the fourth is instructions and means of access (personal control). Several studies have discussed LibQual and user satisfaction .Nevertheless, most of it was before studies on the subject are still partial, mostly limited basic theory and application aspects, and focuses only on the LibQual dimension. Therefore, this study seeks to add to the existing value literature empirically investigates the influence of service quality and information literacy skills on library patronage among students of Niger State college of nursing sciences<sup>100</sup>.

The gradual growth and development of LibQual method, it was developed since 1999 on the initiative of experts in the library and information science, members of the Association Research Library (ARL) in the United States, and collaboration with Texas A&M University. It was asserts that the LibQUAL method is one of the service guides used by libraries to collect, map, understand and act on the opinions of library users on the quality of library services. There are four dimensions in the LibQual Method, namely first is the librarian's ability and attitude in serving visitors, second is the facilities and atmosphere of the library space meaning library as place ,the library is considered a

place that has the ability to display something in real terms, the third is Instructions and means of access personal control which is a concept that makes it easy for users to find collections and information, Fourth is Access to information meaning information access concerns with the availability of adequate library materials, the strength of the collection or library materials owned. The conclusion from the dimensions contained in the LibQual method is the library can find out how to make improvements to develop the quality of services given to library users and this performance will affect the development and progress of the library also, according to the LibQual method can provide an opportunity for users to inform assessments of which library services require improvement, so that libraries can respond and managed user expectations. Based on some of these opinions, the benefits of the LibQual method are obvious to provide opportunities for visitors to provide an assessment of services that need improvement so that libraries can develop better services to meet user expectations<sup>101</sup>.

### **2.2.3 Big6 Information Literacy Skills**

Big6 model used processes methods on how people of all ages solve an information problem. The process is a systematic approach to information problem-solving that relies upon critical thinking skills. Mike Eisenberg and Bob Berkowitz developed this process which guides students through information problem-solving as well as provides a basic framework for teaching and promoting information literacy. The model integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate the information for specific needs and tasks. The Big6 information literacy skills model has the potential of teaching students the use of technology and technology-related attributes. The model is used in determining the level

of information literacy skills of the students on the use of e-resources. Various studies have applied the Big6 information literacy skills Model to determine the level of information literacy skills<sup>102</sup>.

Consequently, it can be seen from the above that students find it difficult to utilize the vast information imbedded in different formats due to their limited knowledge and skills set to utilize and manipulate the seemingly complex system that is presented to them in the form of manual and digital world of information technology. The above assertion is in line with who posited that for students to be able to find information about a topic from a variety of manual and digital sources, they are expected to possess information literacy skills and competencies for a better understanding of the information environment they are in and also develop their ideas of using Information and Communication Technology tools to enhance the quality of their work. Knowledge of the information environment will enable students to focus on the best information source to approach for the impending need whereas, knowledge of searching information systems and the skills of Information and Communication Technology will enhance the quality of their work by sharing and exchanging information directly and through electronic media Hence, this study was based on the above observations which necessitated the research to be carried out to identify and explore information literacy skills possessed by students while using e-resources through the application of the Big6 Skills Model. In this regard the central phenomenon of the study is that information literacy skills and competencies as outlined by the Big6 information literacy skills Model are required by the students to adequately use print and non-print information sources<sup>103</sup>.

The big6 model consists of six (6) stages which guide the information seeker toward what his looking and how to get the useful information easier. The stages are as follows:

**Task Definition** - This is the first of a series on the Big6™ the most widely used approach to information problem-solving in the world. Students go through the Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision. In this step, the student determines exactly what the information problem is and the specific information related to the problem. For example when assigning a project, a student needs to know which questions need to be answered, what kind of information is needed to answer questions, when it is due, etc.

**Information Seeking Strategies** - This is the second of a series on the Big6™. the most widely used approach to information problem-solving in the world students go through the Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision. Once the problem is clearly expressed, attention turns to the range of possible information sources. Information Seeking Strategies involves making decisions and selecting sources appropriate to the defined task.

**Location and Access** - This is the third of a series on the Big6™. This article includes a brief overview of this Big6 stage by Rob Darrow, followed by articles by two exemplary Big6 teachers, Barbara Jansen and Rob Darrow, offering practical uses of the Big6 in elementary and secondary situations, respectively. This is where the information seeking strategy really begins. Once students have decided on the appropriate strategy, the strategy is carried out<sup>124</sup>.

Use of Information - This is the fourth of a series on the Big6™. Once students are able to locate and access a source, they must be able to read, view, listen or interact with the information and decide what is valuable for their particular situation. They must extract the information that they need using notes, copies, citations.

Synthesis - is the most visible part of the information problem- solving process. It's the end result, the outcome, the conclusion. The restructuring or repackaging of information into new or different formats to meet the requirements of the task is synthesis. Synthesis can be as simple as relaying a specific fact. Synthesis can be very complex involving several sources, a variety of media or presentation formats, and the effective communication of abstract ideas. This is where the real learning takes place as new information is brought in and links are made to pre-existing knowledge.

Evaluation - is the culmination of the Big6 information problem-solving process. Evaluation determines how effectively and efficiently the information problem-solving process was conducted. This is the situation of judging the product and the process. Therefore people go through the Big6 stages—consciously or not—when they seek or apply information to solve a problem or make a decision. It's very difficult to complete these stages in order; however it has been discovered that the required stages for a successful information problem-solving situations, are addressed. Therefore information seekers they should use all the six (6) stages accordingly or in order for successful information needs problem solving.

## 2.3 Review of Empirical Studies

### 2.3.1 Service Quality and Library Patronage

Tertiary institution libraries are service institutions they exist in order to enable users to make the most effective use of the resources and services of the library. These libraries also allow access to their collections and are expected to convert potential users into habitual users.

Service quality has influence on future behaviours of library patronage either negatively or positively. SERVQUAL scale is a commonly used tool for measuring the quality of services. Factors including reliability, responsiveness, assurance, empathy and tangibility tend to be highly correlated. Although other models for measuring service quality are available, researchers tend to prefer the SERVQUAL model because of its simplicity in measuring service quality as information is now an important commodity with many competitors trying to have competitive edge over the others.

Academic libraries are also beaming lights in the emerging digital environment to take its rightful place. Service quality depends on the gap between performance and expectation. This study has adopted five constructs for measuring service quality: Reliability, responsiveness, assurance, empathy and tangibility. Tangibility is the appearance of physical facilities, equipment, personnel, and communication materials Tangibles entails the physical evidence of the service Specifically, the concept explores the physical facilities of the service provider, the appearance of personnel, the tools and equipment used to provide the service including other customers in the service facility. Tangibles are used by firms to convey image and signal quality<sup>104</sup>.

Reliability is the Ability to perform the promised service dependably and accurately and timely. According to reliability is “the ability to perform the promised service dependably and accurately. The following questions could prove how reliable an organization or service provider is does the firm perform the service right at the first time? Does the firm honours it promises? These are some of the questions which need to be answered by service providers if they are to achieve reliability. Responsiveness is willingness to help customers and provide prompt service. Responsiveness focuses on service provider’s promptness in addressing customer complaints. Assurance elements of assurance are competence, courtesy, credibility and security. It also includes Knowledge and courtesy of employees and their ability to inspire trust and confidence in customers that is users as the library is concerned. Empathy: is about the level of care and individualized attention that the firm provides to its customers.

To offer quality service means to meet the needs and expectations of a user in an effective manner. Acquisition of the right knowledge is the most important resource for the success and survival of any business. Though academic library is not a profit-making venture, yet there is need for its operators to be business conscious so that they do not lose their patrons to other well-articulated competitors and thereby become irrelevant and go into extinction. Hence the information professionals are compelled to use new skills and strategies in order to change, survive and continue to compete in the world of virtual information. Radical change is necessary to restructure traditional libraries into knowledge centres which will be recognized for supporting competitive advantage and strategic decision making and achieved the goal of delivering quality service and attracting users to make effective use of the library is achievable with right approach and

attitude of librarians and other library staff to library patrons not as that of banks whose aim to build a competitive advantage through high quality services and by developing a loyal customer base because a satisfied customer base helps in increasing market share<sup>105</sup>. In today's global competitive business environment, service quality has become an important concept in service research.

It is virtually impossible for a business organization to survive without building customer satisfaction and brand loyalty in our contemporary world, companies and service providers try to gain a competitive advantage over others by providing premium services to their customers. The surviving secret of many leading firms in the world is that they focus on providing quality services so as to creating differentiation and competitive advantage. This makes their company gain ground and becomes household names. The impact and value of information to the user is dependent on attributes of relevance, timeliness, accuracy, origin and form. Enhancement in any of these attributes of information will increase the value of information. This is achievable if the stakeholders in the libraries are conscious of the existence of other competitors and holistically applying competitive intelligence strategies emphasize that competitive intelligence is a critical precondition for achieving value-added service delivery in library and information centres<sup>106</sup>.

Service quality is not only a continuous interaction between customers and organizations but it also provides better solutions to customer problems. Thus, companies can only have a competitive advantage if they provide high quality services. Besides the quality of actual service, consumer perception on the service quality is also important. If there is a gap between the two, companies may be required to revisit their strategy Quality is one of

the most valued and expected by customers from all service products and services. Provision of high and unique quality is a way to win customers and make them loyal for a long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Lecturers require quality information resources or materials in order to teach effectively; undertake innovative research and use their acquired knowledge and experience to provide expert services to the university in order to turn out professionals and qualified students who will be leaders of tomorrow. Therefore, libraries are expected to provide such resources which when used effectively by lecturers, would translate into improved teaching and quality products. Inability to access information resources in the library can result in time waste and frustration<sup>107</sup>.

One of the means to repositioning the academic library is the use of corporate planning strategy. According to corporate planning is a process in which an organization (ministry, parasternal or agency) analyses its objectives, priorities, development strategies and environment in the light of its mandate, and determines how to organize and apply its resources to achieve its objectives and meet its service delivery standards and targets. He explained that corporate planning is a review and reorganization process usually carried out in response to some change such as: Availability of quality and needed information, timely accessibility of required information and connectivity to the Internet, attracts users to the library as well as enhances effective service delivery in the library. Quality is one of the most valued and expected by customers from all service products and services. Provision of high and unique quality is a way to win customers and make them loyal for a

long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Supporting this view, explain that accomplishing effective service delivery in academic libraries in Nigeria is all about availability and accessibility of ICTs and availability of useful information, and connectivity of individuals, libraries and social networking<sup>108</sup>.

The presence of service quality and needed information, timely accessibility of required information and connectivity to the Internet, attracts users to the library as well as enhances effective service delivery in the library. Quality is one of the most valued and expected by customers from all service products and services. Provision of high and unique quality is a way to win customers and make them loyal for a long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Supporting this view explain that accomplishing effective service delivery in academic libraries in Nigeria is all about availability and accessibility of ICTs and availability of useful information and connectivity of individuals, libraries and social networking<sup>109</sup>.

conducted a study to determine the correlation between the quality of library service at Mazandaran University of Medical Sciences, based on SERVPERF model, and customer loyalty. The results indicate that there was a significant positive correlation between the quality of service based on SERVPERF model and physical dimensions, reliability, accountability, assurance and empathy with customer loyalty. There was a significant correlation between the quality of service based on SERVPERF model and customer

loyalty in libraries of Mazandaran University of Medical Sciences, so that the customer loyalty is increased by enhancing the service quality in libraries of Mazandaran University of Medical Sciences<sup>110</sup>. This study proves that the increased reliability of quality of conducted a study to measure master students' perception of service quality in business schools in Iran. The study used a modified SERVPERF for measuring students' patronage in higher education which had 6 dimensions which were tangibles, reliability, empathy, employee.

In Ghana investigated students' satisfaction of service quality at the Takoradi Polytechnic. The study found out that students' perceptions of service quality exceeded their expectations on four service quality dimensions namely tangibility, responsiveness, assurance and empathy, while their expectations for reliability exceeded their perceptions<sup>111</sup>. It was recommended that, the management of Takoradi Polytechnic must maintain or improve if possible their tangibility, assurance, empathy and responsiveness. Nevertheless, institutions must take urgent measures to tactically tackle their reliability dimension.

Another study, examined the relationship between service quality (SQ) and the level of student's satisfaction (SS) using a field study of undergraduate students in one of the university in Malaysia. The findings of this study revealed that service quality is a vital factor that determines the level of student's satisfaction. Specifically, the result of this study reveals that the better the service quality provided by the university, the higher Effects of Service Quality on Students' Satisfaction in Libraries in Kenya Using Servperf Model<sup>112</sup>.

### **2.3.2 Information Literacy Skills and Library Patronage**

Information literacy skills has been identified as a factor militating against students' optimum utilization of electronic information in academic institutions Whereas information in academic libraries was previously based upon the collection of physical library materials, it is now increasingly the case that academic libraries have moved into the virtual arena. It is in this light that students are expected to possess information literacy skills as they pursue academic success. In the field of library and information science (LIS), literacy skills are very vital to knowledge acquisition and its competence. These competencies are called information literacy (IL). It is seen as the absolute critical literacy skill for the 21st century that foster the realization of most personal, academic and professional goals as well as for economic development. It is believed that IL can help bridge the digital divide, strengthen the employability of a workforce, counter information overload, and support evidence-based policy and decisions in governments and the professions information literate. Being competent and information literate enhances personal growth, self-actualization, empowerment and social inclusion<sup>113</sup>. Which means that information literacy is also an important factor in the workplace.

Considering the complexity associated with the use of use of EIRs, students require information literacy skills to access and use information noted that growth in literature, its volume, variety and complexity has put severe constraints on users' ability to search for needed information. The complexity of use of EIRs has also led to tedious and rigorous searches which tend to discourage the students who lack the requisite skills thereby leading to low usage of electronic information and other automated library services in many parts of Nigeria. Although most students have their own laptops, iPads

or mobile phones which exposes them to the use of technology, their use of such electronic devices do not guarantee knowledge of information literacy skills needed to access web-based resources from online library platforms as many students are not even aware that such platforms exist online. Therefore, being aware and acquiring requisite information literacy skills are essential for students, especially undergraduates as to enable thrive academically. This would not only give value to the result of their research work but also ensure that they do not engage in copying and pasting and other forms of plagiarism, which have characterized students' use of online resources.

The association between information literacy skills and the use of library resources is so important for an information literate student or any other library user. The ability for a student to be able to select, retrieve and use library resources requires information literacy skills where a user have to be able to define information task, locate and access information, use information, synthesize information from different sources and evaluate information to be able to use the information and solve a given task. Student who utilizes the library resources are more likely to perform well in his/her studies. Information literacy contributes to the effective use of library resources Information literacy skills are the ability to place, manage, critically assess and use the information to solve problems, conduct researches and make decisions. Information literacy skills involve the ability to identify when information is needed and having the ability to efficiently locate, accurately evaluate, effectively use, and communicate information in various formats<sup>114</sup>. An information literate person requires different technical skills such as the skills to select the information needed, to locate information, to retrieve useful information, to evaluate information, and to use information appropriately to complete a specified task

investigated the Information literacy self-efficacy in the use of electronic information resources by the library and information science postgraduate students in South-South Nigeria. The main objective of this study is to investigate self-efficacy in information literacy with regards to the use of electronic information resources among library and information science postgraduate students in South-South Nigeria. The population for the study consisted of 115 postgraduate students admitted for the 2016/2017 academic year and 3 subject librarians at three universities. The findings revealed that the use of electronic information resources is determined by competency in information literacy<sup>115</sup>. Other findings indicated that e-journals, e-books, e-newspapers, and e-reference sources were the most frequently used electronic information resources by the postgraduate students. Results also indicated that electronic information resources were used for different academic purposes. Therefore, the study recommends among others that universities introduce programs such as information literacy certificate programs, workshops, seminars, and other studies that would increase the information literacy of postgraduate students. However, it is assumed that the use of the library should be dependent on the level of information literacy processed by users of the library<sup>116</sup>.

The study asserts that information literacy skills are critical factors that enhance the use of library resources by postgraduate students in the University of Ilorin Library<sup>117</sup>. The library resources are important information sources used by these postgraduate students for the enriching of their learning, research activities, and improving knowledge. The study discovered that information literacy skills influence the use of library resources. Therefore, library resources are important and relevant information sources that are used for learning and research development by postgraduate students. The result revealed that

information literacy skills significantly influence the use of library resources by postgraduate students. This implies that increase in information literacy skills may lead to a corresponding increase in library patronage among Polytechnic students in Delta State Nigeria. From the study, it is also evident that the extent to which Polytechnic students Information literacy skills affect their use of library resources is to a low extent. This result is in agreement with the study of which stated that the extent to which undergraduate students apply information literacy skills in their use of information resources is still very low<sup>118</sup>.

Another study result showed that there is a significant relationship between information literacy skills and library patronage by Polytechnic students in Delta State Nigeria. This finding agrees with assertion that there is a strong link between information literacy skills of students and their level of library patronage<sup>119</sup>. The study further opined that this link can be strengthened when students are continually encouraged to keep abreast with changes in the information world, requiring information literacy skills to be updated regularly which will have a positive impact on the utilization of information resources contained in libraries. The information literacy skills course equips students with the necessary skills and knowledge to enable them to use the library's information resources effectively, legally and ethically and also engage in lifelong learning. Information literacy is a tool which enables learners to master content and extend their investigations, become more self-directed and assume greater control over their own learning. Information literacy is key to benefiting from the information revolutionized society noted that lack of information search skills leads to delay and frustration in students' attempt to complete courses related works that require research. Lack of the basic skills to use available e-

resources adversely affects the academic performance of students as well as their research output in the information era<sup>120</sup>.

Information literacy competency standards for higher education is characterized by the information literate student determines the nature and extent of the information needed; the information literate student accesses needed information effectively and efficiently. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system; the information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. Scholars noted that the concept of information literacy presupposes that a person recognizes when information is needed, have the ability to find, scrutinize, utilize and then use information ethically to address identified problems or to make decisions<sup>121</sup>.

Another study revealed that information literacy significantly influenced library usage among undergraduates and further states that information literacy impacts use of library resources and in the long run higher education performance. Students who possess information search skills in today information technology world are more likely to engage in the use of e-resources to improve the quality of their academic work<sup>122</sup>.

