Library Aesthetics, User Education, Personality Traits and Library Usage by Undergraduates in Oyo State, Nigeria

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2025

Certification

This is to certify that this thesis was carried out by **Sunday Morakinyo, FAKUNLE** with Matriculation Number **LCU/PG/001062**, 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

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Dedication

This thesis is dedicated to God Almighty for His loving kindness in my life

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Even though the above-mentioned institutions and persons have assisted in the process of this project work, I alone stand responsible for the error(s) if any, found in this work.

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Abstract

The use of university library by undergraduate is very important to all stakeholders including the students themselves. Poor use of available library facilities can lead to poor academic performance, loss of return on investment by libraries, and ill-equipped graduates being released into the society. Consequently, the study seeks to investigate how library aesthetics, user education and personality traits could negatively or positively affect the use of library and its resources by undergraduates of universities in Oyo State. The study is hinged on a theoretical framework which combines relevant theories such as Technology Acceptance Model (TAM), Kaplan and Kaplan's Preference Framework, Experiential Learning (Kolb's Model), and the Big Five Factor Personality Theory. The study adopted a survey research design with the population consisting of 62,647 undergraduate students enrolled in universities across Oyo State, Nigeria out of which 384 were selected as sample though multistage sampling technique. The instrument for data collection was a validated questionnaire adapted from relevant theories. The data collected was analysed using both descriptive and inferential statistics, specifically, regression analysis. The results of data analysis revealed that there is a high level of library usage (Mean = 3.34) among undergraduate students in universities across Oyo State, Nigeria. The results also showed a highly positive perception of library aesthetic (Mean = 3.24); high level of user education (Mean = 3.26); and high concentration of diverse personality traits among the students (Mean = 3.36). The regression analysis also revealed a significant influence of library aesthetics on library usage ($R = 0.472$, $p > 0.05$); a significant influence of user education on library usage ($R = 0.536$, $p > 0.05$); but no significant influence of personality traits ($R = 0.107$, $p > 0.05$). Overall, the study also found a significant combined influence of library aesthetics, user education, and personality traits of students on library usage (Adj. $R^2 = 0.361$, $F(3, 288) = 55.793$, $p < 0.05$). However, while library aesthetics and user education were jointly significant, personality traits do not significantly jointly predict library usage. The study concluded that a strategic blend of well-structured user education and appealing library aesthetics, supported by institutional investment, remains the most viable path to sustaining and expanding library usage among Nigerian undergraduates. It was therefore recommended that university libraries should design services and environments that accommodate a broad range of personalities such as providing quiet spaces for anxious users, collaborative zones for extraverted students to minimize barriers.

Keywords: Library aesthetics, Library usage, Library promotion, Personality traits. University libraries, User education,

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Chapter One

Introduction

1.1 Background to the Study

Academic libraries play vital role in supporting the teaching, learning and research activities in tertiary institutions. They are established to serve different categories of user including lecturers, administrative staffs, students and community members. Academic libraries are responsible for supplying pertinent informational resources essential for maintaining the institution's teaching, learning, and research activities[1]. The academic health, intellectual vibrancy, and efficacy of these educational institutions in generating high-quality graduates for the labour market are predominantly contingent upon the caliber of information resources accessible in their libraries[2].Academic libraries are not established only for the provision relevant and current information resources, but also serve as service centers where library users are attended to for their information needs.

Academic libraries respect the golden law of librarianship which states that; 'books are for use'. This law is a loaded statement which basically put the onus on librarians to ensure the patronage of the information and services they have offered. Library patrons are profoundly important in the field of librarianship[3].This elucidates why all of Ranganathan's laws of librarianship revolve around users and the necessity for user satisfaction. The library user is the primary responsibility of university libraries; therefore, enhancing user patronage is essential[4]. In the context of university libraries, undergraduates are the largest group of patron, so they are understandably the main focus of library usage drives. For instance, a study indicated that undergraduates typically constitute more than half of a university's total student and personnel population. As a result, it is essential for undergraduates to utilise the library's resources and services, which are intended to improve their academic performance and foster intellectual growth. Library usage is the deliberate exploitation of a library's resources and services by users to satisfy their informational needs[4]. Library usage is the act

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of consulting library resources and requesting assistance from library staff. In the modern era, library usage refers to the physical and remote access to consultation or utilisation of library collections or information resources by library patrons such as undergraduates. Undoubtedly, library use is a crucial factor for library administration as it significantly reflects the efficiency and efficacy of service delivery. Regular usage of library by library users is a great source of feedback on how to improve library collections and services.