### **2.3. 3. Service Quality, Information Literacy Skills and Library Patronage**

Libraries are recognised as information centres and active agents in dissemination of information and knowledge to the right persons in the right manner and at the right time

in this era of knowledge and information. The libraries have transformed drastically from storehouses for books and journals to the powerhouses of knowledge and information since the middle of the 20th century .The transformation of libraries has witnessed increased use of technology in library management. Service quality and information literacy skills is increasingly recognized as being of key strategic value by organizations and more so in institutions of higher learning.

In the global information age, academic libraries are no longer rated by the volume of books on their shelf but how well they have made impact on their patrons and facilitate knowledge creation. The primary focus of libraries has changed from material collections to service-orientation . In line with this, libraries are offering various value-added services to meet the needs of their patrons. Librarians in developing countries have begun to seek new measures to evaluate service quality and information literacy skills<sup>123</sup>.

A study was conducted to determine the correlation between the service quality and information literacy skills of students at Mazandaran University of Medical Sciences, based on SERVPERF model. The study found that there was a significant positive correlation between the quality of service based on SERVPERF model and physical dimensions, reliability, accountability, assurance and empathy with customer loyalty. There was a significant correlation between the quality of service and information literacy skills based on SERVPERF and Big6 models and customer loyalty in libraries of Mazandaran University of Medical Sciences, so that the customer loyalty is increased by enhancing the service quality in libraries of Mazandaran University of Medical Sciences. This study proves that the increased reliability of quality of service will lead to the increased at the levels of loyalty and vice versa. Studies on the effect of service quality

and information literacy skills on the use of library was found that there is a positive relationship and it further revealed that service quality and information literacy significantly influenced library usage among undergraduates. Libraries that provide better service quality and Students who possess information search skills in today information technology world are more likely to engage in the use of e-resources to improve the quality of their academic work<sup>124</sup>.

A related study was also conducted to evaluate service quality and information literacy skills, The researcher aimed at to determine the effectiveness of the service quality and information literacy skills course on the use of various information formats at the Africa University, The findings of the study revealed that skills required in using electronic information resources among undergraduate students was limited thus affecting the level of use of these resources. Findings also indicates that some students lacked knowledge on how to effectively use e-journals and e-books in university libraries<sup>125</sup>.

The poor level of information literacy skills reported in the previous study is mainly due to the shortcomings of librarians. As stated the global digital revolution is affecting both the traditional forms of the creation, organization and dissemination of knowledge and the world of tertiary education itself. The e-learning resources on the web have spurred learners to look for information stored in various formats and from places previously unimagined for learning and research purposes. The use of computers and modems by students to access information on the internet may lead to low patronage of the services of academic libraries<sup>126</sup>.

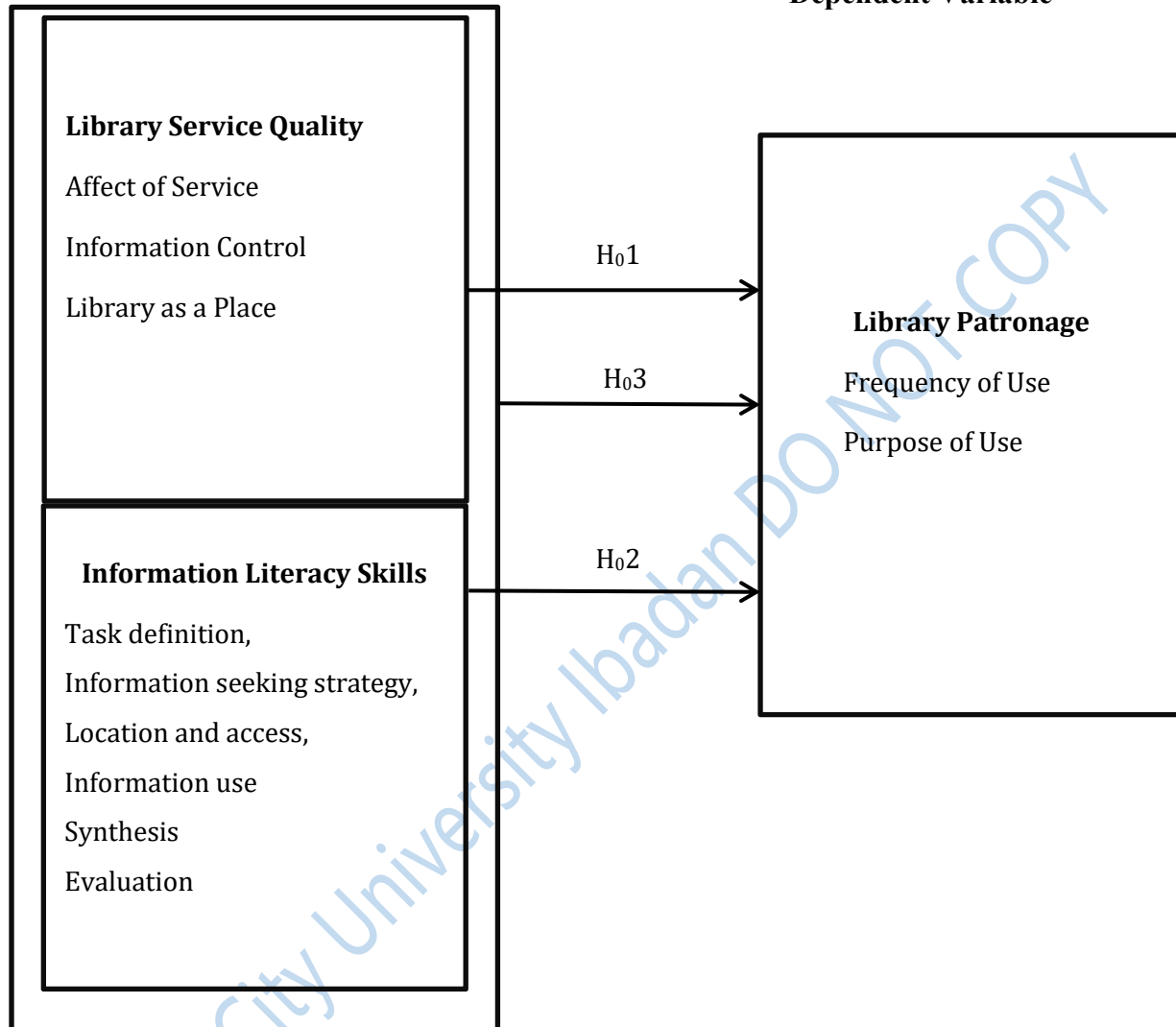
Academic libraries are faced with competition as a result of the seemingly easy-access platform offered by information communication technologies which could lead to low use

of the traditional services it provides. It is apparent that the digital environment poses a threat to libraries which predominantly have printed materials.

Another study was conducted to determine the level of service quality and information literacy skills of students. The study registered a response rate of 77.4% out of the 900 questionnaires that were distributed among the students in the tertiary institutions in the Municipality. In terms of the gender distribution, the males were 346 while the females were 351 (representing 49.6% and 50.4% respectively). The students who formed the respondents as earlier noted were selected from three tertiary institutions in the Sunyani Municipality. The respondents consisted of 311 (44.6%) of Catholic University College of Ghana students, 114 (16.4%) of College of Renewable Natural Resources students, and 272 (39%) of Sunyani Polytechnic students<sup>127</sup>.

## 2.4 Conceptual Model

### Independent Variables



Source: Researcher, 2024

The conceptual model shows the premises on which the study is based and indicated the interrelationship between the study variables.

As shown in the model library patronage which is the dependent variable might be influenced by either or both of the two independent variables which are service quality and information literacy skills .and library patronage were measured by purpose and frequency of use. The library patronage will be regarded as ‘used based on the purpose of

use and frequency of use, that is why and how the library is being used. There are three hypothesis to be measured based on the model .service quality is a factor in the library patronage .In this context service quality is achieved when the library staff are ready to assist and provide effective and efficient information services to their users .This will in turn ensure high level of library patronage and information literacy skills is another factor which can be achieve through adequate information literacy of the students

Moreover, service quality is determined to influence library patronage which is measured by affect of service, information control and library as a place. The affect of service is the attitudes of librarians to assist users to access library resource and satisfy their information need. On the other hand, information control is the ability of library staff to showcase information resource in an organised and systematic pattern in such a way to be easily accessible. Furthermore, library as a place is refers to the convenient and comfortable atmosphere environment of learning. Information literacy skills is another factor that is determined to influence library patronage and is measured with constructs include task definition ,information seeking strategy ,location and access ,information use ,synthesis and evaluation.

## **2.5 Summary of Gaps in Literature Reviewed**

The literature review has followed a thematic format based on the study stated objectives .It has also provided an insight on the rationale behind library patronage.

The review has provided an insight about utilization of libraries in tertiary institutions. The review has shown that libraries played a significant role to support the institution community achieved their goals. Available literature indicate that libraries acquired

useful information resources that assist and facilitate teaching, learning and research to the parent organization and these information resources triggered the interest of students to patronize the library in order to satisfy their information needs. It was discovered that library patronage among students vary for various reasons. Studies also show that students now have various options from which to search for information they need. However, the present era of technological change which has made information widely available has also made information literacy skills inevitable for learning how to effectively use available resources. Information literacy skills constitute a core requirement for students to effectively and efficiently use information resources. Based on the findings, it can be concluded that more than half of the students in tertiary institutions do not possess the necessary information literacy skills and a significant relationship exists between information literacy skills and library patronage.

Service quality and information Literacy Skills influences and attract library patronage through the following strategies provide wide accessibility to required information and connectivity to the Internet, attracts users to the library as well as enhances effective service delivery in the library. Quality service and information literacy skill is one of the most valued and expected by customers from all service products and services. Provision of high and unique quality is a way to win customers and make them loyal for a long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Supporting this view, explain that accomplishing effective service delivery in academic libraries in Nigeria is all about

availability and accessibility of ICTs and availability of useful information, and connectivity of individuals, libraries and social networking.

More so, the study has brought to the fore the impeccable role of libraries in education in general and tertiary education in particular. Indeed, the quality and quantity of a library's collection would definitely have an effect on the quality of education the students receive and what the teachers deliver in the classrooms and lecture halls. The study has amply demonstrated the continuous use of libraries by students in institutions of higher learning. It is realized that majority of the students in the tertiary institutions still make use of libraries even though greater number of the students thinks that their libraries' collections such as books were fairly old.

Academic libraries provide its users with relevant and reliable materials for their academic work. In spite of the seeming widespread use of the internet by students, the use of the traditional library for academic purposes has not been discouraging. Where students are unable to locate materials, many of them would prefer to ask the library staff for assistance which would be forthcoming. The libraries' staff gives assistance to users including aiding students to locate books coupled with the congenial learning atmosphere of the libraries might have accounted for the high patronage of the institutions' libraries.

The study investigated utilization of library resources for academic activeness among undergraduate students in Nigerian tertiary institutions and determine the extent of use of the library resources by undergraduate. It is also to find out the factors that impede library, use by undergraduate students make some suggestions for improvement of library use.

The major findings of the study are that there are adequate library resources in the library for students' use and that students use the library mainly for consultation of books and

reference materials. They also use it for research purpose and borrowing of books. Furthermore, undergraduate students utilized internet services, books and dissertations, reading tables and chairs more than other library resources. Hence, this calls for purchase of more computers to enhance effective use of the electronic information resources across the selected tertiary institutions. Lastly, the study concluded that undergraduate students have preference on electronic information resources over the printed information resources.

More so, perceptions could be negative or positive. Human positive perception could be triggered by setting up several forces and putting some attractive and attention capturing phenomenon in place. Libraries with veritable services, quality information resources both physically and digitally, ease of access to the library holdings, accommodating as well as receptive staff and so on can foster positive perception towards library thus commanding desired patronage from prospective library users.

## Endnotes

- <sup>1</sup> M. J. Oakleaf, *The value of academic libraries: A comprehensive research review and report*. 2010
- <sup>2</sup> S. De Paor, & B. Heravi, *Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news*. **The Journal of Academic Librarianship**, 46(5), 2020, 102218.
- <sup>3</sup> E. S. T. Abumandour, *Public libraries' role in supporting e-learning and spreading lifelong education: A case study*. **Journal of Research in Innovative Teaching & Learning**, 14(2), 2020. 178-217.
- <sup>4</sup> C. Udo, C. & E. N. B. *Library environmental factors and students' patronage of library services in the University of Uyo main library*. **Library Philosophy & Practice**. 2022.
- <sup>5</sup> K. K., Twum, K. K., Adams, M., Budu, & R. A. A Budu, *Achieving university libraries user loyalty through user satisfaction: the role of service quality*. **Journal of Marketing for Higher Education**, 32(1), 2022, 54-72.
- <sup>6</sup> M., Yim, M., Fellows, & C. Coward, *Mixed-methods library evaluation integrating the patron, library, and external perspectives: The case of Namibia regional libraries*. **Evaluation and program planning**, 79, 2022, 101782.
- <sup>7</sup> K. K., Twum, K. K., M., Adams, S. Budu, & R. A. A. Budu, *Achieving university libraries user loyalty through user satisfaction: the role of service quality*. **Journal of Marketing for Higher Education**, 32(1), 2022, 54-72.
- <sup>8</sup> K. J., Lee, & M. G. Song, *A time-series analysis of the influence factors on public library patron numbers*. **Journal of the Korean Society for Library and Information Science**, 54(4), 2020, 195-220.
- <sup>9</sup> M., Rafiq, S. H., Batool, A. F., Ali, & M. Ullah, *University libraries response to COVID-19 pandemic: A developing country perspective*. **The Journal of Academic Librarianship**, 47(1), 2021. 102280.
- <sup>10</sup> M. Martzoukou, *Academic libraries in COVID-19: a renewed mission for digital literacy*. **Library management**, 42(4/5), 2021. 266-276.
- <sup>11</sup> D. A., Ayoung, F. N. A., Baada, & P. Baayel, *Access to library services and facilities by persons with disability: Insights from academic libraries in Ghana*. **Journal of Librarianship and Information Science**, 53(1), 2021, 167-180.
- <sup>12</sup> T. O. Adedokun, & F. A. Adewole, *Academic libraries use patterns in selected tertiary institutions in Lagos State, Nigeria*. **Ilorin Varsity International Journal of Library & Information Science** 5(2), 2022

- 13, S. K. Parbie, R. Phuti, & K.A., Barfi, *Users' perception of library facilities: Evidence from the University of Cape Coast.* **Library Philosophy and Practice**, 2021. pp.1A-16.
- 14 C.Udo, & N. B. Edidiong "Library Environmental factors and students' patronage of library services in the university of Uyo main library." **Library Philosophy & Practice** 2022.
- 15 S. De Groote, & J. M. Scoulas *Impact of COVID-19 on the use of the academic library.* **Reference Services Review** 49(3/4) 2021, 281-301.
- 16 D. Mehta, & X. Wang, "COVID-19 and digital library services—a case study of a university library." **Digital library perspectives** 36(4) 2020, 351-363.
- 17 I.K., Oluwatola, & T. A. Judah, "Students patronage and utilization of library and information resources; evidence of Afe Babalola University Ado Ekiti, Ekiti State, Nigeria." **Library Philosophy and Practice** 2022, 1-14.
- 18 J.A.,Yaya, & K. Adeeko, "Factors enhancing library patronage among undergraduate students: A review of literature." **FUOYE Journal of Educational Management** 1(1) 2024.
- 19 F. I., Ofodile, & G. I. Ifijeh. "Current trends in library patronage by faculties in Nigerian universities: A study of Ladoke Akintola University, Ogbomosh, Nigeria." **Annals of Library and Information Studies (ALIS)** 60(1) 2013, 27-35.
- 20 J. C. Onah, I. O., Adayi, E. A., Okonkwo, & G. U Onyebuchi, "Information retrieval skills as it correlates to undergraduate use of library information resources at a Nigerian university." **Library Philosophy and Practice** 4586 2022.
- 21 M. O., Ogbomo, & Oghenetega I. "Reading Habits and academic performance of library and information science undergraduates in federal universities in southern Nigeria." **Journal of Contemporary Issues in Education**, 4(1), 2020.
- 22 U. D. Onuoha, C. N. Ikonne, & E. Madukoma. "Perceived impact of library use on the research productivity of postgraduate students at Babcock University, Nigeria." **Journal of Research and Method in Education** 1(1), 2013: 11-16.
- 23 J. Luo, "A statistical analysis of patrons' in-library information consumption behaviors of print materials." **College & Research Libraries** 82(6) 2021, 863.
- 24 S. Adamu, "Assessing the factors affecting effective utilization of e library resources among staff and students of Jigawa state college of education Gumel, Nigeria." PhD diss., Kampala International University, School of Computing and Information Technology, 2018.

- 25 S. Ameyaw, "Library patronage among faculty and students of valley view university." **UDS International Journal of Development** 9(2) ,2022, 907-921.
- 26 M. Saikia, & A. S. Chandel. "Use and user's satisfaction on library resources and services in Tezpur University (India): A study." **Annals of Library and Information Studies**, Col 59 ,2012.
- 27 S. Ameyaw,"Library patronage among faculty and students of valley view university." **UDS International Journal of Development** 9(2) 2022.907-921.
- 28 O. Odu, "User apathy towards library resources and service: a case study of the University of Calabar Library, Calabar, Nigeria." **Global Journal of Educational Research** 16(1) 2017. 37-45.
- 29 W. Shuling, "Investigation and analysis of current use of electronic resources in university libraries." **Library management** 28(1/2) ,2007.72-88.
- 30 Q. G. Jiao, & A. J. Onwuegbuzie. "Prevalence and reasons for university library usage." **Library Review** 46(6), 1997: 411-420.
- 31 K. M., Alabdulwahhab, S. Y., Kazmi, W. Sami, K. N. Almujel, M.H. Alanazi, K. F. Alanazi, & A.F., Alwadani, "Use of online resources by undergraduate medical students at College of Medicine, Majmaah University, Kingdom of Saudi Arabia." **PloS one** 16 (8) 2021.e0255635.
- 32 F. I., Ofodile, & G. I. Ifijeh *Current trends in library patronage by faculties in Nigerian universities: A study of Ladoke Akintola University, Ogbomosho, Nigeria.* **Annals of Library and Information Studies (ALIS)** 60(1) ,2013. 27-35
- 33 U. Centerwall, & J. Nolin, "Using an infrastructure perspective to conceptualise the visibility of school libraries in Sweden." **Information Research: An International Electronic Journal** 24(3), 2019. n3.
- 34 T. Shiraz, "An analysis on consumer preference towards e books and print books and its impact on purchase behaviour." PhD diss., St Teresa's College (Autonomous), Ernakulam, 2023.
- 35 H. V. Cunningham, & S. Tabur. "Learning space attributes: Reflections on academic library design and its use." **Journal of learning Spaces** 1(2) ,2012, 2.
- 36 I. Lopatovska, & M. Regalado, "How students use their libraries: A case study of four academic libraries." **College & Undergraduate Libraries** 23, (4) ,2016, 381-399.
- 37 W. H., Cheng, E. T. H. Lam, & D. K. Chiu, *Social media as a platform in academic library marketing: A comparative study.* **The Journal of Academic Librarianship**, 46(5), 2020 102188.

- 38 M. C. Hirschbiel, & J. Petzold. "A space for everyone and everyone in the space: Re-designing existing library space to inspire collaboration." In *The future of library space*, Emerald Group Publishing Limited, 2016. pp. 253-283.
- 39 K. Hegarty, & J. Boyd, "Useful divides: games of truth in library and information studies research and practice." **Journal of Critical Library and Information Studies** 4 ,2023.
- 40 M.,Yim, M., Fellows, & C. Coward, "Mixed-methods library evaluation integrating the patron, library, and external perspectives: The case of Namibia regional libraries." **Evaluation and program planning** 79 ,2020: 101782.
- 41 M., Ashiq, S. U. Rehman, & G.,Mujtaba, "Future challenges and emerging role of academic libraries in Pakistan: A phenomenology approach." **Information Development** 37(1), 2021: 158-173.
- 42 M., Chen, & C. W. Shen, "The correlation analysis between the service quality of intelligent library and the behavioral intention of users." **The Electronic Library** 38(1), 2020: 95-112.
- 43 R. Berger, *Stepfamilies: A multi-dimensional perspective*. Routledge, 2020.
- 44 A.,Belhadi, S., Kamble, C. J. C., Jabbour, A.,Gunasekaran, N. O., Ndubisi, & M.Venkatesh, "Manufacturing and service supply chain resilience to the COVID-19 outbreak: Lessons learned from the automobile and airline industries." **Technological forecasting and social change** 16(3) 2021: 120447.
- 45 M., Leon-Ledesma, &A. Moro, "The rise of services and balanced growth in theory and data." **American Economic Journal: Macroeconomics** 12(4) 2020: 109-146.
- 46 M. U. H., Uzir, H. Al Halbusi, R. Thurasamy, R. L. T., HockAljaberi, M. A., Hasan, N., & M. Hamid, *The effects of service quality, perceived value and trust in home delivery service personnel on customer satisfaction: Evidence from a developing country*. **Journal of Retailing and Consumer Services**, 63, 2021,102721.
- 47 J. Hallencreutz, & J. Parmler, "Important drivers for customer satisfaction—from product focus to image and service quality." **Total quality management & business excellence** 32(5-6), 2021: 501-510.
- 48 H. J., Lee & M. H. Seong, "A study on the effects of business service quality on satisfaction, commitment, performance, and loyalty at a private university." **The Journal of Asian Finance, Economics and Business** 7(9), 2020: 439-453.
- 49 A. Supriyanto, B. B. Wiyono, & B. B. Burhanuddin, "Effects of service quality and customer satisfaction on loyalty of bank customers." **Cogent Business & Management** 8(1), ,2021: 1937847.

- 50 S. Shokouhyar, S. Shokoohyar, & S.Safari, "Research on the influence of after-sales service quality factors on customer satisfaction." **Journal of Retailing and Consumer Services** 56 ,2020: 102139.
- 51 J. Y., Ong, W. C., Ong, A. C., Ong, & K. Q. On, "Effect of service quality and customer satisfaction on customer loyalty: A case study of Starbucks in Malaysia." **International journal of tourism and hospitality in Asia Pasific (IJTHAP)** 5(3), 2022: 62-74.
- 52 B. J, Ali, P. F., SalehAkoi, S. Abdulrahman, A. A., Muhamed, A. S., Noori, H. N., & G." Anwar, "Impact of service quality on the customer satisfaction: Case study at online meeting platforms." **International journal of Engineering, Business and Management**, 5(2), 2021. pp. 65-77.
- 53 K. L., Bharti & S.,Verma, "Use of Emerging Technologies in the University Libraries: A Study of Review of Literature." **Library Philosophy & Practice** ,2021.
- 54 D. A Ayoun, F. N. A. Baada, & P. Baayel, "Access to library services and facilities by persons with disability: Insights from academic libraries in Ghana." **Journal of Librarianship and Information Science** 53(1) ,2021: 167-180.
- 59 H., Rafique, A. O. Almagrabi, A., Shamim, & A. K. Bashir, "Investigating the acceptance of mobile library applications with an extended technology acceptance model (TAM)." **Computers & Education** 145 ,2020: 103732.
- 55 T. C., Ilesanmi, & I. Mabawonku. "Use of social media space for library service delivery: evidence from Southern Nigeria universities." **Library Philosophy and Practice**, 2020: 1-18.
- 56 R. O., Okunlaya, N., Syed Abdullah, & R. A. Alias, "Artificial intelligence (AI) library services innovative conceptual framework for the digital transformation of university education." **Library Hi Tech** 40(6), 2022: 1869-1892.
- 57 S. Budu, P. J., Korkuvi, S. Owusu-Ansah, & F., Yeboah, "Leveraging social media platforms in marketing library services in Ghanaian universities." **Library Philosophy and Practice**, 2020: 109-128.
- 58 J. O., Kutu, & O. Olajide, "Information resources availability, utilisation and job performance of academic librarians in selected university libraries in North-Central Nigeria." **Library Philosophy & Practice**, 2020.
- 59 S. T. T .,Tendur, V. V. Hutabarat, & S. S. Tumbelaka, "Price perception, service quality and customer satisfaction (Empirical study on cafes at Tondano City)." **International journal of Tourism and hospitality in Asia Pasific (IJTHAP)** 4(3), 2021: 19-31.

- 60 Y. Cahyono, A. Purwanto, F. N. Azizah, & H., Wijoyo, "Impact of service quality, university image and students satisfaction towards student loyalty: Evidence from Indonesian private universities." **Journal of critical reviews** 7(19), 2020.
- 61 R. Nunkoo, F. N. Teeroovengadum, C. M., Ringle, & V. Sunnassee, "Service quality and customer satisfaction: The moderating effects of hotel star IFLA journal rating." **International Journal of Hospitality Management** 91 ,2020: 102414.
- 62 F. Hamad, R., Al-Aamr, S. A., Jabbar, & H., Fakhuri, "Business intelligence in academic libraries in Jordan: Opportunities and challenges." 47, no. **IFLA journal** 1 ,2021: 37-50.
- 63 E. N. Decker, "Reaching academic library users during the COVID-19 pandemic: New and adapted approaches in access services." **Journal of Access Services** 18(2) ,2021: 77-90.
- 64 B. K, Chawla, & P N. Aggarwal, "Evaluation of customer expectation and satisfaction towards after-sales services using Kano Model." **Orissa Journal of Commerce** 44(4), 2023
- 65 N. L, Rane, A.,Anand & P. Saurabh Choudhary. "Enhancing customer loyalty through quality of service: Effective strategies to improve customer satisfaction, experience, relationship, and engagement." **International Research Journal of Modernization in Engineering Technology and Science** 5(5) ,2023: 427-452.
- 66 C. Chukwueke, D. N. Chizoba & N. O Victoria "Enhancing academic visibility of faculty members in Nigerian university community: The role of institutional repositories." **International Journal of Research and Scientific Innovations** 7 2020: 87-94.
- 67 M. Gómez, E., H. Victor & V.M. Genoveva "Quality indicators and user satisfaction in university libraries." **The Journal of Academic Librarianship** 46(6) ,2020: 102230.
- 68 M.Deja, R. Dorota & B. Brigitte, "Digital transformation readiness: perspectives on academia and library outcomes in information literacy." **The Journal of Academic Librarianship** 47(5) ,2021: 102403.
- 69 M. Anshori, E. Elynawati & A. Alfatchussadiqin, "Implementation of Library Management in Improving Excellent Service in Vocational High Schools." **Nazhruna: Jurnal Pendidikan Islam** 5(2) ,2022: 830-842.
- 70 K.Vasanth, & P. Valsaraj, "LibQUAL+® based importance-performance matrix analysis for assessing library service quality: A case study." **Annals of Library and Information Studies (ALIS)** 69(4) ,2022: 269-276.

- 71 Y.,Wu, D., Chi Zhou, & C.,Min, "*Factors associated with teachers' competence to develop students' information literacy: A multilevel approach.*" **Computers & Education** 176 ,2022: 104360.
- 72 L., H., Maryam & A. Mohsen, "*The effect of information literacy instruction on lifelong learning readiness.*" **IFLA journal** 46(3) ,2020: 259-270.
- 73 R. E. Rubin, & G. R. Rachel, *Foundations of library and information science.* **American Library Association**, 2020.
- 74 A. J., Head, Barbara & M.,Margy "*Information Literacy in the age of algorithms: student experiences with news and information, and the need for change.*" **Project Information Literacy** ,2020.
- 75 M., Pinto, F. Rosaura, C. David, & S.,Dora "*Information literacy trends in higher education (2006–2019): Visualizing the emerging field of mobile information literacy.*" **Scientometrics** 124 ,2020: 1479-1510.
- 76 S., De Paor, & H., Bahareh, "*Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news.*" **The Journal of Academic Librarianship** 46(5) ,2020: 102218.
- 77 G. O. Quadri, & S. A. Alasa "*Information Literacy Skills Influence on the Utilisation of Electronic Information Resources among Nigerian students: polytechnic experience.*" **Library Philosophy & Practice**, 2022.
- 78 R. Kandakatla, J. F Edward Berger, J. Rhoads, & D.Jennifer "*Student perspectives on the learning resources in an active, blended, and collaborative (ABC) pedagogical environment.*" **International Journal of Engineering Pedagogy.** 10 (2): 2020,7-31.
- 79 S. De Paor, & H., Bahareh "*Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news.*" **The Journal of Academic Librarianship** 46(5), 2020: 102218.
- 80 U. Avci, & E. Esin "*Online students' LMS activities and their effect on engagement, information literacy and academic performance.*" **Interactive Learning Environments** 30(1) ,2022: 71-84.
- 81 A. Sample, "*Historical development of definitions of information literacy: A literature review of selected resources.*" **The journal of academic librarianship** 46, (2), 2020: 102116.
- 82 N. Aharony, & G. Tali "*Students' information literacy self-efficacy: An exploratory study.*" **Journal of Librarianship and Information Science** 52, (1) ,2020: 224-236.

- 83 N. Aharony, & G. Tali "Students' information literacy self-efficacy: An exploratory study." **Journal of Librarianship and Information Science** 52, (1) ,2020: 224-236.
- 84 Y. Xue, A. H. C., Lam, & D. K. Chiu, *Redesigning library information literacy education with the BOPPPS Model: A case study of the HKUST Library. In transformation of higher education through institutional online spaces.* IGI Global. pp. 279-296, 2023.
- 85 A. F., Awodoyin, A. E., Olutoki, & M. A. Osoba, *Research self-efficacy as correlates of research competence of library and information science postgraduate students' in selected universities in South-West, Nigeria.* **Communicate: Journal of Library and Information Science**, 26(1), 2024. 19-36.
- 86 S. Saryanto, A.Saadillah, M. Mutmainnah, D. Mahendika, & E. D. Astuti, *The Analysis of lecturers information literacy skill to support competence in teaching learning activities.* **Journal on Education**, 2023.5(4), 10754-10762.
- 87 H.Y. Jibrin, "Influence of information literacy skills and use of electronic information resources on students' research activities of federal universities in north-central, Nigeria." PhD diss., 2023.
- 88 G. Marchionini, *Information seeking in electronic environments.* Cambridge university press, 1995.
- 89 E. Aromataris, & R. Dagmara, "Constructing a search strategy and searching for evidence." **Am J Nurs** 114(5) , 2014: 49-56.
- 90 S.Saryanto, S. M. M., AndiDevin, M. & D. A. Enny, "The Analysis of Lecturers Information Literacy Skill to Support Competence in Teaching Learning Activities." **Journal on Education** 5( 4) ,2023: 10754-10762.
- 91 , A. B. Adarkwa"Information Literacy Among Students in Higher Learning Institutions in Ghana: The Case of Kwame Nkrumah University of Science and Technology." **International Information & Library Review** ,2024: 1-17.
- 92 S.Saryanto, S. M. M .Andi., M.Devin & A.Enny, Diah "The Analysis of Lecturers Information Literacy Skill to Support Competence in Teaching Learning Activities." **Journal on Education** 5(4) ,2023: 10754-10762.
- 93 P.Vassilakopoulou, & H.Eli, "Bridging digital divides: A literature review and research agenda for information systems research." **Information Systems Frontiers** 25 (3),2023: 955-969.
- 94 M. H. H., Milosheva, R.Peter, & C.Peter "Information literacy competencies for career transitions in the digital age." Facet Publishing, 2023.

- 95 R. Salawu, A. O. Shamsuddin, & S. Bolatitio. *"Theoretical and conceptual frameworks in research: Conceptual clarification."* **European Chemical Bulletin** 12(12) ,2023: 2103-2117.
- 96 M. H., Mustafa, M. B. Ahmad, Z. H., Shaari, & T. Jannat, *Integration of TAM, TPB, and TSR in understanding library user behavioral utilization intention of physical vs. E-book format.* **The Journal of Academic Librarianship**, 47(5), 2021, 102399.
- 97 A. Wicaksono, & A., Maharani, *The effect of perceived usefulness and perceived ease of use on the technology acceptance model to use online travel agency.* **Journal of Business and Management Review**, 1(5), 2020, pp.313-328.
- 98 M. J. Alam, & M. Muhammad *"Impact of service quality on user satisfaction in public university libraries of Bangladesh using structural equation modeling."* **Performance Measurement and Metrics** 24 (1) ,2023: 12-30.
- 99 S.Panahi, B. Azam & M. Abbas, *"Development and validation of a modified LibQUAL scale in health sciences libraries: application of Structural Equation Modeling."* **Journal of the Medical Library Association: JMLA** 111, (4) ,2023: 792.
- 100 B. Kaur, & S. Harpreet. *"Application of LibQUAL+ Model to evaluate library service quality: A study of National Institute of Technology Libraries of North India."* **International Journal of Research in Library Science (IJRLS)** 9(2) 2023.
- 101 K. A., Barfi, ,K. P., Seth K. F. M., Christopher, T. K. K. Vondee, &A. Eunice, *"Assessing the quality of services at an academic library."* **Heliyon** 9, (1) ,2023.
- 102 M. A. Kamba & A. B. Aminu *"Application of the big 6 skills model and information literacy skills of undergraduate students on the use of electronic resources in Nigerian universities."* **Library Philosophy & Practice** 2022.
- 103 G. T. Chipeta, *"Information Literacy (IL) teaching and learning: a literature review."* **Inkanyiso** 2 (1), 2010: 21-31.
- 104 A.,Shahin, & S.Monireh, *"Developing the models of service quality gaps: a critical discussion."* **Business Management and Strategy** 1 (1) 2010: 1.
- 105 P. Herson, & A.Ellen, *Assessing service quality: Satisfying the expectations of library customers.* **American Library Association**, 2010.
- 106 K. Khadka, & M. Soniya, *"Customer satisfaction and customer loyalty."* Centria University of Applied Sciences Pietarsaari 1(10) ,2017: 58-64.
- 107 P. Barwise, & M.Sean *Simply better: Winning and keeping customers by delivering what matters most.* **Harvard Business Review Press**, 2004.

- 108 F. M . Hamad, & F.Hussam, *"The provision of smart service at academic libraries and associated challenges."* **Journal of Librarianship and Information Science** 55, (4), 2023: 960-971.
- 109 A. C. Eneh, B. U. Oviri, & M. G. Ekhortonmwun, *Save in cloud, access anywhere: the utilization of cloud computing in university libraries for library service delivery in contemporary age.* **NIU Journal of Educational Research**, 10(1), 2024, 95-106.
- 110 M. Hosseini & M. Gholamhosseinzadeh, F. Zamani, & S. Hasan *"Identifying and ranking critical success factors for cloud computing deployment at Mazandaran University of Medical Sciences."* **Educational Research in Medical Sciences** 12 (2) ,2023.
- 111 M.A., Nkrumah,A. Ramos, & A.Mary, " *Evolving from physical to electronic classrooms: Implications for quality assurance in a selected technical university."* **Cogent Social Sciences** 9(2) ,2023: 2255421.
- 112 M. A., Abdullahi, O. O., Ruth, U. K Nkata. & A. O. Aderonke, *"Library Service Quality and user satisfaction in colleges of education libraries in Lagos State, Nigeria."* **Tin-City Journal of Library, Archival and Information Science** 12, (2), 2023.
- 113 A. Afzal., S. Khan,D. Sana,. A. Zahoor & A Butt. *Addressing the digital divide: Access and use of technology in education* **Journal of Social Sciences Review** 3(2) ,2023: 883-895.
- 114 H. Y. Jibrin, *"Influence of information literacy skills and use of electronic information resources on students' research activities of federal universities in north-central, Nigeria."* Phd Diss., **2023**.
- 115 G.Tachie-Donkor, & J. E. Ifeanyi *"Effect of information literacy skills on university students' information seeking behaviour and lifelong learning."* **Heliyon** 9(8) 2023.
- 116 A. P. M., Hicks, , G.W. Charlie Inskip& L. Annemaree, *"Leveraging information literacy: Mapping the conceptual influence and appropriation of information literacy in other disciplinary landscapes."* **Journal of Librarianship and Information Science** 55( 3), 2023: 548-566.
- 117 A. M., Ibrahim I. O., Yahaya L. Abubakar & O. N Abdulraheem.*"Factors influencing the use of open access resources by library and information science postgraduate students, University of Ilorin."* 2023.
- 118 N. Ali, S. Muhammad & F Abdullah. *"Information literacy and research support services in academic libraries: A bibliometric analysis from 2001 to 2020."* **Journal of Information Science** 49(6) ,2023: 1593-1606.