Undergraduate usage of the library is a vital metric for assessing the success and relevance of the university library. However, experts have warned that libraries must properly conceptualise, library usage especially in the modern era where library serves several purposes for information users[5]. The metrics of library usage, as derived from the literature, include visit frequency, visit purpose, and behavioural intention to use[6],[7]. Frequency of library usage refers to the pace at which undergraduate use the library or the number of occasions they access the library to satisfy their informational requirements. In some studies, researchers focus on whether the patron visit the library daily, weekly or monthly[3]. Other argued that daily or weekly visit is relative. Therefore, they suggest that frequency of use should be examined through metrics such as regularly, occasionally, sometimes, rarely and never, among others[8]. Irrespective of metrics used, it has been observed that the frequency of library usage is on the decline, especially among undergraduates.

Available evidence suggests that the utilisation of library services worldwide is declining[8]. The diminished usage of libraries is especially evident in academic libraries, which strive to provide services to users focused on education, research, and learning. Information users such as undergraduates no longer depend on the academic library as an essential element of their research and learning, as it is no longer the exclusive source of knowledge[7]. In line with this, libraries are currently obligated to compete for customers with online platforms, booksellers, digital publishing vendors, as well as the increasing demand for more efficient

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services and consumer expectations[9]. This rivalry has been recognised as a significant factor contributing to the decrease in the use of library services by the public. In addition to frequency of visit, librarians also consider purpose of library usage.

The purpose of library usage denotes the rationale for users' attendance at the library. Library patrons have various purposes for utilising the library, including seeking information for research, supplementing class notes, preparing term papers, developing materials for group presentations and demonstrations, studying for examinations, and composing independent essays or projects, among others. A survey among undergraduates in Oyo State, Nigeria revealed that the primary reasons for library use are fundamentally academic in nature: studying for examinations and personal reading or studying are the most cited purposes[3]. This aligns with findings from another study where nursing and medical students identified the library as instrumental in enhancing personal competence and supporting assignment-driven data searches[10].

The purpose of use also shows which resources library users prefer in the library. Undergraduates value library resources textbooks, electronic databases, OPACs for improving study habits, assignment quality, and overall learning, particularly in settings such as Kwara State[11]. Taken together, undergraduates predominantly use libraries for learning enhancement, academic support. However, many of these studies on purpose of library use often neglect to explore the use of library for recreational purposes[12]. Similarly, study have rarely examined the continue intention to use library as represented by behavioural intention to use libraries.

Behavioural intention to use library refers to willingness of library patrons to continue to use the library for the foreseeable future. It represents some form of loyalty in which undergraduates see the library as their main source of information. It also reflects the

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intention to encourage others to visit and use the library. Achieving positive behaviour intention to use library is a product of effort from the library to align itself with the needs and expectation of the users. Study has shown that relevance and quality of library resources, effective services and other factors significantly influence use intention[13], [14]. Academic libraries thrive on 'life-long' patrons who are ready to take the library as their partner in academic progress.

The most successful academic libraries are the ones where patrons, out of their own volition, visit the library, interact with the collection and services, and give useful feedback on their experiences. It is not limited to that; academic libraries also want patrons who would not only visit the library but also encourage others to do same. Libraries are no longer satisfied with supporting only academic pursuit. The aim is to become a center of activity, promoting relaxation, networking, self-discovery and a place for intellectual rejuvenation[15]. The modern academic library has become 'a place' that people should be eager to visit, but the reverse is the case. It has become a system combining physical and virtual resources with technologies and services[3],[16]. Despite these, academic libraries must continue to monitor library usage.