- 119 J. E. Onohwakpor, "Evaluation of information communication technology literacy skills (ICTs) among secondary school students in Delta State, Nigeria." **Library of Progress-Library Science, Information Technology & Computer** 43 (1) ,2023.
- 120 S. S. Ndagi" *Information literacy skills as correlates of effective use of electronic library resoruces by lecturers in universities in north-central, Nigeria.*" PhD diss., 2023.
- 121 E. Nierenberg, & I. D Tove. "Is information literacy ability, and metacognition of that ability, related to interest, gender, or education level? A cross-sectional study of higher education students." **Journal of Librarianship and Information Science** 55, (1) 2023: 57-69.
- 122 A. K. Kabakus, & "The effect of digital literacy on technology acceptance: An evaluation on administrative staff in higher education." **Journal of Information Science** 2023: 01655515231160028.
- 123 K. Mamta, & G. Vinit, "A systematic review of library service quality studies: Models, dimensions, research populations and methods." **Journal of Librarianship and Information Science** 56 (2) ,2024: 534-546.
- 124 M. T., Gonzaga, R. E. B., Fontes, , B. L. P., SantosFilho, L. R. L., Ruzene, D. S., Vasconcelos, & D. P. Silva, "Perspective on services' quality using the SERVPERF." **International Journal of Productivity and Quality Management** 41 (3), 2024: 368-388.
- 125 S. N., Sood, S. S. S Kumar. & T. Deepika, "Awareness and Usage of e-books among students of Panjab University, Chandigarh." **DESIDOC Journal of Library & Information Technology** 44(3),2024.
- 126 F. U. Manjack, H. M. Ukashatu, & T.Hajara, "An appraisal on the utilization of e-library resources and services by students of Fudma during A 2-Day Nigerian Labour Congress Warning Strike." **International Journal of Applied Technologies in Library and Information Management** 9, (3) ,2023: 12-20.
- 127 M. J. Alam, & M. Muhammad "Impact of service quality on user satisfaction in public university libraries of Bangladesh using structural equation modeling." **Performance Measurement and Metrics** 24 (1) ,2023: 12-30.

## Chapter three

### Methodology

#### 3.1 Research Design

The researcher adopted the descriptive survey research design for this study. This method was adopted because of the flexibility it provides the researcher to gather relevant data through appropriate instruments such as questionnaires to measure perceptions and the dynamics of the phenomenon under study<sup>1</sup>. Most importantly, it allows for an accurate representation of the variables under study and the interrelationships between them.

#### 3.2. Population of the study

The population for this study consists of One thousand eight hundred and six (1806) Students from all the (3) Schools of Nursing and Midwifery Niger State, Nigeria. The Table 3.1 shows the numbers of schools and their population .

**Table 3.1: Population Distribution**

S/N	Name and Location of Schools	Number of Students
1	School of Nursing Bida,Niger State	427
2	School of Midwifery Minna,Niger State	618
3	School of Nursing &Midwifery Kontagora,Niger State	761
		<b>1806</b>

**Sources: Academic Affairs office 2024**

According to the Nursing and Midwifery Council of Nigeria, there are three accredited schools of Nursing and Midwifery in Niger State which include School of Midwifery Minna, School of Nursing Bida and School of Nursing & Midwifery Kontagora.

### 3.3. Sample and Sampling Technique

The study used Krejckie and Morgan sampling technique which is often regarded as Krejckie and Morgan table to determine the study sample<sup>2</sup>. Therefore, from the Table 3.2 the sample for the study is 320 selected from the total population of 1806. The sampled size was calculated proportionally to the number of students in each of the schools using the formular,  $n = N/T \times S$  where 'n' is the proportional sample size, 'N' is number of students, 'T' is the total population of the study and 'S' is the sampled size.

**Table 3.2 Table of sample size**

S/N	Name Schools and Location	Numbe of Students	Sample size
1	School of Nursing Bida	427	$427/1806 \times 320 = 76$
2	School of Midwifery Minna	618	$618/1806 \times 320 = 109$
3	School of Nursing & Midwifery kontagora	761	$761/1806 \times 320 = 135$
<b>Total</b>		<b>1806</b>	<b>320</b>

Sources: Nursing and Midwifery council of Nigeria, 2024

**Table 3.3. Krejcie and Morgan table**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

**Source: Krejcie and Morgan Sampling Table**

### **3.4. Description of Research instruments**

The data collection instrument for this study was a structured questionnaire. The study adopted four -Points Likert scale design which allowed the researchers in listing options from which respondents can choose. The instrument is made up of four sections.

Section A consists of four (4) questions on demographic information of the respondents which is self- developed and its measured by four variables such as: Name of institution, Student program, Age range, and Gender.

Section B contains questions on level of library patronage among the respondents. The section is divided in to sections; purpose of libraryuse and frequency of library. The items in this section were adapted from related studies <sup>2, 4, 5</sup>. Example of questions are; “How

frequently do you patronized library?” “Did the service quality of the library influences your library patronage?” Do you search information resources in the library? . Each item is measured on a 4-point Likert scale of 4- Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree.

Section C Contains questions on the first independent variable; Service quality. The scale was adapted from a standardised scale<sup>3,6</sup>. It is made of three sections namely, affect of service, information control, and library as a place. Example of questions includes; does the service quality of the library influence your patronage, Each item is measured on a 4-point Likert scale of 4- Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree.

Section D contains questions on the second independent variable which is (information literacy skills) The section was also adapted from a related study. Example of questions includes; did your information literacy skills influence your library patronage? Each item is measured on a 4-point Likert scale of 4- Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree.

### **3.5 Validity of the Research Instrument**

The instrument for this study was adapted from an established scale, it was also checked for content and face validity by the supervisor and other scholars in the field of Library and Information Science<sup>3</sup>. Corrections and observations made were incorporated into the final copy which was administered on the study respondents.

### **3.6. Reliability of the Instrument**

The reliability of the research instrument relates to its ability to be consistent in measuring the variables it is designed to measure. In order to ensure the reliability of the study instrument, 20 copies of the questionnaire were administered on students from College of Nursing, Birnin Kebbi State who are not part of the study. The returned questionnaire was analysed and the cronbach alpha value of the instrument returned a value of 0.877 which indicates that the research instruments met the acceptable standard<sup>4</sup>.

### **3.7 Method of Data Collection**

A letter of introduction and project attestation was obtained from the department of information management, Lead City University which enable the researcher to conduct the survey on the students of College of Nursing Sciences Niger State. The questionnaire was administered physically with the assistance of two research assistants whom are trained for the purpose. The whole data collected from the 3 schools of Nursing in Niger State covered a period of two weeks combined.

### **3.8 Method of Data Analysis**

The data collected from the survey was coded and analysed using the IBM SPSS statistics software version 24. The demographic data was analysed using descriptive statistics such as simple frequency tables and percentages<sup>5</sup>. The research questions were also analysed using descriptive statistics. Hypothesis one and two were analysed using the linear regression analysis while the third hypothesis was analysed using the multiple regression analysis. All hypotheses tested at 0.05 level of significance.

## Endnotes

- 1 S. L. Siedlecki, *Understanding descriptive research designs and methods*. **Clinical Nurse Specialist**, 34(1),2020, 8-12.
- 2 C. L. Chuan, & Penyelidikan, J. *Sample size estimation using Krejcie and Morgan and Cohen statistical power analysis: A comparison*. **Jurnal Penyelidikan IPBL**, 7(1),2006, 78-86.
- 3 A., Kumar, & Krishnamoorthy,. *Business analytics adoption in firms: A qualitative study elaborating TOE framework in India*. **International Journal of Global Business and Competitiveness**, 15(2), 80-93.
- 4 C. L.,Kimberlin, & A. G. Winterstein, *Validity and reliability of measurement instruments used in research*. **American journal of health-system pharmacy**, 2008, 65(23), 2276-2284.
- 5 S., Khattak, M., Khan, T., Usman, J., Ali, D. X., Wu, M., Jahangir, & X. Y. Ji, *Assessment of general populations knowledge, attitude, and perceptions toward the coronavirus disease (COVID-19): a cross-sectional study from Pakistan*. **Frontiers in medicine**, 8, 2021, 747819.

## Chapter Four

### Data Analysis and Discussion

This chapter presents the results of data analysis based on the questionnaire during the research. The researcher administered the study questionnaire to 320 students from three School of Nursing and Midwifery in Niger State, namely, School of Nursing Bida, School of Midwifery Minna, and School of Nursing & Midwifery Kontagora. However, out of the 320 questionnaire administered, 248 was completed and returned. This represents 78% returned rate which is considered adequate for generalization.

#### 4.1 Demographic Analysis

**Table 4.1: Demographic Analysis**

		Frequency	Percent
Gender	Male	95	38.5
	Female	153	61.5
	<b>Total</b>	<b>248</b>	<b>100.0</b>
Age	16-19 years	41	16.4
	20-24, years	83	34.4
	25-29 years	57	23.0
	30 years and above	65	26.2
	<b>Total</b>	<b>248</b>	<b>100.0</b>
Level of Education	100L	74	30.1
	200L	81	32.8
	300L	91	37.1
	<b>Total</b>	<b>248</b>	<b>100.0</b>
Insitutions	School of Nursing Bida	69	27.9
	School of Midwifery Minna	81	32.6
	School of Nursing & Midwifery Kontagora	98	39.5
	<b>Total</b>	<b>248</b>	<b>100.0</b>

Source: Fieldwork 2024

Table 4.1 presents the demographic profile of respondents from the Niger State College of Nursing Sciences, covering gender, age, level of education, and institutions. The gender distribution shows that 38.5% of the respondents are male, while a majority of them (61.5%) are female. This indicates that there is a higher representation of female students among the respondents. Regarding age, 16.4% of the respondents fall within the age range of 16-19 years, while 34.4% are between 20-24 years. Those aged 25-29 years constitute 23.0%, and 26.2% are 30 years and above. The age distribution shows a diverse range of ages among the students, with the majority being in their early twenties.

In terms of educational level, 30.1% of the respondents are in their first year (100L) while 32.8% are in their second year, and 37.1% are in their third year (300L). This suggests that the survey captures students across all levels, with a slightly higher proportion in their final year. The demographic data also revealed respondents are spread across three institutions: 27.9% are from the School of Nursing Bida, 32.6% are from the School of Midwifery Minna, and the largest group, 39.5%, comes from the School of Nursing & Midwifery Kontagora. This distribution indicates that the highest proportion of respondents is from the School of Nursing & Midwifery Kontagora.

## 4.2 Research Questions

Research Question One: To what extent is the level of library patronage among students in College of Nursing Sciences Niger State?

**Table 4.2: To What Extent is the Level of Library Patronage among Students in College of Nursing Sciences Niger State**

Frequency of Use	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I make use of the library in my school daily	126 (53.3%)	112 (45.9%)	2 (0.8%)		3.52
I make use of the library in my school twice a week	177 (55.7%)	97 (39.3%)	9 (4.1%)	2 (0.8%)	3.50
I make use of the library in my school weekly	119 (48.4%)	126 (51.6%)			3.48
I make use of the library in my school at least once a month	109 (44.6%)	101 (45.5%)	22 (9.1%)	2 (0.8%)	3.34
I have never used the library in my school	1799 (73.0%)	67 (27.0%)			3.73
<b>Average Mean</b>					3.51
<b>Purposes of use of Library</b>					
I use the library to prepare for examinations	139 (55.4%)	105 (43.0%)	4 (1.7%)		3.54
I use the library to prepare for test	129 (51.6%)	87 (35.2%)	30 (12.3%)	2 (0.8%)	3.38
I use the library to complete class assignments	201 (81.1%)	47 18.9%			3.81
I use the library to supplement my lecture notes	134 (54.1%)	113 (45.9%)			3.54
I use the library to gather information for personal research	147 (59.8%)	85 (34.4%)	14 (5.7%)		3.54
I use the library to find leisure materials	137 (55.7%)	96 (38.5%)	14 (5.7%)		3.50
<b>Average Mean</b>					3.55

**Source: Researcher's Fieldwork, 2024**

Table 4.2 presents the analysis of data on the extent of library patronage among students in College of Nursing Sciences Niger State. Library patronage is examined through two dimensions: frequency of use and purposes of use.

On the frequency of use, the results show that 53.3% of the respondents strongly agree and 45.9% agree that they use the library daily, with a mean score of 3.52. A significant proportion of the respondents, 55.7%, strongly agree and 39.3% agree that they use the library twice a week, with a mean score of 3.50. also Weekly 48.4% of the respondents who strongly agree and 51.6% agreed that they use the library only once a week, resulting in a mean of 3.48. furthermore, 44.6% of the respondents strongly agree and 45.5% agree that they visit the library only once a month, with a mean of 3.34. However, 73.0% of the respondents strongly agreed to never having used the library, resulting in a mean score of 3.73. The average mean for the frequency of use is 3.51, indicating a generally high level of library usage.

When examining the reasons for library use, 55.4% of the respondents strongly agree and 43.0% agree that they use the library to prepare for examinations, with a mean score of 3.54. For test preparation, 51.6% of the respondents strongly agree and 35.2% agree, while 12.3% disagree, resulting in a mean of 3.38. A majority of the respondents, 81.1%, strongly agree that they use the library to complete class assignments, with a mean score of 3.81. Additionally, 54.1% strongly agree and 45.9% agree to using the library to supplement lecture notes, achieving a mean of 3.54. For gathering information for personal research, 59.8% strongly agree and 34.4% agree, with a mean of 3.54. The use

of the library for leisure materials is strongly agreed by 55.7% and agreed by 38.5%, with a mean of 3.50. The average mean for purposes of use is 3.55, indicating that students primarily use the library for academic-related activities.

The aggregate mean of 3.53 suggests that library patronage among students is relatively high, with a focus on academic support such as preparing for exams, completing assignments, and supplementing lecture notes. Although there is a small proportion of students who claim never to have used the library, the overall data indicates strong engagement with library resources for academic purposes.

Lead City University Ibadan DO NOT COPY

Research Question Two : What is the level of service quality of librarians in College of Nursing Sciences Niger State?

**Table 4.3 Level of Service Quality Of Librarians in College of Nursing Sciences Niger State**

<b>Affect of Service</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
Library staff in my library to instil confidence in users	181 (73.0%)	67 (27.0%)	—	—	3.73
The library has enough staff which allow them pay individual attention to students	176 (71.9%)	67 (27.3%)	2 (0.8%)	—	3.71
Library staff in my library are trained to be consistently courteous to all patrons	144 (57.9%)	92 (37.2%)	12 (5.0%)	—	3.53
Library personnel demonstrated competence in dealing with request of library users	171 (69.4%)	62 (25.6%)	12 (5.0%)	—	3.64
Library employees are always even temper when dealing with library users	141 (57.9%)	93 (37.2%)	12 (5.0%)	—	3.51
<b>Average Mean</b>					3.63
<b>Information Control</b>					
My school library provides remote access to electronic resources	60 (49.6%)	53 (43.8%)	15 (5.8%)	2 (0.8%)	3.42
My school library has a website which helps user to locate information on their own	113 (46.7%)	108 (45.0%)	12 (5.0%)	8 (3.3%)	3.35
My school library has acquired enough print and digital resources to meet the needs of the users	135 (55.4%)	87 (35.5%)	15 (5.8%)	8 (3.3%)	3.43
My library has invested in searchable databases for effective library services	126 (50.8%)	107 (43.4%)	14 (5.7%)	—	3.45
My library has created information retrieval tools such as indexes, bibliography reading list etc that allow users find information easily	60 (49.6%)	53 (43.8%)	15 (5.8%)	2 (0.8%)	3.42
<b>Average Mean</b>					3.41

<b>Library as a Place</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
My school library has space that inspires study and learning	134 (56.4%)	85 (35.9%)	16 (6.8%)	2 (0.9%)	3.48
My school library has quiet space for individual work	103 (41.8%)	103 (41.8%)	29 (11.5%)	12 (4.9%)	3.20
My school library has comfortable and inviting location	143 (57.9%)	91 (37.2%)	12 (5.0%)	—	3.53
My school library is secure and peaceful place for study, learning and research	107 (43.8%)	123 (50.4%)	12 (5.0%)	2 (0.8%)	3.37
My school library has space for group learning and group study	164 (66.4%)	69 (27.9%)	14 (5.7%)	—	3.61
<b>Average Mean</b>					3.44
<b>Aggregate Mean</b>					3.49

Source: Researcher's Fieldwork, 2024

Table 4.3 presents the analysis of data on the level of service quality of librarians in the Niger State College of Nursing Sciences, focusing on three dimensions: Affect of Service, Information Control, and Library as a Place.

The affect of Service dimension measures the librarians' ability to provide user confidence, attention, courtesy, competence, and even temper. The results show that 73.0% of respondents strongly agree that library staff instil confidence in users, with 27.0% agreeing (mean = 3.73). Regarding staff numbers and individualized attention, 71.9% of the respondents strongly agree while 27.3% agree, leading to a mean score of 3.71. Library personnel's competence and courteousness were also rated positively, with mean scores of 3.64 and 3.53, respectively. The overall average mean for this dimension is 3.63, indicating a generally high level of satisfaction with the service quality provided by the librarians.

In the dimension of information control which assesses the availability of remote access, digital resources, and information retrieval tools, about 49.6% of respondents strongly agree and 43.8% agree that the library provides remote access to electronic resources, leading to a mean score of 3.42. Additionally, 55.4% of respondents strongly agree that the library has acquired enough print and digital resources, with a mean of 3.43. Other aspects, such as having a library website and searchable databases, received high mean scores between 3.35 and 3.45. The average mean for information control is 3.41, suggesting high level of information control leading to patrons' satisfaction with the library's resources and digital access capabilities.

Library as a Place is the third dimension examined. It focuses on the physical environment of the library, such as space for study, comfort, and security. The majority of respondents (56.4%) strongly agree that the library has space that inspires learning, with a mean of 3.48. The provision of quiet spaces for individual work received a mean score of 3.20, showing a slightly lower level of satisfaction. Meanwhile, 66.4% strongly agree that there is space for group study, with a mean of 3.61. The overall average mean score for this dimension is 3.44, reflecting positive perceptions of the library's physical environment.

The overall aggregate mean score across all three dimensions is 3.49, indicating that students generally perceive the quality of library services as good. While the library staff's affect of service is rated highly, there is room for improvement in areas like the provision of digital resources and quiet study spaces.

Research Question Three: What is the level of information literacy skills of students in College of Nursing Sciences Niger State?