An investigation on undergraduate library usage is significant for both university libraries and the students. The library will utilise research findings as feedback to evaluate its effectiveness in meeting the needs of its users, specifically undergraduates pursuing their first degree. For the students, this will illuminate their utilisation of the university library, which is crucial to their overall academic experience. The significance of a library in contemporary society is not solely defined by its materials and services, but also by the degree of utilisation of these offerings by patrons[17]. It has been observed that library usage among students, particularly undergraduates, is minimal. Researcher have explored various factors such as library orientation, library marketing, and availability of resources as factors

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determining use. This study examines a combination of factors which are library aesthetics, user education, personality traits.

Library aesthetic is a core design principle that defines a design pleasing quality. Aesthetics entails judgment of taste of beauty; it is the awareness and appreciation of pleasant sensory experience of an environment or something. Aesthetics, in the context of libraries, is concerned with the design and facilities available in and around the building that make the patrons experience a memorable one. Library aesthetics is the philosophy of beauty and art or exhibition of library facilities. Library aesthetics is a concept that has caught the attention of librarians all over the world.

This attention to library aesthetics has been borne mainly out of the concern to provide library users with a wholesome experience. Scholars have long opined that while library collections by themselves are intrinsically aesthetic, the building and the whole environment should also look attractive to make the whole library visit pleasing[18]. This attention to aesthetics has a solid theoretical backing.

Theorists have long posited that individuals' preferences and behaviours are influenced by the aesthetic qualities of their surroundings[19]. This notion underscores the importance of creating visually appealing and conducive library environments that resonate with students' sensibilities and foster a sense of comfort and belonging. Research conducted in diverse educational contexts has corroborated the positive correlation between aesthetic quality and user satisfaction, highlighting the role of aesthetics in shaping individuals' attitudes and experiences within library spaces[20].

Library aesthetics is characterised by physical layout, ambiance and comfort of the library all of which significantly impact user experience and behaviour[21]. Scholars have linked library aesthetics to library patronage and improved library use. Various elements of library

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aesthetic, such as interior design, lighting, and overall ambiance in the library have been reported to play crucial roles in attracting users to the library[22]. Indeed, studies have identified the importance of the physical library environment as a factor in library use among different categories of users[24, 23]. Physical attributes of a library is an important factor in its acceptance among students. Therefore, to attract students, libraries should be spacious, clean, and take good advantage of natural lighting. Libraries with large windows, good ventilation, and comfortable furniture have better chance of attracting more users. Existing evidence also shows that, just like the external face of the library, the interior layout is also important

Experts opined that when libraries are augmented with attractive wall art, signage, and soothing colour schemes, it improves the appeal of such library among the patrons[24]. Similarly, libraries that incorporate aesthetically pleasing elements such as vibrant colours and good interior designs are perceived as more attractive by university students[25]. However, the library should not only be about attractive aesthetics but it should also incorporate functional aesthetics. This suggest that library aesthetics also include floor plans, arrangement of library shelves and resources as well as the accessibility of the library to all categories of users

Some of the functional aesthetics that are expected in libraries include air conditioning, adequate power outlets for devices and flexible seating arrangements among others. Experts also emphasized the influence of pleasing physical environment on the human mind. There is an increasing recognition among educators that providing dynamic and aesthetic environment to learners can evoke positive feelings, making them more interested in visiting the library and even more likely to return after their first visit[26].

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In term of physical layout, well-designed library can promote undergraduate's engagement, motivation, and academic performance[27]. Library aesthetics can be used as a tool to motivate users to frequent use of library facilities and ginger frequent visit to the library by users. The new design pattern and new ways of making library more attractive for use by the users, a place of visit for leisure reading and relaxation to play games refers to the aesthetic nature of the library, library should be user-friendly at all times. To maintain aesthetics in the library, it is built upon some factors that should be considered as the root sources such as well-designed library building, comfortable and siren environment, adequate lighting and good temperature in the library. Library is to be designed and beautified in a manner that is appealing, attractive and adoring to encourage user patronage[28].