**Table 4.4 Level of Information Literacy Skills of Students in College of Nursing Sciences Niger State**

<b>Task Definition</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
I am confident in identifying what information I need to complete an assignment or research project.	137 (55.7%)	93 (37.7%)	15 (5.7%)	2 (0.8%)	3.48
I am skilled at breaking down a research topic into specific questions or key concepts that need to be addressed.	125 (50.4%)	123 (49.6%)	—	—	3.50
I am able to evaluate the quality and relevance of various information sources before deciding which ones to use	94 (37.7%)	125 (50.8%)	27 (10.7%)	2 (0.8%)	3.25
<b>Average Mean</b>					3.41
<b>Information Seeking Strategies</b>					
I always have a plan for finding relevant information, including search keywords and databases.	112 (45.1%)	119 (48.4%)	15 (5.7%)	2 (0.8%)	3.38
I can use search techniques such as Boolean operators, truncation, filters etc	137 (55.7%)	93 (37.7%)	16 (6.6%)		3.49
I can easily use information retrieval tools such as indexes, bibliographies,	109 (44.6%)	101 (45.5%)	22 (9.1%)	2 (0.8%)	3.34
<b>Average Mean</b>					3.40
<b>Use of Information</b>					
I am proficient at reading and understanding the information I gather from various sources	139 (55.4%)	105 (43.0%)	4 (1.7%)		3.54
I can effectively combine information from multiple sources to create a cohesive understanding of a topic	129 (51.6%)	87 (35.2%)	30 (12.3%)	2 (0.8%)	3.38
I am skilled at paraphrasing and summarizing information in my own words	113 (46.7%)	108 (45.0%)	12 (5.0%)	8 (3.3%)	3.35
<b>Average Mean</b>					3.42

<b>Synthesis</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
I am good at organizing the information I've gathered in a way that makes it easy to use in my assignments or projects.	261 (56.6%)	93 (37.7%)	12 (4.9%)	2 (0.8%)	3.50
I can create a well-organized and coherent final product (e.g., paper, presentation) using the information I have collected.	137 (55.7%)	77 (31.1%)	28 (11.5%)	4 (1.6%)	3.41
I can generate new ideas or perspectives by synthesizing diverse information.	107 (43.8%)	122 (50.4%)	12 (5.0%)	2 (0.8%)	3.37
<b>Average Mean</b>					<b>3.43</b>
<b>Evaluation</b>					
I usually assess the credibility, reliability, and relevance of information sources.	137 (55.7%)	96 (38.5%)	14 (5.7%)		3.50
Determine the suitability of the information for addressing the task requirements.	159 (64%)	85 (34.4%)		4 (1.6%)	3.61
After completing a project, I reflect on the effectiveness of my research process and identify areas for improvement	137 (55.7%)	107 (43.4%)		2 (0.8%)	3.54
<b>Average Mean</b>					<b>3.55</b>
<b>Aggregate Mean</b>					<b>3.44</b>

Source: Researcher's Fieldwork, 2024

Table 4.4 presents the analysis of information literacy skills among students in Niger State College of Nursing Sciences. Information literacy skills was examined focusing on five key dimensions which include task definition, information seeking strategies, use of information, synthesis, and evaluation.

Task definition assesses students' ability to identify their information needs and break down research topics. The results indicate that 55.7% of the respondents strongly agree that they are confident in identifying the information needed for assignments, with a

mean score of 3.48. Additionally, 50.4% of the respondents strongly agree and 49.6% agree that they can break down research topics into specific questions, leading to a mean score of 3.50. The ability to evaluate the quality of information sources scored a mean of 3.25. The average mean for this dimension is 3.41, reflecting a good level of competence in defining information needs.

Similarly, information seeking strategies explores students' strategies for finding relevant information, including using search techniques and tools. About 55.7% of the respondents strongly agree that they can use search techniques like Boolean operators, resulting in a mean score of 3.49. The ability to use information retrieval tools has a mean of 3.34, with 44.6% of respondents strongly agreeing. The average mean for this dimension is 3.40, suggesting that students are fairly competent in employing effective search strategies.

In term of information use majority of the respondents (55.4%) strongly agree while 43% that they are proficient in reading and understanding information, leading to a mean score of 3.54 . However, their ability to combine information from multiple sources received a slightly lower mean score of 3.38 as 51.6% of the respondents strongly agreed and 35.2% agreed that they are proficient in reading and understanding information. In addition, 46.7% of the respondents strongly agreed that the are skilled at paraphrasing and summarizing information in my own words while 45% also agreed. The overall average mean for this dimension is 3.42, indicating a good ability to utilize gathered information.

In the synthesis dimension which focuses on students' ability to organize information and create coherent final products, the results shows that 56.6% of the respondents strongly

agree that they are good at organizing information for assignments while 37.7% agreed resulting in a mean score of 3.50. Generating new ideas through synthesis had a mean score of 3.37 as 43.8% of the respondents strongly agreed and 50.4% agreed that they can generate new ideas through synthesis. The overall average mean score for this dimension is 3.43, indicating that students are reasonably skilled in synthesizing information.

The last section is evaluation. This dimension assesses students' ability to evaluate the credibility and relevance of information sources. The results show that 64% of respondents strongly agree that they determine the suitability of information for their tasks, leading to a mean score of 3.61. Reflection on the research process scored a mean of 3.54. The average mean for this dimension is 3.55, highlighting strong evaluation skills among the students.

The overall aggregate mean score across all dimensions is 3.44, suggesting that students possess a good level of information literacy skills. While students excel in evaluating and using information, there is a moderate level of competence in information seeking strategies, with room for further development in areas like evaluating source quality and synthesizing diverse information.

### 4.3 Hypotheses

4.3.1 H<sub>01</sub>-There will be no significant influence of service quality on library patronage of students in College of Nursing Sciences Niger State

**Table 4.5: Influence Of Service Quality on Library Patronage of Students in College of Nursing Sciences Niger State**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 <sup>a</sup>	.649	.646	.20421

a. Predictors: (Constant), Service Quality

#### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.233	1	9.233	221.404	.000 <sup>b</sup>
	Residual	5.004	120	.042		
	Total	14.238	246			

a. Dependent Variable: Library Patronage

b. Predictors: (Constant), Service Quality

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.255	.154		8.151	.000
	Service Quality	.655	.044	.805	14.880	.000

a. Dependent Variable: Library Patronage

The regression analysis presented in Table 4.5 (a – c) shows the influence of service quality on Library Patronage of students in College of Nursing Sciences Niger State Nigeria. From Table 4.5a (model summary) it can be seen that service quality explained 64.9% of the total variance in library patronage among students in College of Nursing Sciences Niger State, Nigeria (Adj R2 = 0.649).

Table 4.5b presents the analysis of variance in the relationship between service quality and the library patronage among the respondents. From the values presented in the table, it also shows that service quality has a significant influence on library patronage among the respondents. ( $F(1, 246) = 221.404, p < 0.05$ ).

In the same vein, Table 4.5c also shows that, if all other factors remain constant, a unit change in service quality will lead to 0.655 increase in library patronage among the Nursing students at 95% level of confidence ( $B = 0.655, p < 0.05$ ). Therefore, based on the result of the regression analysis, the null hypothesis which states that; there will be no significant influence of service quality on Library Patronage of students of Niger State College of Nursing Sciences, Nigeria is rejected.

4.3.2 H<sub>02</sub>: There will be no significant influence of information literacy skills on Library Patronage SME in Ibadan Metropolis

**Table 4.6: Influence of Information literacy Skills on Library Patronage of students in College of Nursing Sciences Niger State**

**Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.651 <sup>a</sup>	.424	.419	.26146

b. Predictors: (Constant), Information literacy skills

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.034	1	6.034	88.272	.000 <sup>b</sup>
	Residual	8.203	246	.068		
	Total	14.238	247			

a. Dependent Variable: Library Patronage

b. Predictors: (Constant), Information literacy skills

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.361	.232		5.869	.000
	Information literacy skills	.618	.066	.651	9.395	.000

b. Dependent Variable: Library Patronage

The regression analysis presented in Table 4.6 shows the significant influence of information literacy skills on Library Patronage of students in College of Nursing Sciences Niger State. The first table shows that information literacy skills explained 41.9% of the total variance in library patronage among the respondents (Adj R<sup>2</sup> = 0.419).

Table 4.6b presents the analysis of variance on influence of information literacy skills on Library Patronage in College of Nursing Sciences Niger State. From the values presented in the table, it also shows that information literacy skills has a significant influence on Library Patronage in in College of Nursing Sciences Niger State. (F(1, 246) = 88.272, p < 0.05).

Table 4.5c also shows that, if all other factors remain constant, a unit change in information literacy skills will lead to 0.618 increase in Library Patronage in in College of Nursing Sciences Niger State. at 95% level of confidence ( $B = 0.618, p < 0.05$ ). Therefore, based on the result of the regression analysis, the null hypothesis which states that; there will be no significant influence of information literacy skills on Library Patronage in College of Nursing Sciences Niger State is rejected.

**4.3.2:** H02: There will be no significant influence of service quality on Library Patronage of students in College of Nursing Sciences Niger State

**4.3.3:** H03-There will be no significant combined influence of service quality and information literacy skills on library patronage in College of Nursing Sciences Niger State

**Table 4.7 (a-c): Combined Influence of Service Quality and Information Literacy Skills on library patronage of students in College of Nursing Sciences Niger State**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 <sup>a</sup>	.649	.643	.20506

c. Predictors: (Constant), Service Quality, Information Literacy Skills

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.234	2	4.617	109.802	.000 <sup>b</sup>
	Residual	5.004	245	.042		
	Total	14.238	247			

a. Dependent Variable: Library Patronage

b. Predictors: (Constant), Service Quality,

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.242	.182		6.813	.000
Information Literacy Skills	.648	.074	.796	8.723	.000
Service Quality	.011	.087	.011	.126	.003

c. Dependent Variable: Library Patronage

The result of the multiple regression analysis conducted to test the influence of information literacy skills and service quality on library patronage of students in College of Nursing Sciences Niger State is presented in table 4.7. The result as shown in table 4.7a shows that both information literacy skills and service quality have a combined influence on Library Patronage in in College of Nursing Sciences Niger State. From the table it can be seen that the combination of information literacy skills and service quality explain 64.3% of the total variance in Library Patronage among students of College of Nursing Sciences Niger State (Adj R2 = 0.643).

Table 4.6b presents the analysis of variance in the relationship between both information literacy skills and service quality and Library Patronage among the respondents. From the values presented in the table, it also shows that the combination of both information literacy skills and service quality has a significant influence on Library Patronage among the respondents ( $F(1, 245) = 109.802, p < 0.05$ ).

In the same vein, table 4.7c also shows that, if all other factors remain constant, a unit change in information literacy skills will lead to 0.648 increase in Library Patronage

among the respondents, Nigeria while a unit change in service quality will only lead to 0.011 change in in library patronage at 95% level of confidence. This indicates that only information literacy skills has a higher relative influence as a predictor of library patronage among the respondents while service quality has a relative lower influence. Therefore, based on the result of the multiple regression analysis, the null hypothesis which states that; will be no combined influence of information literacy skills and service quality on Library Patronage of students of Niger State College of Nursing Sciences is rejected.

#### **4.4 Discussion of Findings**

##### **Research Question One: Library Patronage**

The study found that library patronage among the students in College of Nursing Sciences Niger State is relatively high, with a focus on academic support such as preparing for exams, completing assignments, and supplementing lecture notes. Although there is a small proportion of students who claim never to have used the library, the overall data indicates strong engagement with library resources for academic purposes. Studies have shown that, inadequate library patronage will not justify the large sum of money spent on acquisition of materials and it will likely affect the quality of teaching and learning in the institution. It may likely result to production of half-baked graduates. A number of factors influence library patronage these include availability of library materials, location, age of collection, service quality, information literacy skills, user education and among others<sup>1</sup>.

Scholars stated that the essence of evaluating the patronage of a library is to gather useful information on whether the library is fulfilling its mandate and to also help in the reform of services provision, planning and the effective management of the library<sup>2</sup>. It is very important for the staff of the colleges library to focus more on the patronage of information resources provided for the patrons because college libraries resources are considered a good measure of institutions' excellence and quality<sup>3</sup>.

Other studies conducted revealed the purpose of library patronage of students, which include writing assignments; consulting textbooks, journals (hard copies), and electronic journals (online resources), read for examination consult reference materials, photocopy materials, read newspapers, browse the internet among others<sup>4</sup>.

This implies that more than half of undergraduate students visited the university library to write assignments and in the process they consulted textbooks, reference materials, browse the internet, consulted newspaper, e-journals and printed journals. Others visited the library to read for examination purpose and make photocopies. The finding reveals that the undergraduate students regard the library to be a place of learning and research activities. A study of undergraduate students of Abubakar Tatari Federal Polytechnic Bauchi also revealed that academic libraries are expected to support teaching, learning and research in schools and should ideally be the favourite points of access for information search among students, faculty and scholars with diverse interests. It is therefore expected that the visits to and use of facilities offered by libraries would to be encouraging. Another study conducted in Ghana on students to examine the frequency of library patronage revealed that majority of the respondents 33.3% visit their libraries several times in a week. The results also show that 18.5% of the respondents visit the

library once a week<sup>5</sup>. The number of respondents who indicated that they visit the library every working day of the library were 17.4% while 26.1% visit the library occasionally. A small number representing 4.7% of the respondents indicated that they had never visited the library. The study shows that majority of the tertiary students still use library resources for their academic and other information. In addition to libraries traditional collections, students' use of electronic journals and books is on the rise although Students' use and preferences for print or digital resources are not universal. Survey shows that students placed a higher value on print over electronic books as academic sources, finds that students tend to use print for academic and long-form reading<sup>6</sup>. Despite the institutional expectation of the library as a place for scholarly work, a number of studies, usefully summarized by Cunningham and have found that in fact many non-academic activities occur there as well. A number of these studies including find students engaging in a variety of non-academic behaviours in the library including use of mobile devices, socializing, eating, and napping<sup>7</sup>. A study points out that social media sites such as YouTube or Twitter can be used as academic tools as well as for entertainment and non-academic communication. Some scholars argues that mobile technologies such as smartphones and laptops may enable any informal space to be used for academic work or socializing<sup>8</sup>.

### **Research Question Two: Level of Service Quality**

The study also found that students generally perceive the quality of library services as good. While the library staff's affect of service is rated highly, there is room for improvement in areas like the provision of digital resources and quiet study spaces. This finding aligns with the position of previous studies. Similar finding was also reported by

researchers in Ghana who investigated students' satisfaction of service quality at the Takoradi Polytechnic. The study found out that students' perceptions of service quality exceeded their expectations on four service quality dimensions namely tangibility, responsiveness, assurance and empathy, while their expectations for reliability exceeded their perceptions<sup>9</sup>. It was recommended that, the management of Takoradi Polytechnic must maintain or improve if possible, their tangibility, assurance, empathy and responsiveness. Nevertheless, institutions must take urgent measures to tactically tackle their reliability dimension.

For the library to attract and retain users in this 21st century, it encompasses provision of service quality in terms of creating enabling environment, provision of required infrastructure, competent personnel and acquiring quality and relevant collection resources. Service quality is not only a continuous interaction between customers and organizations but it also provides better solutions to customer problems. Thus, companies can only have a competitive advantage if they provide high quality services. Besides the quality of actual service, consumer perception on the service quality is also important. If there is a gap between the two, companies may be required to revisit their strategy<sup>10</sup>.

The highest aim of assessment of services quality is focused on physical conditions facilities interpersonal among employee and customer and customer- customer and basic services. The desire to offer services with quality plays a crucial role in service industries such as insurance services, banking and service quality is vital for the survival and profitability of organizations<sup>11</sup>. In fact, today customer satisfaction and quality is considered critical issues in most service industries In particular, this issue about financial services that generally service differentiation is difficult, it is more important. Quality of

products and services in strategic business units is the most important factor that affects the performance of these units. According to their statement, superior quality through higher prices will create more profits as well as is a way to growth units

The presence of service quality and needed information, timely accessibility of required information and connectivity to the Internet, attracts users to the library as well as enhances effective service delivery in the library. Quality is one of the most valued and expected by customers from all service products and services. Provision of high and unique quality is a way to win customers and make them loyal for a long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Supporting this view explain that accomplishing effective service delivery in academic libraries in Nigeria is all about availability and accessibility of ICTs and availability of useful information and connectivity of individuals, libraries and social networking<sup>12</sup>.

#### Research Question Three: Information Literacy Skills

The study found that students possess a good level of information literacy skills. While students excel in evaluating and using information, there is a moderate level of competence in information seeking strategies, with room for further development in areas like evaluating source quality and synthesizing diverse information.

The ability of undergraduate to understands how electronic information resources is organized, digitally, how libraries provide access to electronic information resources how digital technologies are providing collaborative tools to create and share information. The issues involved in collecting new and the different elements of a citation and how

undergraduate students describe and use electronic information resources Undergraduate students need to know how to locate and use of abstracts, the need to keep up to date with new electronic information resources, the difference between free and paid for electronic information resources, the risks involved in operating in a virtual world and the importance of appraising and evaluating search results<sup>105</sup>.

Locating information comprised range of searching techniques available for finding information. The differences between search tools, recognizing advantages and limitations; Why complex search strategies can make a difference to the breadth and depth values and norms to the way they create and represent their knowledge. Such bias may be unintended in some cases, but it is not surprising that university library may deliberately suppress bad news or put a spin on the information they distribute. An information literate society is one whose students are able to evaluate information sources and it follows that such students will question all sources of information. In disseminating information received from others. Those who are information literate should flag the potential bias in the original sources rather than transmitting claims without qualification Information Use helps undergraduate students to found address the original question, summarize documents and reports verbally and in writing. Incorporate new information into the context of existing knowledge, analyse and present data appropriately. Synthesis and appraise new and complex information from different sources, communicate effectively using appropriate writing styles in a variety of formats and communicate effectively verbally. Select appropriate publications and dissemination outlets in which to publish if appropriate and develop a personal profile in the community using appropriate personal networks and digital technologies Undergraduate students should be able to Use

a range of retrieval tools and resources effectively, construct complex searches appropriate to different electronic information resources, access full text information, read and download online material and data, use appropriate techniques to collect new data, keep up to date with new information engage with their community to share information, identify when the information need has not been met and use online<sup>106</sup>.