Indeed, scholars have observed that library aesthetics also has secondary outcomes such as improved academic performance. According to findings, libraries with proper aesthetics attract students and ensure that they have productive times in the library thereby which also enhance students' academic performance. Another group of scholars in their survey reported that students are now paying attention to aesthetic features of their library and many of them feel dissatisfied with some aspects of library aesthetics[23, 24].

Studies have shown that well-designed library spaces, characterized by elements such as ample natural light, comfortable seating arrangements, and aesthetically pleasing decorations, can evoke feelings of relaxation and focus, thereby enhancing students' concentration and academic performance. On the other hand, environments lacking in aesthetic appeal may engender feelings of disinterest and disengagement among students, leading to underutilization of library resources and diminished learning outcomes[29]. However, just as library aesthetics is important, there are other factors that can affect library use. One of them is user education

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User education refers to the process by which library staff offer instructions or guidance to library patrons to help them optimise the utilisation of the library's resources and services. User education includes all activities aimed at training users on how to maximise the use of library resources, services, and facilities[30]. User education programs are essential for equipping students to proficiently utilise library resources, develop information literacy skills, and attain academic success[31]. The genuine worth of the library and its contents will be recognised by undergraduate users when user education is proficient. Nonetheless, the effectiveness of these programs may vary due to factors including educational design, dissemination methods, and evaluation procedures[32].

University libraries implement several sorts, formats, or methods of user education as deemed suitable. Scholars assert that user education approaches encompass a range of activities specifically crafted to impart users with a fundamental comprehension of library facilities, services, organisations, resources, and search strategies. These include library orientation, guided library tour, use of library course, one-on-one library use instruction, and library bulletin/ printed guides.

Library orientation, often considered the cornerstone of user education, introduces new students to the library's operations, services, and resources. It plays a critical role in helping users understand how to access information effectively and promotes lifelong information independence. According to Reitz, this process lays the groundwork for information literacy by teaching users how to navigate library systems meaningfully. Research underscores its effectiveness: many academic libraries employ orientation programs via classroom instruction and tours as key strategies to engage beginners and foster initial familiarity[33].

Guided tours complement orientations by providing a tangible and immersive introduction to the library environment. One recent mixed-methods study involving first-year university

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students found that guided tours significantly enhanced user ability to utilize library services, with high satisfaction levels reported across faculties and genders. This suggests that tours play a vital role in helping newcomers feel comfortable and oriented, thus enabling more effective resource use[34]. Perhaps the most popular of user education is the teaching of library use course by librarians. Embedding library instruction into academic courses often under titles like "Use of Library" or "Information Literacy" formalizes user education. While this section is acknowledged as important, some studies caution that when such instruction is delivered as brief, one-off sessions ("one-shot"), its impact can be limited—particularly on student performance. Conversely, course-integrated or extended instruction has demonstrated more notable improvements in student outcomes[35].

User education is also carried out through individualised, personalised guidance remains one of the most responsive methods of instruction. Academic literature highlights its effectiveness in reducing library anxiety, a state wherein users feel overwhelmed or intimidated by the library environment. Personalized interactions, either at the reference desk or through scheduled sessions, have been found to be especially effective in fostering comfort, confidence, and greater service use. Another form of user education is library guide which can either be in print or online.

Printed materials such as library bulletins, handbooks, orientation flyers, or survival guides serve as accessible, supportive tools for students. These guides help overcome barriers associated with navigating complex library websites and reduce anxiety by providing clear, concise information. For example, a "Library Survival Guide" study demonstrated increased user awareness and appreciation for library services following distribution of printed resources. Additionally, pathfinders or subject-specific research guides (print or electronic) constitute a structured means of helping students begin research with confidence and clarity.

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These programmes aim to provide users with the essential skills required for the optimal, efficient, and autonomous use of the library's information resources and services[36].

Personality traits of undergraduates can be an important factor in their library use. Personality forms the tendency towards certain responses in any given situation. Personality helps to describe how individuals react to different circumstances the differences that exist among people. Personality traits help individuals adapt to their environments and differential on person from another[37]. Some of the personality traits that have been identified are openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. All of these influence how students interact with libraries and their resources. Understanding these individual differences can help librarians and library personnel tailor services and programs to meet the diverse need of university students who are undergraduates. Another variable that could influence library usage is personality traits.

Openness to experience is the degree of depth and breadth of imagination, creativity and urge for experiences in the life of a person. Openness personality trait includes characteristics such as imagination and insight, and those who mostly have this trait have a more extensive range of interests than others. These individuals tend to be more adventurous and creative. It is about imagination, confidence, self-actualization, exploration, and talent of a person. They are people who like to learn new things and enjoy new experiences, including being inquisitive about library collections and services as well as having a wide variety of information needs[38].

Conscientiousness is a personality trait close to openness to experiences. It is a trait that describe people who are achievement-oriented, careful, persevering, thorough, responsible, organised and hardworking. It is, however, laced with some degree of cautiousness and self-discipline. People that have a high degree of conscientiousness are reliable and prompt,

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possessing traits such as being organized, methodical, and thorough. Conscientiousness is characterized by having high levels of thoughtfulness, reasonable impulse control, and goal-oriented behaviours[39]. Conscientious people tend to be organized and pay attention to detail. This quality can make an undergraduate a demanding and assertive library user. Such student may not be patient with libraries where the services and collections are below par. Then, there are extroverts who are people with the trait, extraversion.

Extraversion is a trait attributed to individuals who get their energy from interacting with others, have such traits as energetic, talkative, and assertive. Extraversion characterized by excitability, sociability, talkativeness, assertiveness, and high emotional expression. Those with high extraversion described as sociable individuals, and enjoy interacting with other people. Students with this trait are confidence stimulated by others' company, positive emotions, talkativeness. Any student with this trait may find it difficult to keep quiet in the library. On the other hand, they may be confidence enough to approach librarians and make necessary enquiries that help them make the best use of the library[26].

While extraversion may be called 'loud confidence', agreeableness is 'quiet confidence'. Agreeableness is characterized by the ability to gain the trust of others, altruism, kindness, affection, empathy, and other prosocial behaviours. Individuals described as agreeable usually exhibit by traits such as being kind, affectionate, and sympathetic, are friendly, cooperative, and compassionate. Those with high agreeableness are more likely to cooperate, tolerant, polite, flexible, good-natured, supportive, soft-hearted, and trusting. Agreeableness means that the library user is good-natured, cooperative, confident and trusting[25]. In other words, it is the degree of trusting people, accepting other opinions and feelings, whereas library user with low agreeableness may be more distant and tend to compete and even manipulate others.

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Neuroticism or emotional stability refers to a dimension relating to one's emotional stability and degree of negative emotions. It is the degree of self-consciousness, anxiety and emotional instability of a person. People that score high on neuroticism often experience emotional instability Those with high neuroticism tend to experience mood swings, anxiety, irritability, and sadness, including being moody and tense. Neuroticism is characterised by sadness, moodiness, and emotional instability[26]. This is a red flag in the personality traits. Students with high score in neuroticism can turn out to be very reluctant to library usage. They may be prone to library anxiety which often prevent them from visiting the library or asking for help from librarians. Undergraduates with high neuroticism may also avoid public spaces such as libraries.

The exploration of library aesthetics, user education, and personality traits has shown that they are all potent factors that can determine library use among undergraduates. Although result of studies on library use has produced mixed findings, it is logical to argue that, when library buildings are not aesthetically pleasing, uncomfortable and lacking necessary amenities, it can drive away undergraduate users. Similarly, lack of user education may keep undergraduates in the dark about what the library can offer or how to make the best use of available resources. This can lead to frustration resulting in poor library use or even preventing potential library users from visiting the library. In addition, undergraduates' personality traits is essential in their use of library. Understanding the possible traits would prepare librarians to properly serve users with different temperaments. Despite the growing body of research in these areas, there is need for a comprehensive study that will explore the combined effects of library aesthetics, user education and personality traits as determinants of library use by undergraduates of universities in Oyo State.