### **Hypothesis One: Influence of Service Quality on Library Patronage**

The test of the first hypothesis revealed that library service quality has a significant influence on library patronage among the respondents. The finding that library service quality has a significant influence on library patronage among respondents is crucial in understanding the relationship between the quality of services provided by libraries and their usage rates. This outcome suggests that when libraries offer high-quality services such as providing accessible resources, maintaining a conducive environment, and having well-trained, courteous staff students are more likely to use the library facilities regularly. This finding is supported by several studies.

Scholars have argued that, since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Supporting this view, explain that accomplishing effective service delivery in academic libraries in Nigeria is all about availability and accessibility of ICTs and availability of useful information, and connectivity of individuals, libraries and social networking<sup>13</sup>.

The presence of service quality and needed information, timely accessibility of required information and connectivity to the Internet, attracts users to the library as well as

enhances effective service delivery in the library. Quality is one of the most valued and expected by customers from all service products and services. Provision of high and unique quality is a way to win customers and make them loyal for a long time. Since academic libraries are majorly set up as an avenue for students, researchers and scholars generally to gain knowledge, the need for provision of high quality services to attract and retain users cannot be over emphasized. Supporting this view explain that accomplishing effective service delivery in academic libraries in Nigeria is all about availability and accessibility of ICTs and availability of useful information and connectivity of individuals, libraries and social networking<sup>14</sup>.

Scholars conducted a study to determine the correlation between the quality of library service at Mazandaran University of Medical Sciences. The results indicate that there was a significant positive correlation between the quality of service and library patronage and intention to continue using the library among students. There was a significant correlation between the quality of service and customer loyalty in libraries of Mazandaran University of Medical Sciences, so that the customer loyalty is increased by enhancing the service quality in libraries<sup>15</sup>. Similarly a study conducted to measure master students' perception of service quality in business schools in Iran also reported that students who perceived library service quality as satisfactory are more likely to use the library for various purposes.

In the African context, researchers in Ghana investigated students' satisfaction of service quality at the Takoradi Polytechnic. The study found out that students' perceptions of service quality exceeded their expectations on four service quality dimensions namely tangibility, responsiveness, assurance and empathy, while their expectations for reliability

exceeded their perceptions<sup>9</sup>. It was recommended that, the management of Takoradi Polytechnic must maintain or improve if possible, their tangibility, assurance, empathy and responsiveness. Nevertheless, institutions must take urgent measures to tactically tackle their reliability dimension.

Another study, examined the relationship between service quality (SQ) and the level of student's satisfaction (SS) using a field study of undergraduate students in one of the university in Malaysia. The findings of this study revealed that service quality is a vital factor that determines the level of student's satisfaction. Specifically, the result of this study reveals that the better the service quality provided by the university, the higher the likelihood of student using the library resources and services<sup>16</sup>.

In Nigeria, researchers also argued that a key motivator for library use is user satisfaction with the quality of services. The study therefore explored professional competency and library service quality's influence on satisfaction at Lagos State's college of education libraries, Nigeria. The results show that the library's atmosphere and the attitude of its employees have a major impact on patron happiness, demonstrating the importance of having knowledgeable personnel and a pleasant space to use library services<sup>17</sup>.

### **Hypothesis Two: Influence of Information Literacy on Library Patronage**

The study also found that information literacy skills has a significant influence on library patronage. The finding that information literacy skills significantly influence library patronage is supported by multiple empirical studies, which emphasize the role of these skills in encouraging library use. Information literacy enables students to identify, access,

evaluate, and utilize resources effectively, often increasing their reliance on library resources as they become more skilled at navigating and using information.

A study conducted among American undergraduates explored the relationship between information literacy skills and library usage among undergraduate students. Their study found that students with higher information literacy skills are more likely to use library resources independently, highlighting that skillful users tend to engage more frequently with the library to support their research and assignments<sup>18</sup>.

Information literacy skills has been identified as a factor militating against students' optimum utilization of electronic information in academic institutions Whereas information in academic libraries was previously based upon the collection of physical library materials, it is now increasingly the case that academic libraries have moved into the virtual arena. It is in this light that students are expected to possess information literacy skills as they pursue academic success. In the field of library and information science (LIS), literacy skills are very vital to knowledge acquisition and its competence. These competencies are called information literacy (IL). It is seen as the absolute critical literacy skill for the 21st century that foster the realization of most personal, academic and professional goals as well as for economic development. It is believed that IL can help bridge the digital divide, strengthen the employability of a workforce, counter information overload, and support evidence-based policy and decisions in governments and the professions information literate. Being competent and information literate enhances personal growth, self-actualization, empowerment and social inclusion<sup>19</sup>.

The association between information literacy skills and the use of library resources is so important for an information literate student or any other library user. The ability for a

student to be able to select, retrieve and use library resources requires information literacy skills where a user have to be able to define information task, locate and access information, use information, synthesize information from different sources and evaluate information to be able to use the information and solve a given task. Student who utilizes the library resources are more likely to perform well in his/her studies. Information literacy contributes to the effective use of library resources Information literacy skills are the ability to place, manage, critically assess and use the information to solve problems, conduct researches and make decisions. Information literacy skills involve the ability to identify when information is needed and having the ability to efficiently locate, accurately evaluate, effectively use, and communicate information in various formats<sup>20</sup>.

The study asserts that information literacy skills are critical factors that enhance the use of library resources by postgraduate students in the University of Ilorin Library<sup>21</sup>. The library resources are important information sources used by these postgraduate students for the enriching of their learning, research activities, and improving knowledge. The study discovered that information literacy skills influence the use of library resources. Therefore, library resources are important and relevant information sources that are used for learning and research development by postgraduate students. The result revealed that information literacy skills significantly influence the use of library resources by postgraduate students. This implies that increase in information literacy skills may lead to a corresponding increase in library patronage among Polytechnic students in Delta State Nigeria. From the study, it is also evident that the extent to which Polytechnic students Information literacy skills affect their use of library resources is to a low extent. This result is in agreement with the study of which stated that the extent to which

undergraduate students apply information literacy skills in their use of information resources is still very low<sup>22</sup>.

Another study result showed that there is a significant relationship between information literacy skills and library patronage by Polytechnic students in Delta State Nigeria. This finding agrees with assertion that there is a strong link between information literacy skills of students and their level of library patronage<sup>23</sup>. The study further opined that this link can be strengthened when students are continually encouraged to keep abreast with changes in the information world, requiring information literacy skills to be updated regularly which will have a positive impact on the utilization of information resources contained in libraries.

**Hypothesis Three: Combined influence of Service Quality and Information Literacy on Library Patronage.**

The study also found that the combination of information literacy skills and service quality have a significant influence on library patronage among students of Niger State College of Nursing Sciences. This finding implies that library patronage is determined by a host of factors. Service quality on the part of the library and information literacy skills on the part of the students are among the leading factors. This has also been explored by previous researchers.

Studies have shown that the increased reliability of quality of service will lead to the increased at the levels of loyalty and vice versa. Studies on the effect of service quality and information literacy skills on the use of library was found that there is a positive relationship and it further revealed that service quality and information literacy significantly influenced library usage among undergraduates. Libraries that provide better

service quality and Students who possess information search skills in today information technology world are more likely to engage in the use of e-resources to improve the quality of their academic work<sup>24</sup>.

A study was been conducted to evaluate service quality and Information Literacy skills, The study aimed at to determine the effectiveness of the service quality and Information Literacy Skills course on the use of various information formats at the Africa University, The findings of the study revealed that e-resources usage is a practice that is still in its infancy at the University. This indicates that skills required in using electronic information resources among undergraduate students seem to be limited. Findings indicates that some students lacked knowledge on how to effectively use e-journals and e-books in university libraries<sup>25</sup>.

Service quality determined the Students' success to effectively patronize library in school and their knowledge of information literacy skills enable them to efficiently access and obtain information from academic and institutional repositories. This poses a responsibility on students to have good information seeking attitudes and skills to enhance their chances of obtaining the requisite information to meet their academic needs. This is because information seeking is central to learning, and students who lack information seeking skills may be deprived of the information they look for. The rapid advances in information communication technologies have widened the borders of accessing information as it enables users to retrieve and store information in varied formats. This has the tendency to influence information seeking behaviour of users through the options it offers in accessing and storing information. As stated the global digital revolution is affecting both the traditional forms of the creation, organization and

dissemination of knowledge and the world of tertiary education itself. The e-learning resources on the web have spurred learners to look for information stored in various formats and from places previously unimagined for learning and research purposes. The use of computers and modems by students to access information on the internet may lead to low patronage of the services of academic libraries<sup>26</sup>.

Academic libraries are faced with competition as a result of the seemingly easy-access platform offered by information communication technologies which could lead to low use of the traditional services it provides. It is apparent that the digital environment poses a threat to libraries which predominantly have printed materials.

Lead City University Ibadan DO NOT COPY

## Endnotes

- <sup>1</sup> C., Udo, & E. N. B. Edidiong *Library environmental factors and students' patronage of library services in the University of Uyo Main Library*. **Library Philosophy & Practice**.2022.
- 2 M., Yim, M., Fellows, & C. Coward, *Mixed-methods library evaluation integrating the patron, library, and external perspectives: The case of Namibia regional libraries*. **Evaluation and program planning**, 79, 2022,101782.
- 3 K. K., Twum, M., Adams, S., Budu, & R. A. A. Budu, *Achieving university libraries user loyalty through user satisfaction: the role of service quality*. **Journal of Marketing for Higher Education**, 32(1),2022, 54-72.
- 4 C., Udo, & E. N. B. Edidiong *Library environmental factors and students' patronage of library services in the University of Uyo Main Library*. **Library Philosophy & Practice**.2022.
- 5 S. De Groote, & M. S. Jung "Impact of COVID-19 on the use of the academic library." **Reference Services Review** 49(3/4) 2021,: 281-301.
- 6 T. Shiraz, *An Analysis on consumer preference towards e books and print books and its impact on purchase behaviour.*" PhD diss., St Teresa's College (Autonomous), Ernakulam, 2023.
- 7 H. V. Cunningham, & S. Tabur. "*Learning space attributes: Reflections on academic library design and its use.*" **Journal of learning spaces** 1, no. 2 ,2012,n2.
- 8 D. Mehta, & X. Wang, "*COVID-19 and digital library services—a case study of a university library.*" **Digital library perspectives** 36, no. 4 2020,: 351-363.
- 9 M.A., Nkrumah,A. Ramos, & A.Mary, " *Evolving from physical to electronic classrooms: Implications for quality assurance in a selected technical university.*" **Cogent Social Sciences** 9(2) ,2023: 2255421.
- 10 M., Chen, & C. W. Shen, "*The correlation analysis between the service quality of intelligent library and the behavioral intention of users.*" **The Electronic Library** 38(1), 2020: 95-112.
- 11 R. Berger, *Stepfamilies: A multi-dimensional perspective*. Routledge, 2020.
- 12 A. C. Eneh, B. U. Ovir, & M. G. Ekhortonmwen, *Save in cloud, access anywhere: the utilization of cloud computing in university libraries for library service delivery in contemporary age*. **NIU Journal of Educational Research**, 10(1), 2024, 95-106.

- 13 Hamad, Faten, Maha Al-Fadel, and Hussam Fakhouri. *"The provision of smart service at academic libraries and associated challenges."* **Journal of Librarianship and Information Science** 55, no. 4 ,2023: 960-971.
- 14 A. C. Eneh, B. U. Oviri, & M. G. Ekhonoronmwon, *Save in cloud, access anywhere: the utilization of cloud computing in university libraries for library service delivery in contemporary age.* **NIU Journal of Educational Research**, 10(1), 2024, 95-106.
- 15 M. Hosseini & M. Gholamhosseinzadeh, F. Zamani, & S. Hasan *"Identifying and ranking critical success factors for cloud computing deployment at Mazandaran University of Medical Sciences."* **Educational Research in Medical Sciences** 12 (2) ,2023.
- 16 W. H., San, W. Y., Von, & M. I. Qureshi, *The impact of e-service quality on customer satisfaction in Malaysia.* **Journal of Marketing and Information Systems**, 3(1), 2020. 46-62.
- 17 M. A., Abdullahi, R. Onajite , U. K Nkata. & A. O. Aderonke, *"Library Service Quality and user satisfaction in colleges of education libraries in Lagos State, Nigeria."* **Tin-City Journal of Library, Archival and Information Science** 12, (2), 2023.
- 18 M., Gross, & D. Latham, *What's skill got to do with it?: Information literacy skills and self-views of ability among first-year college students.* **Journal of the American Society for Information Science and Technology**, 63(3), 2012. 574-583.
- 19 A. Afzal., S. Khan,D. Sana,. A. Zahoor & A Butt. *Addressing the digital divide: Access and use of technology in education* **Journal of Social Sciences Review** 3( 2) ,2023: 883-895.
- 20 H. Y. Jibrin, *"Influence of information literacy skills and use of electronic information resources on students' research activities of federal universities in north-central, Nigeria."* Phd Diss., **2023**.
- 21 A. M., Ibrahim I. O., Yahaya L. Abubakar & O. N Abdulraheem.*"Factors influencing the use of open access resources by library and information science postgraduate students, University of Ilorin."* 2023.
- 22 N. Ali, S. Muhammad & F Abdullah. *"Information literacy and research support services in academic libraries: A bibliometric analysis from 2001 to 2020."* **Journal of Information Science** 49(6) ,2023: 1593-1606.
- 23 J. E. Onohwakpor, *"Evaluation of information communication technology literacy skills (ICTs) among secondary school students in Delta State, Nigeria."* **Library of Progress-Library Science, Information Technology & Computer** 43 (1) ,2023.

- 24 M. T., Gonzaga, R. E. B., Fontes, , B. L. P., SantosFilho, L. R. L., Ruzene, D. S., Vasconcelos, & D. P. Silva, "*Perspective on services' quality using the SERVPERF.*" **International Journal of Productivity and Quality Management** 41 (3), 2024: 368-388.
- 25 S. N., Sood, S. S. S Kumar. & T. Deepika, "*Awareness and Usage of e-books among students of Panjab University, Chandigarh.*" **DESIDOC Journal of Library & Information Technology** 44(3),2024.
- 26 F. U., Manjack, U. H., Musa, & H, Yakubu, "*An Appraisal on the utilization of e-library resources and services by students of Fudma during A 2-Daynigerian Labour Congress Warning Strike.*" **International Journal of Applied Technologies in Library and Information Management** 9, (3) ,2023: 12-20.

Lead City University Ibadan DO NOT COPY

## **Chapter Five**

### **Conclusion**

This chapter concluded the study on the influence of service quality and information literacy skills on the level of library patronage among nursing students in Niger State. The study has relied on empirical data to answer the research questions and test the hypotheses. The analysis have provided valuable insights. This chapter therefore presents the summary of findings and the conclusion reached by the researcher. It also include valuable recommendations and suggestions for further studies.

#### **5.1 Summary of Findings**

The findings of this study can be summarized as follows;

1. The study found that library patronage among students in College of Nursing Sciences Niger is relatively high, with a focus on academic support such as preparing for exams, completing assignments, and supplementing lecture notes.
2. The study also found that students generally perceive the quality of library services as good. While the library staff's affect of service is rated highly, there is room for improvement in areas like the provision of digital resources and quiet study spaces.
3. The study found that students possess a good level of information literacy skills. While students excel in evaluating and using information, there is a moderate level of competence in information seeking strategies, with room for further development in areas like evaluating source quality and synthesizing diverse information.

4. The test of the first hypothesis revealed that library service quality has a significant influence on library patronage among the respondents
5. The study also found that information literacy skills have a significant influence on library patronage
6. The study also found that the combination of information literacy skills and service quality have a significant influence on library patronage among students in College of Nursing Sciences Niger State

## **5.2 Conclusion**

The study reveals that library patronage among Nursing & Midwifery students in College of Nursing Sciences Niger State is substantial, with students frequently utilizing library resources primarily for academic support. This patronage is closely linked to students' positive perceptions of library service quality, particularly in staff assistance and courtesy, and students' information literacy skills, which enhance their capacity to locate, evaluate, and utilize information effectively. Moreover, service quality and information literacy skills, both independently and jointly, significantly influence students' library usage, affirming the essential role that both factors play in encouraging library engagement.

## **5.3 Recommendations**

Based on the findings of this study, the researchers has made the following recommendations;

1. Given the high level of library patronage, the library should maintain its focus on academic support services. However, initiatives could be introduced to engage students who have never used the library, perhaps through orientation and re-

- orientation programs to raise awareness of the resources available for their academic and personal growth.
2. While library service quality is generally rated positively, there is a need for improvement in digital resource availability and quiet study spaces. The library could explore options for expanding its digital collections and enhancing spaces dedicated to silent study, responding to the needs of students seeking a conducive learning environment.
  3. Students display moderate competence in information-seeking strategies. Therefore, targeted workshops or modules focusing on advanced search techniques and source evaluation should be integrated into the academic curriculum, enhancing students' ability to critically assess and synthesize information from various sources.
  4. Since service quality significantly impacts library usage, continuous improvement programs focusing on staff training and service responsiveness should be implemented. Regular feedback mechanisms can help library staff understand evolving student expectations, thereby fostering higher patronage rates.
  5. the library should collaborate with academic departments to embed information literacy training across various courses. By doing so, students will view the library as an essential resource for information skills development, increasing its usage.
  6. The library should prioritize programs that integrate information literacy with high service quality. Workshops and services that blend instructional guidance on

information literacy with friendly, supportive interactions from staff may further reinforce students' engagement with the library.

#### **5.4 Contributions to Knowledge**

This study has made some contributions to expand the frontier of knowledge. This study expands the conceptual understanding of library patronage by examining how a combination of service quality and information literacy skills influences library patronage. It highlights the role of these two factors as dual drivers in academic support environments, offering a more comprehensive framework for understanding library engagement. The study also contributes to theories on library science and information literacy by establishing a link between service quality, information literacy skills, and library patronage patterns. This finding reinforces the applicability of the Libqual+ model in college library settings, showing that perceived quality positively correlates with patronage frequency, even in specialized institutions like nursing colleges. Empirically, this study provides data-driven insights into the library patronage behaviors of nursing students, an often underrepresented group in library studies. The findings contribute to the literature on academic libraries in health-related educational institutions, helping to understand students' unique information needs and how library resources can support them.