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1.2 Statement of the Problem

The use of university library by undergraduates is very important to all stakeholders include the students themselves. University libraries are essential for rigorous academic explorations and self-directed learning which is the hallmark of an all-round learner. Effective library use is important for stellar academic performance, all-round development and the acquisition of life-long skills. Despite the availability of information resources and human resources in Nigerian universities, there have been cases of underutilisation among undergraduates. Researcher's personal observation and available literature have shown that academic libraries are experiencing reductions in undergraduates usage of library. Poor use of available library facilities can lead to poor academic performance, loss of return on investment by libraries, and ill-equipped graduates being released into the society. This has led to various studies to determine factors affecting undergraduate library use. However, there is a dearth of studies with holistic approaches combining several variables to determine the strongest predictors of library use among undergraduates. Consequently, the study investigated how library aesthetics, user education and personality traits influenced library usage and its resources among undergraduates of universities in Oyo State.

1.3 Objectives of the Study

The aim of the research is to investigate the influence of library aesthetics, user education, and personality traits on library usage by undergraduates of universities in Oyo State. The specific objectives are to:

i. Assess the level of library usage by undergraduates in universities in Oyo State, Nigeria;
ii. identify the perception of library aesthetics by undergraduates in universities Oyo State, Nigeria;

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iii. assess the level of user education of undergraduates in universities Oyo State, Nigeria;

iv. ascertain the personality traits of undergraduates in universities Oyo State, Nigeria;

v. evaluate the influence of library aesthetics on library usage by undergraduates in university in Oyo State, Nigeria;

vi. ascertain the influence of user education on library usage by undergraduates in university in Oyo State, Nigeria;

vii. examine the influence of personality traits on library usage by undergraduates' in university libraries in Oyo State, Nigeria;

viii. ascertain the combined influence of library aesthetics, user education and personality traits on library usage by undergraduates in universities in Oyo State, Nigeria;

1.4 Research Questions

The following questions were raised for the study:

1) What is the level of library usage among undergraduates of universities in Oyo State, Nigeria?
2) What is the perception of library aesthetics among undergraduates in universities in Oyo State, Nigeria?
3) What is the level of user education of undergraduates in university in Oyo State, Nigeria?
4) What are the personality traits of undergraduates in universities Oyo State, Nigeria?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance

$H_0$1 There will be no significant influence of library aesthetics on library usage by undergraduates in universities in Oyo State, Nigeria

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H_02 There will be no significant influence of user education on library usage by undergraduates in universities in Oyo State, Nigeria

H_03 There will be no significant influence of personality traits on library usage by undergraduates in universities in Oyo State, Nigeria

H_04 There will be no significant combined influence of library aesthetics, user education and personality traits on library usage by undergraduates in universities in Oyo State, Nigeria

1.6 Significance of the Study

The findings of this research will be of benefit to various stakeholders within the educational and information ecosystem. These stakeholders include undergraduates, academic libraries and librarians, university management, and researchers in the field of Library and Information Science (LIS).

The primary beneficiaries are the undergraduates. A well-designed and aesthetically appealing library encourages longer stay, comfort, and a sense of belonging, which in turn improves usage and academic outcomes. Furthermore, exposure to structured user education programmes equips students with essential information literacy skills, enabling them to locate, evaluate, and use information effectively. For students with diverse personality traits (introverts, extroverts, conscientious learners, etc.), the findings will help identify strategies to support their varying learning styles and enhance equitable access to library services.