## 5.5 Suggestions for Further Studies

As this study is limited to the influence of service quality and information literacy, other researchers can explore the following areas.

- i. Future research could conduct a longitudinal study to examine how library patronage trends evolve over students' academic years.
- ii. A comparative study involving different institutions, such as universities and specialized colleges, could provide insights into how library service quality and information literacy needs vary across academic environments.
- iii. Further studies could focus on the influence of digital resources, including e-books, online databases, and remote access, on library patronage, particularly in health sciences colleges.

## Bibliography

### Books

- Eze, A. *Contributions of language learning to special needs education. Special needs education from the lens of interdisciplinary dialogue: A festschrift in honour of prof. Emeka d. Ozoji*, 2023, 1(2).
- Hirschbiel, M. C., & Petzold, J. "A space for everyone and everyone in the space: Redesigning existing library space to inspire collaboration." In *The future of library space*, Emerald Group Publishing Limited, 2016. pp. 253-283.
- Marchionini, G. *Information seeking in electronic environments*. No. 9. Cambridge university press, 1995.
- Milosheva, M., Hall, H., Robertson, P., & Cruickshank, P" *Information literacy competencies for career transitions in the digital age*." Facet Publishing, 2023
- Xue, Y., Lam, A. H. C., & Chiu, D. K., *Redesigning library information literacy education with the BOPPPS Model: A case study of the HKUST Library*. In *transformation of Higher Education Through Institutional Online Spaces*. IGI Global. pp. 279-296, 2023.

### Journal Articles

- Aabø, S., & Audunson, R. *Use of library space and the library as place*. **Library & Information Science Research**, 34(2), 2012, 138-149.
- Aabø, S., Audunson, R. & Vårheim, A. *How do public libraries function as meeting places?* **Library & Information Science Research**, 32(1), 2010, 16-26.
- Abdulraheem, N. O., Abdulrazaq, M. O., Nuhu, S. R., Yusuf, A. K. O., & Yahaya, I. O. "Factors influencing the use of open access resources by library and information science postgraduate students, University of Ilorin." **Ilorin Varsity Journal of Library and Information Science**, 2023.

- Abdullahi, M. A., Owolabi, R. O., Kalu, N. U., & Ogungbade, A. A. *Library service quality and user satisfaction in colleges of education libraries in Lagos State, Nigeria.* **Tin-City Journal of Library, Archival and Information Science** 12(2), 2023.
- Abumandour, E. S. T. *Public libraries' role in supporting e-learning and spreading lifelong education: A case study.* **Journal of Research in Innovative Teaching & Learning**, 14(2), 178-217.2020.
- Adarkwa A. B. *Information literacy among students in higher learning institutions in Ghana: the case of Kwame Nkrumah university of science and technology.* **International Information & Library Review** ,2024: 1-17.
- Adedokun, T. O., & Adewole, F. A., “*Academic libraries use patterns in selected tertiary institutions in Lagos State, Nigeria.*” **Ilorin Varsity International Journal of Library & Information Science** 5(2), 2022
- Afzal, A., Khan, S., Daud, S., Ahmad, Z., & Butt, A. *Addressing the digital divide: Access and use of technology in education.* **Journal of Social Sciences Review** 3(2), 2023: 883-895.
- Aharony, A. & Tali G. *"Students' information literacy self-efficacy: An exploratory study."* **Journal of Librarianship and Information Science** 52, (1), 2020: 224-236.
- Aharony, N., & Gazit, T. *The importance of the WhatsApp family group: an exploratory analysis.* **Aslib Journal of Information Management**, 68(2), 2016, 174-192.
- Alabdulwahhab, K. M., Kazmi, S. Y., Sami, W. Almujel, K. N, Alanazi, K. F. Alanazi, M.H. & Alwadani, A.F., "Use of online resources by undergraduate medical students at College of Medicine, Majmaah University, Kingdom of Saudi Arabia." **PloS one** 16 (8) 2021.e0255635.
- Alam, M. J. & Muhammad M. *"Impact of service quality on user satisfaction in public university libraries of Bangladesh using structural equation modeling."* **Performance Measurement and Metrics** 24, (1) ,2023: 12-30.
- Alasa, S. A., & Quadri, G. O *"information literacy skills influence on the utilisation of electronic information resources among Nigerian students: polytechnic experience."* **Library Philosophy & Practice** , 2022.
- Ali, B. J., Saleh P. F. S., Akoi Abdulrahman, A. A., Muhamed, A. S., Noori, H. N., & "Anwar, G. *"Impact of service quality on the customer satisfaction: Case study at online meeting platforms."* **International journal of Engineering, Business and Management**, 5(2), 2021.pp. 65-77.
- Ameyaw, S. *Library patronage among faculty and students of valley View University."* **UDS International Journal of Development** 9(2) 2022.90,7-921.

- Anshori, M., Elynawati E.& Alfatchussadiqin, A. "Implementation of Library Management in Improving Excellent Service in Vocational High Schools." *Nazhruna: Jurnal Pendidikan Islam* 5(2) ,2022: 830-842.
- Anuradha, B. R., Bai, Y. D., Sailaja, S., Sudhakar, J., Priyanka, M., & Deepika, V, "Awareness and usage of e-books among students of panjab university, Chandigarh." **DESIDOC Journal of Library & Information Technology** 44, (3),2024.
- Aromataris, E. & Dagmara, R. "Constructing a search strategy and searching for evidence." **American Journal of Nursing** 114(5), 2014: 49-56.
- Ashiq, M., Rehman, S. U., & Mujtaba, G "Future challenges and emerging role of academic libraries in Pakistan: A phenomenology approach." **Information Development** 37(1), 2021: 158-173.
- Awodoyin, A. F., Otlutoki, A. E., & Osoba, M. A. *Research self-efficacy as correlates of research competence of library and information science postgraduate students in selected universities in south-West, Nigeria.* **Communicate: Journal of Library and Information Science**, 26(1), 2024.19-36.
- Ayoung,, D. A Baada, F. N. A., & Baayel, P. "Access to library services and facilities by persons with disability: Insights from academic libraries in Ghana." **Journal of Librarianship and Information Science** 53(1) ,2021: 167-180.
- Barfi, K. A., Seth K. P., Christopher, K. F. M., Vondee, T. K. K. & Eunice, A. "Assessing the quality of services at an academic library." **Heliyon** 9, (1) ,2023.
- Belhadi, A., Kamble, S., Jabbour, C. J. C., Gunasekaran, A. Ndubisi, N. O., & Venkatesh, M." *Manufacturing and service supply chain resilience to the COVID-19 outbreak: Lessons learned from the automobile and airline industries.*" **Technological forecasting and social change** 163 2021: 120447.
- Bhaduri, R., & Rathod, U. "Enhancing customer loyalty through quality of service: Effective strategies to improve customer satisfaction, experience, relationship, and engagement." **International Research Journal of Modernization in Engineering Technology and Science** 5(5) ,2023: 427-452.
- Bharti K. L, & Verma, S., "Use of Emerging Technologies in the University Libraries: A Study of Review of Literature." **Library Philosophy & Practice** , 2021.
- Budu, S., Korkuvi, P. J., Owusu-Ansah, S., & Yeboah, F.S.,Budu, P. J., Korkuvi, S.,Owusu-Ansah, &F., Yeboah, "Leveraging social media platforms in marketing library services in Ghanaian universities." **Library Philosophy and Practice**, 2020: 109-128.
- Centerwall, U., & Nolin, J"Using an infrastructure perspective to conceptualise the visibility of school libraries in Sweden." **Information Research: An International Electronic Journal** 24(3) ,2019. n3.

- Chawla, B. K., & Aggarwal, P N. *Evaluation of Customer Expectation and Satisfaction towards After-Sales Services using Kano Model.* **Orissa Journal of Commerce** 44(4), 2023
- Chen, M. & Shen, C. W. "The correlation analysis between the service quality of intelligent library and the behavioral intention of users." **The Electronic Library** 38(1), 2020: 95-112.
- Cheng, W. W. H., Lam, E. T. H., & Chiu, D. K. *Social media as a platform in academic library marketing: A comparative study.* **The Journal of Academic Librarianship**, 46(5), 2020 102188.
- Chisita, C. T., & Fombad, M. "Learning space attributes: Reflections on academic library design and its use." **Journal of learning Spaces** 1(2), 2012,n2.
- Chuan, C. L., & Penyelidikan, J. *Sample size estimation using Krejcie and Morgan and Cohen statistical power analysis: A comparison.* **Jurnal Penyelidikan IPBL**, 7(1),2006, 78-86.
- Chuan, C. L., & Penyelidikan, J., *Determining sample size for research activities.* **Educational and psychological measurement**, 30(3), 1970, 607-610.
- Chukwueke, C., Chizoba D. N. & Victoria N. O "Enhancing academic visibility of faculty members in Nigerian university community: The role of institutional repositories." **International Journal of Research and Scientific Innovations** 7 2020: 87-94.
- Cunningham, H. V., & Tabur, S. "Learning space attributes: Reflections on academic library design De Groot, Sandra, and Jung Mi Scoulas and its use." **Journal of learning spaces** 1, no. 2 ,2012,n2.
- De Groot, S., & Scoulas, J. M. "Impact of COVID-19 on the use of the academic library." **Reference Services Review** 49(3/4) 2021, 281-301 "
- De Paor, S., & Heravi, B. "Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news." **The Journal of Academic Librarianship** 46(5) ,2020: 102218.
- Decker, E. N. "Reaching academic library users during the COVID-19 pandemic: New and adapted approaches in access services." **Journal of Access Services** 18(2) ,2021: 77-90.
- Deja, M., Rak, D., & Bell, B. "Digital transformation readiness: perspectives on academia and library outcomes in information literacy." **The Journal of Academic Librarianship** 47(5) ,2021: 102403.

- Ekong, U. O., & Ekong, V. E. *Impact of information literacy skills on the use of e-library resources among tertiary institution students in Akwa Ibom State.* **Nigerian Journal of Technology**, 37(2),2018, 423-431.
- Eneh, A. C., Oviri, B. U., & Ekhortonmwen, M. G. *Save in cloud, access anywhere: the utilization of cloud computing in university libraries for library service delivery in contemporary age.* **NIU Journal of Educational Research**, 10(1), 2024, 95-106.
- Erpurini, W., Putrada, A. G., Alamsyah, N., Pane, S. F., & Fauzan, M. N., "Impact of service quality, university image and students satisfaction towards student loyalty: Evidence from Indonesian private universities." **Journal of critical reviews** 7(19), 2020.
- Esin, E. "Online students' LMS activities and their effect on engagement, information literacy and academic performance." **Interactive Learning Environments** 30(1) Shuling, W. ,2022: 71-84.
- Fajonyomi, O. J., Bukar, S. S., & Ambali, Z. O. *Information literacy skills and use of library resources by postgraduate students in university of Ilorin.* **International Journal of Library and Information Technology (IJLIT)**, 1(1), 2021.
- Farooq, M. A., Ali, S., Hameed, A., Ishaque, W., Mahmood, K., & Iqbal, Z" *Information literacy and research support services in academic libraries: A bibliometric analysis from 2001 to 2020.* **Journal of Information Science** 49, (6) ,2023: 1593-1606.
- Gama, L. C., Chipeta, G. T., & Chawinga, W. D., "Information Literacy (IL) teaching and learning: a literature review." **Inkanyiso** 2, (1) ,2010: 21-31.
- Gómez-C, E., Victor H. & Genoveva V.M. "Quality indicators and user satisfaction in university libraries." **The Journal of Academic Librarianship** 46(6) ,2020: 102230.
- Gonzaga, M. T., Fontes, R. E. B., Santos, B. L. P., Filho, L. R. L., Ruzene, D. S., Vasconcelos, C. R. D., & Silva, D. P" *Perspective on services' quality using the SERVPERF.* **International Journal of Productivity and Quality Management** 41, (3),2024:
- Gross, M., & Latham, D. *Information literacy skills and self-views of ability among first-year college students.* **Journal of the American Society for Information Science and Technology**, 63(3), 2012. 574-583.
- Hallencreutz, J., & Parmler, J. "Important drivers for customer satisfaction—from product focus to image and service quality." **Total quality management & business excellence** 32(5-6), 2021: 501-510.
- Hamad, F., Al-Aamr, R., S. A., Jabbar, &H., Fakhuri, "Business intelligence in academic libraries in Jordan: Opportunities and challenges." 47, no. **IFLA journal** 1 ,2021: 37-50.

- Hamad, F., Al-Fadel, M., & Fakhouri, H. "The provision of smart service at academic libraries and associated challenges." **Journal of Librarianship and Information Science** 55(4), 2023, 960-971.
- Hasan, S., Hasan, M. A., Hassan, M. U., Amin, M., Javed, T., & Fatima, L, "Identifying and ranking critical success factors for cloud computing deployment at Mazandaran University of Medical Sciences." **Educational Research in Medical Sciences** 12, (2), 2023.
- Head, A. J., Barbara & Margy M.,"*Information Literacy in the Age of Algorithms: Student Experiences with News and Information, and the Need for Change.*" **Project Information Literacy** ,2020.
- Hegarty, K. & Boyd, J. "Useful divides: games of truth in library and information studies research and practice." **Journal of Critical Library and Information Studies** 4 ,2023.
- Hernon, P., & Altman, E."Assessing service quality: Satisfying the expectations of library customers." **American Library Association**, 2010.
- Hosseini-Ashlaghi, M., Gholamhosseinzadeh, M., Zamani, F., & Siamian, H." *Identifying and ranking critical success factors for cloud computing deployment at Mazandaran University of Medical Sciences.*" **Educational Research in Medical Sciences** 12, (2) ,2023.
- Hosseinzadeh-Bandbafha, H., Panahi, H. K. S., Dehghani, M., Orooji, Y., Shahbeik, H., Mahian, O., ... & Tabatabaei, M., "Development and validation of a modified LibQUAL scale in health sciences libraries: application of Structural Equation Modeling." **Journal of the Medical Library Association: JMLA** 111, (4) ,2023: 792.
- Ifeanyi, O. S., Ifeanyichukwu, O. A., Chidozie, C. P., Casmir, A. C., Emeka, O. A., & Charles, A. C. "Effect of information literacy skills on university students' information seeking behaviour and lifelong learning." **Heliyon** 9 (8) 2023.
- Ilesanmi, T. C., & Mabawonku, I."Use of social media space for library service delivery: evidence from Southern Nigeria universities." **Library Philosophy and Practice** ,2020: 1-18.
- Inskip, C." *Leveraging information literacy: Mapping the conceptual influence and appropriation of information literacy in other disciplinary landscapes.*" **Journal of Librarianship and Information Science** 55, (3) ,2023: 548-566.
- Jaber Hossain, M., & Islam, A, *Understanding perceived service quality and satisfaction: A study of Dhaka University Library, Bangladesh.* **Performance Measurement and Metrics**, 13(3),2012, 169-182.

- Kabakus, A. K., Bahcekapili, E., & Ayaz, A. "The effect of digital literacy on technology acceptance: An evaluation on administrative staff in higher education." **Journal of Information Science** 2023: 01655515231160028.
- Kamba, M. A., & Buba, A. A. "Application of the big 6 skills model and information literacy skills of undergraduate students on the use of electronic resources in Nigerian universities." **Library Philosophy & Practice** 2022.
- Kandakatla, R., Berger, E. J., Rhoads, J. F., & DeBoer, J. Jennifer "Student perspectives on the learning resources in an active, blended, and collaborative (ABC) pedagogical environment." **International Journal of Engineering Pedagogy**. 10 (2): 2020,7-31.
- Kaur, B. & Harpreet. S. "Application of LibQUAL+™ Model to Evaluate Library Service Quality: A Study of National Institute of Technology Libraries of North India." **International Journal of Research in Library Science (IJRLS)** 9(2) 2023.
- Khattak, S., Khan, M., Usman, T., Ali, J., Wu, D. X., Jahangir, M., ... & Ji, X. Y. "Assessment of general populations knowledge, attitude, and perceptions toward the coronavirus disease (COVID-19): a cross-sectional study from Pakistan." **Frontiers in medicine**, 2021, 8, 747819.
- Kimberlin, C. L., & Winterstein, A. G. "Validity and reliability of measurement instruments used in research." **American journal of health-system pharmacy**, 2008, 65(23), 2276-2284.
- Kiran, K. "Service quality and customer satisfaction in academic libraries: Perspectives from a Malaysian university." **Library review**, 59(4), 2010, 261-273
- Kohli, A., & Singh, R. "An assessment of customers' satisfaction for emerging technologies in passenger cars using Kano model." **Vilakshan-XIMB Journal of Management**, 18(1), 2021. 76-88.
- Krishnamurthy, A., & Kumar, S. R. "Business analytics adoption in firms: A qualitative study elaborating TOE framework in India." **International Journal of Global Business and Competitiveness**, 15(2), 80-93.
- Kutu, J. O., & Olajide, O., "Information resources availability, utilisation and job performance of academic librarians in selected university libraries in North-Central Nigeria." **Library Philosophy & Practice** ,2020.
- Lee H. J., & M. H. Seong, "A study on the effects of business service quality on satisfaction, commitment, performance, and loyalty at a private university." **The Journal of Asian Finance, Economics and Business** 7(9), 2020: 439-453.
- Lee, K. J., & Song, M. G. "A time-series analysis of the influence factors on public library patron numbers." **Journal of the Korean Society for Library and Information Science**, 54(4), 2020,195-220.

- Leon-Ledesma, M., & Moro, A. "The rise of services and balanced growth in theory and data." **American Economic Journal: Macroeconomics** 12(4) 2020: 109-146.
- Lopatovska, I. & Regalado, M. "How students use their libraries: A case study of four academic libraries." **College & Undergraduate Libraries** 23, no. 4 ,2016,381-399.
- Luo, J."A statistical analysis of patrons' in-library information consumption behaviors of print materials." **College & Research Libraries** 82(6) 2021, 863.
- Manjack, F. U., Musa, U. H., & Yakubu, H, "An Appraisal on the utilization of e-library resources and services by students of Fudma during A 2-Daynigerian Labour Congress Warning Strike." **International Journal of Applied Technologies in Library and Information Management** 9, (3) ,2023: 12-20.
- Martzoukou, K., *Academic libraries in COVID-19: a renewed mission for digital literacy.* **Library management**, 42(4/5), 2021. 266-276.
- Maryam H., L., & Mohsen, A. "The effect of information literacy instruction on lifelong learning readiness." **IFLA journal** 46(3) ,2020: 259-270.
- Mustafa, M. H., Ahmad, M. B., Shaari, Z. H., & Jannat, T. *Integration of TAM, TPB, and TSR in understanding library user behavioral utilization intention of physical vs. E-book format.* **The Journal of Academic Librarianship**, 47(5), 2021, 102399.
- Nierenberg, E., & Dahl, T. I. "Is information literacy ability, and metacognition of that ability, related to interest, gender, or education level? A cross-sectional study of higher education students." **Journal of Librarianship and Information Science** 55, 1 (2023): 57-69.
- Nkrumah, M. A., Asafo-Adjei, R., & Akossey, M."Evolving from physical to electronic classrooms: Implications for quality assurance in a selected technical university." **Cogent Social Sciences** 9(2) ,2023: 2255421.
- Nunkoo, R., Teeroovengadum, V., Ringle, C. M., & Sunnasee, V. "Service quality and customer satisfaction: The moderating effects of hotel star rating." **International Journal of Hospitality Management** 91 ,2020: 102414.
- Obaro, G. O., & Umusor, G. *Information literacy skills as a correlate to the use of library resources among Polytechnic Students in Delta State Nigeria.* **Library Philosophy and Practice (e-journal)**. 5496, 2021.
- Odu, O. "User apathy towards library resources and service: a case study of the University of Calabar Library, Calabar, Nigeria." **Global Journal of Educational Research** 16(1) 2017. 37-45.
- Ofodile, F. I., & Ifijeh, G. I. "Current trends in library patronage by faculties in Nigerian universities: A study of Ladoke Akintola University, Ogbomosho, Nigeria." **Annals of Library and Information Studies (ALIS)** 60(1), 2013 201, 27-35.

- Ogbomo, M. O., & Ivwighreghweta, O. " *Reading Habits and academic performance of library and information science undergraduates in federal universities in southern Nigeria.*" **Journal of Contemporary Issues in Education**, 4(1), 2020.
- Okunlaya, R. O., Syed Abdullah, N., & Alias, R. A. "*Artificial intelligence (AI) library services innovative conceptual framework for the digital transformation of university education.*" **Library Hi Tech** 40(6) ,2022: 1869-1892.
- Oluwatola, I. K., & Judah, T. A I.K., Oluwatola, & T. A. Judah, "*Students patronage and utilization of library and information resources; evidence of Afe Babalola University Ado Ekiti, Ekiti State, Nigeria.*" **Library Philosophy and Practice** 2022, 1-14.
- Omo- Aghoja, L. O., Onohwakpor, E. A., Adeyinka, A. T., & Omene, J. A "*Evaluation of Information Communication Technology Literacy Skills (ICTs) Among Secondary School Students in Delta State, Nigeria.*" **Library of Progress-Library Science, Information Technology & Computer** 43, (1) ,2023.
- Onah J. C, Adayi, I. O. Okonkwo, E. A., & Onyebuchi, G. U "*Information retrieval skills as it correlates to undergraduate use of library information resources at a Nigerian university.*" **Library Philosophy and Practice** 4586 2022.
- Ong, J. Y., Ong, W. C., Ong, A. C., & On, K. Q. "*Effect of service quality and customer satisfaction on customer loyalty: A case study of Starbucks in Malaysia.*" **International journal of tourism and hospitality in Asia Pasific (IJTHAP)** 5(3), 2022: 62-74.
- Onuoha, U. D., Ikonne, C. N., & Madukoma, E "*Perceived impact of library use on the research productivity of postgraduate students at Babcock University, Nigeria.*" **Journal of Research and Method in Education** 1(1), 2013: 11-16.
- Onwuegbuzie, A. J., Jiao, Q. G., & Collins, K. M. "*Prevalence and reasons for university library usage.*" **Library Review** 46(6), 1997: 411-420.
- Pandya, N., Singh, M., Rani, R., Kumar, V., & Kumar, A., "**A systematic review of library service quality studies: Models, dimensions, research populations and methods.**" **Journal Of Librarianship and Information Science** 56, (2) ,2024: 534-546.
- Parbie, S. K., Phuti, R., & Barfi, K. A, "*Users' perception of library facilities: Evidence from the University of Cape Coast.*" **Library Philosophy and Practice**, pp.1A-16.2021.
- Park, J., "*A study on the analysis of educational content and curriculum of UNESCO's media and information literacy.*" **Journal of the Korean Society for Library and Information Science**, 54(2), 2020. pp.349-374.

- Perera, P. A. S. H. "A study on the pattern of usage of library facilities at the Medical Library, University of Peradeniya." **Journal of the University Librarians Association of Sri Lanka** 9 (2005).
- Pinto, M., Fernández-Pascual, R., Caballero-Mariscal, D., Sales, D., Guerrero, D., & UribeDora "Information literacy trends in higher education (2006–2019): Visualizing the emerging field of mobile information literacy." **Scientometrics** 124 ,2020: 1479-1510.
- Rafiq, M., Batool, S. H., Ali, A. F. & Ullah, M. *University libraries response to COVID-19 pandemic: A developing country perspective.* **The Journal of Academic Librarianship**, 47(1), 2021, 102280.
- Rafique, H. Almagrabi, A. O. Shamim, A. Anwar, F. & Bashir, A. K. *Investigating the acceptance of mobile library applications with an extended technology acceptance model (TAM).* **Computers & Education**, 145, 2020, 103732.
- Rafique, H., Almagrabi, A. O., Shamim, A., Anwar, F., & Bashir, A. K. "Investigating the acceptance of mobile library applications with an extended technology acceptance model (TAM)." **Computers & Education** 145 ,2020: 103732.
- Rasheed, R., & Rashid, A. *Role of service quality factors in word of mouth through student satisfaction.* **Kybernetes**, 53(9), 2024, 2854-2870.
- Rubin, R. E., & Rubin, R. G *Foundations of library and information science.* **American Library Association**, 2020.
- Sahu, A. K., Amrithanand, V. T., Mathew, R., Aggarwal, P., Nayer, J., & Bhoi, S *Perceptions of service quality in an academic library: a case study.* **Journal of services research**, 2006,6(1).
- Saikia, M. & Chandel. A. S. "Use and user's satisfaction on library resources and services in Tezpur University (India): A study." **Annals of Library and Information Studies**, Col 59 ,2012.
- Salawu, R., Shamsuddin, A. O., & Bolatitio, S" *Theoretical and conceptual frameworks in research: Conceptual clarification.*" **European Chemical Bulletin** 12(12) ,2023: 2103-2117.
- Sample, A. "Historical development of definitions of information literacy: A literature review of selected resources." **The journal of academic librarianship** 46, (2) 2020: 102116.
- San, W. H., Von, W. Y., & Qureshi, M. I. *The impact of e-service quality on customer satisfaction in Malaysia.* **Journal of Marketing and Information Systems**, 3(1), 2020. 46-62.

- Sardi, A., Sorano, E., Cantino, V., & Garengo, P. A., Sardi, E., Sorano, V., Cantino, & P. Garengo, *Big data and performance measurement research: trends, evolution and future opportunities*. **Measuring Business Excellence**, 27(4), 2023, 531-548.
- Saryanto, S., Saadillah, A., Mutmainnah, M., Mahendika, D., & Astuti, E. D., *The analysis of lecturer's information literacy skill to support competence in teaching learning activities*. **Journal on Education**, 2023.5(4), 10754-10762.
- Scoulas, J. M., & De Groot, S. L. "Impact of COVID-19 on the use of the academic library." **Reference Services Review** 49(3/4) 2021, 281-301.
- Shen, C. W., Chen, M., & Wang, C. C. *The correlation analysis between the service quality of intelligent library and the behavioral intention of users*." **The Electronic Library** 38 (1): 2020, 95-112.
- Shokouhyar, S., Shokoohyar, S., & Safari, S.S. Shokouhyar. S., Shokoohyar, & S. Safari, "Research on the influence of after-sales service quality factors on customer satisfaction." **Journal of Retailing and Consumer Services** 56 ,2020: 102139.
- Shuling, W. "Investigation and analysis of current use of electronic resources in university libraries." **Library management** 28(1/2) ,2007.72-88.
- Siedlecki, S. L. *Understanding descriptive research designs and methods*. **Clinical Nurse Specialist**, 34(1),2020, 8-12.
- Sood, S., Singh, N. K., Sumi, S., & Tewari, D. S. N., *Awareness and Usage of e-books among students of Panjab University, Chandigarh*." **DESIDOC Journal of Library & Information Technology** 44(3),2024.
- Sugathadasa, K., Ayesha, B., de Silva, N., Perera, A. S., Jayawardana, V., Lakmal, D., & Perera, M., "Addressing the digital divide: Access and use of technology in education." **Journal of Social Sciences Review** 3 (2), 2023: 883-895.
- Supriyanto, A. Wiyono, B. B. & Burhanuddin, B. B., "Effects of service quality and customer satisfaction on loyalty of bank customers." **Cogent Business & Management** 8(1), 2021: 1937847.
- Twum, K. K., M., Adams, S., Budu, & R. A. A. Budu, R. A. A. *Achieving university libraries user loyalty through user satisfaction: the role of service quality*. **Journal of Marketing for Higher Education**, 32(1),2022, 54-72.
- Tzannis, A. "Developing the models of service quality gaps: a critical discussion." **Business Management and Strategy** 1 (1) 2010: 1.
- Udo, C. & Edidiong N. B. "Library Environmental Factors and Students' Patronage of Library Services in the University of Uyo Main Library." **Library Philosophy & Practice** 2022.

- Uzir, M. U. H., Al Halbusi, H., Thurasamy, R., Hock, R. L. T., Aljaberi, M. A., Hasan, N., & Hamid, M. *The effects of service quality, perceived value and trust in home delivery service personnel on customer satisfaction: Evidence from a developing country.* **Journal of Retailing and Consumer Services**, 63, 2021,102721.
- Vasanth, K.& Valsaraj, P."LibQUAL+® based importance-performance matrix analysis for assessing library service quality: A case study." **Annals of Library and Information Studies (ALIS)** 69(4) ,2022: 269-276.
- Vassilakopoulou, P., & Hustad, E "*Bridging digital divides: A literature review and research agenda for information systems research.*" **Information Systems Frontiers** 25, (3), 2023: 955-969.
- Wicaksono, A. & Maharani, A., *The effect of perceived usefulness and perceived ease of use on the technology acceptance model to use online travel agency.* **Journal of Business and Management Review**, 1(5), 2020, pp.313-328.
- Wu, D., Zhou, C., Chen, M., & Xu, J" *Factors associated with teachers' competence to develop students' information literacy: A multilevel approach.*" **Computers & Education** 176, 2022: 104360.
- Yaya, J. A.,& Adeeko, K. "*Factors enhancing library patronage among undergraduate students: a review of literature.*" **Fuoye Journal of Educational Management** 1(1) 2024.
- Yim, M., Fellows, M., & Coward, C. *Mixed-methods library evaluation integrating the patron, library, and external perspectives: The case of Namibia regional libraries.* **Evaluation and program planning**, 79, 2022,101782.
- Zia, S., & Nazim, M. *Exploring factors influencing the use of open access resources in India: A novel perspective on Indian researchers.* **Journal of Librarianship and Information Science**, 2023, 09610006231207658.

### **Theses/Dissertation**

- Adamu, S. "*Assessing the factors affecting effective utilization of e library resources among staff and students of Jigawa state college of education Gumel, Nigeria.*" PhD diss., Kampala International University, School of Computing and Information Technology, 2018.
- Hafeez, H. Y., Mohammed, J., Adamu, B. I., & Ndikilar, C. E." *Influence of information literacy skills and use of electronic information resources on students' research activities of federal universities in north-central, Nigeria.*" Phd Diss., **2023**.

Jibrin, H.Y. "*Influence of information literacy skills and use of electronic information resources on students' research activities of federal universities in north-central, Nigeria.*" PhD diss., 2023.

Khadka, K., & Maharjan, S., "*Customer satisfaction and customer loyalty.*" Centria University of Applied Sciences Pietarsaari, 2017: 58-64.

Ndagi, H. I., Agera, S. I. N., Chenge, I. B., & Tunku, P. I. "*Information literacy skills as correlates of effective use of electronic library resources by lecturers in universities In North-Central, Nigeria.*" PhD diss., 2023.

Shiraz, T. "*An analysis on consumer preference towards e books and print books and its impact on purchase behaviour.*" PhD diss., St Teresa's College (Autonomous), Ernakulam, 2023.

Lead City University Ibadan DO NOT COPY

**Appendix**

**Lead City University Ibadan  
Faculty of Communication and Information Science  
Department of Information Management**

**Questionnaire on the Influence of Awareness and Anchor Factors on the Use of  
Institutional Repositories by University Lecturers in Oyo and Osun State.**

**(QIAAUIR)**

Dear Respondents,

This questionnaire is designed to collect data on the Influence of Awareness and Anchor Factors on the Use of Institutional Repositories by University Lecturers. Your response to the questions and statements in this questionnaire is high important to the success of the study. I therefore seek your indulgence to fill the questionnaire as accurately as possible. I assure you that your responses will be treated with the utmost confidentiality and used only for research purposes.

Thank you.

**Section A:** Demographic information:

1. Department:.....
2. Gender: Male [ ], Female [ ]
3. Age: 16-19 years [ ], 20-24, years[ ], 25-29 years[ ], 30 years and above [ ],
4. Level: 100L [ ], 200L [ ], 300L [ ].

**Section B (i): Frequency of Use of Library**

<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I make use of the library in my school daily				
I make use of the library in my school twice a week				
I make use of the library in my school weekly				
I make use of the library in my				

school at least once a month				
I have never use the library in my school				

**Section B (ii): Purposes of use of Library**

**Instruction: Please respond to the following statements as they apply to you**

Key: SA=strongly agree, A=Agree, D=Disagree, SD=strongly disagree).

	<b>For what purposes do you make use of library in your schools</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	I use the library to prepare for examinations				
2.	I use the library to prepare for test				
3.	I use the library to complete class assignments				
4.	I use the library to supplement my lecture notes				
5.	I use the library to gather information for personal research				
6.	I use the library to find leisure materials				
7.	I use the library as a place to meet with friends and relax				

**Section C: Information Literacy Skills Questionnaire**

Instructions: Please indicate your level of agreement with the following statements by selecting the appropriate option. Use the following scale: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

<b>SN</b>	<b>Task Definition</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	I am confident in identifying what information I need to complete an assignment or research project.				
2.	I am skilled at breaking down a research topic into specific questions or key concepts that need to be addressed.				
3.	I am able to evaluate the quality and relevance of various information sources before deciding which ones to use				
4.	<b>Information Seeking Strategies</b>				
	I always have a plan for finding relevant information,				

	including search keywords and databases.				
5.	I can use search techniques such as Boolean operators, truncation, filters etc				
6.	I can easily use information retrieval tools such as indexes, bibliographies,				
	<b>Use of Information</b>				
7.	I am proficient at reading and understanding the information I gather from various sources				
8.	I can effectively combine information from multiple sources to create a cohesive understanding of a topic				
9.	I am skilled at paraphrasing and summarizing information in my own words				
	<b>Synthesis</b>				
10.	I am good at organizing the information I've gathered in a way that makes it easy to use in my assignments or projects.				
11.	I can create a well-organized and coherent final product (e.g., paper, presentation) using the information I have collected.				
12.	I can generate new ideas or perspectives by synthesizing diverse information.				
13.	<b>Evaluation</b>				
14.	I usually assess the credibility, reliability, and relevance of information sources.				
15.	Determine the suitability of the information for addressing the task requirements.				
16.	After completing a project, I reflect on the effectiveness of my research process and identify areas for improvement				

### Section D: Library Service Quality

Instruction: Please indicate your opinion using the scale: strongly: agree (SA), agree (A) strongly Disagree (SD), Disagree (D).

	<b>Affect of Service</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Library staff in my library to instil confidence in users				
2.	The library has enough staff which allow them pay individual attention to students				
3.	Library staff in my library are trained to be consistently courteous to all patrons				

4.	Library personnel demonstrated competence in dealing with request of library users				
5.	Library employees are always even temper when dealing with library users				
	<b>Information Control</b>				
6.	My school library provides remote access to electronic resources				
7.	My school library has a website which helps user to locate information on their own				
8.	My school library has acquired enough print and digital resources to meet the needs of the users				
9.	My library has invested in searchable databases for effective library services				
10.	My library has created information retrieval tools such as indexes, bibliography reading list etc that allow users find information easily				
	<b>Library as a Place</b>				
11.	My school library has space that inspires study and learning				
12.	My school library has quiet space for individual work				
13.	My school library has comfortable and inviting location				
14.	My school library is secure and peaceful place for study, learning and research				
15.	My school library has space for group learning and group study				

## Bio-data

### A. Personal Data

1. **Full Name:** Kabiu Aminu
2. **Address:** School of Nursing and Midwifery Kontagora Niger State
3. **Email:** kabiruaminu92@gmail.com
4. **Date and Place of Birth:** Kontagora Niger Niger State
5. **Nationality:** Nigerian
6. **Name and Address of Next of Kin:** Abdulrahaman Kabeer

**Add.** Same as above

### A. Educational Background

#### **Educational Institutions attended with dates and Qualifications:**

- i. **Primary Education:** Saidu Namaska Primary School Kontagora 1985-1992
- ii. **Secondary Education:** Government Secondary School Rijau 1992-1998
- iii. **Higher Educational Institutions:**
  - a. Bayero University Kano 2010-2014

### B. Working Experience with Dates

- a. **Organisation:** school of Nursing Kontagora Niger State 2018 to date

**Role:** Librarian

**Date:**

### C. Working Experience with Dates

b. **Organisation:** school of Nursing kontagora,Niger State

**Role:** Librarian

**Date:** 2018-date

c. **Organisation:**

d. **Role:**

**Date:**

**D. Awards and Fellowships:**

i. **Certified Librarian in Nigeria 2015.**

---

**Signature**

---

**Date**

Lead City University Ibadan DO NOT COPY

### **The University Compliance Certification**

This is to certify that this thesis by Kabiru AMINU with Matriculation Number LCU/PG/002980 in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

---

**Signature**

---

**Date**

Lead City University Ibadan DO NOT COPY