Academic libraries and librarians will also benefit as the study provides librarians with evidence-based insights on how aesthetics (furniture design, lighting, ambience, spatial arrangement) and user education initiatives influence usage patterns. This will inform library planning, redesign, and programming. Additionally, librarians can use the findings

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on personality traits to personalize services, for instance by creating quiet zones for reflective learners and collaborative spaces for extroverted or team-oriented learners.

The third category that stands to benefit from this study are university management. The findings will guide decision-makers on investments in library infrastructure and services. By understanding how aesthetics and user education influence library usage, university authorities can prioritize budget allocations for library renovations, training workshops, and digital resource expansion. Policies may also be refined to ensure libraries are central to undergraduate learning.

Most importantly, this study contributes to the empirical literature linking human factors (personality traits) with environmental and instructional dimensions (aesthetics, user education) of library usage. It enriches theoretical debates around user behaviour, information-seeking patterns, and learning environments in Nigerian higher education contexts. Future scholars may build on this study to test similar variables in other states or countries.

1.7 Scope of the study

The scope of the study is three-fold, covering subject, population, and geographical scope. The subject scope of the study is covered in its' title which is library aesthetics, user education, personality traits and use of library. The dependent variable is use of library and it is measured by metrics such as frequency of use, purpose of library use, and behavioural intention to use library. There are three independent variables. The first is library aesthetics which is measured by metrics such as: orderliness and organization, ease of navigation, variety of spaces/resources, and invitation to explore more. User education is another independent variable. It is measured by concrete experience, reflective observation, abstract conceptualisation and active experimentation. The third independent variable is personality

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traits and it is measured by metrics such as neuroticism, extraversion, openness, agreeable, and conscientiousness.

The population scope of the study is limited to the undergraduates in universities. The geographical scope of the study is limited to universities in Oyo State. This covers federal, state and private universities such as University of Ibadan, Ladoke Akintola University, Ogbomoso, Emmanuel Alayande University of Education, Oyo, Kola Daisi University, Ibadan, Lead City University, Ibadan. Atiba University, Oyo Dominican University, Samonda, Ibadan, Abiola Ajimobi Technical University, Ibadan, Ajayi Crowther University. Oyo, Dominion University, Ibadan, and Precious Cornerstone University, Ibadan. West midlands Open University, Ibadan was not included because it runs only part-time and predominantly online programs.

1.8 Limitation of the Study

This study was faced with the delay experienced during the gathering of data in some of the universities

1.9 Operational Definition of Terms

Library Use: Library use refers to the extent to which undergraduates in universities in Oyo State, Nigeria engage with both physical and digital resources provided by the university libraries in Oyo State, Nigeria

Frequency of Use: This describes how often undergraduates make use of the library within a given period (daily, weekly, monthly, or rarely) in universities in Oyo State, Nigeria.

Purpose of Library Use: this is the specific reasons undergraduates in universities in Oyo State, Nigeria use the library. These may include studying for examinations,

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completing assignments, conducting research, accessing internet facilities, or seeking a conducive reading environment.

Behavioral Intention to Use Library: This refers to the willingness of undergraduates in universities in Oyo State, Nigeria to continue using the library in the future, based on their perceptions of its usefulness, aesthetics, available resources, and past experiences.

Library Aesthetics: Library aesthetics refers to the overall physical appeal and sensory qualities of the library environment such as design, lighting, furniture, color, and ambience, that influence students' comfort, satisfaction, and willingness to use the library.

Orderliness and Organization: Orderliness and organization describe the logical arrangement and tidiness of library spaces, including the proper shelving of materials, clearly defined study areas, and consistent use of signage that helps undergraduates easily recognize different sections.

Ease of Navigation: Ease of navigation is the extent to which undergraduates can move around and locate resources within the library with minimal difficulty, aided by clear signage, floor maps, and well-structured layouts.

Variety of Spaces/Resources: This refers to the presence of diverse facilities and resources in the library, such as quiet study zones, group discussion rooms, digital workstations, and a mix of print and electronic collections, which cater to different learning preferences.

Invitation to Explore More: Invitation to explore more reflects how the library's design, displays, and ambience stimulate curiosity and encourage undergraduates to discover new sections, resources, or services beyond their routine use.

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User Education: This refers to how well library instructional activities (such as orientations, tours, or courses) enable undergraduates to acquire the skills needed to locate, evaluate, and use information resources effectively.

Library Orientation: An introductory programme designed to familiarize new undergraduates with the library's services, rules, facilities, and resources at the beginning of their academic journey.

Guided Library Tour: A structured visit where students are physically shown around the library to learn about different sections (cataloguing, circulation, reference, e-resources, etc.) and how to access them.

Use of Library Course: A formal academic or general studies course offered by to undergraduates to build information literacy and equip them with lifelong library and research skills.

One-on-One Library Use Instruction: Personalized guidance provided by librarians in universities in Oyo State to undergraduates who needs assistance in using specific resources, databases, or tools.

*Library Bulletin/Printed Guides***:** Informational materials, such as newsletters, flyers, brochures, or handbooks, produced by the library to educate undergraduates in universities in Oyo State, Nigeria about available resources, new arrivals, or usage instructions.

Personality traits: these are the enduring psychological characteristics that guide how undergraduates in universities in Oyo State, Nigeria think, feel, and behave in relation to academic tasks, learning environments, and library use.

Neuroticism: This trait reflects the degree of emotional stability versus instability in undergraduates in universities in Oyo State, Nigeria.

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Extraversion: Extraversion denotes sociability, energy, and assertiveness nature of undergraduates in universities in Oyo State, Nigeria. Extraverted undergraduates are likely to engage in group study, collaborative research, and interactive library programmes.

Openness: this represents intellectual curiosity, creativity, and a willingness to explore new ideas among undergraduates in universities in Oyo State, Nigeria.

Agreeableness: this relates to being cooperative, empathetic, and supportive nature of undergraduates in universities in Oyo State, Nigeria. Agreeable undergraduates may engage positively in peer learning within the library, respect library rules, and demonstrate helpfulness toward fellow students in accessing resources.

Conscientiousness: this trait reflects self-discipline, organization, and goal-directed behaviour among undergraduates in universities in Oyo State, Nigeria.

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Chapter Two

Literature Review

This chapter presents the review of relevant literature in order to have explicit understanding of the subject matter on library aesthetics, personality traits, and user education effectiveness as determinants of library usage by undergraduates in universities in Oyo state, Nigeria. This is presented under the following sub-headings:

2.1 Conceptual Review

2.1.1 Library usage

2.1.2 Overview of Library aesthetics

2.1.3 Overview of User Education

2.1.4 Personality Traits

2.2 Theoretical Framework

2.2.1 Technology Acceptance Model (TAM)

2.2.2 Kaplan and Kaplan's Preference Framework

2.2.3 Experiential Learning (Kolb's Model)

2.2.4 Big Five Factor Personality Theory

2.3 Review of Empirical Studies

2.3.1 Library Aesthetics and Library Usage

2.3.2 User Education and Library Usage

2.3.3 Personality Traits and Library Usage

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

Endnotes

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2.1 Conceptual Review

2.1.1 Library Usage

Academic libraries are regarded as social institutions and the core of universities. These libraries are tasked with advancing the fundamental objectives of the parent institution and promoting the welfare of all users within the university community. These libraries function within the university community as entities that facilitate all academic programs. Academic libraries serve as repositories of knowledge, supplying users with information essential for fulfilling their educational objectives, encompassing topics such as politics, economic activity, and sociocultural development. Library usage refers to the ways individuals interact with library services and resources, whether in-person or online, to fulfil information, educational, recreational, or social needs. This concept has evolved from traditional book borrowing to include digital access, community programs, and technology support, reflecting broader information behaviour patterns. A study of library use in the past would focus on the number of patrons who enters the library building, otherwise known as footfall. However, recent development has shown that library patrons do not necessarily need to be in the library to use the library. While physical visits remain common, digital platforms have grown, especially post-pandemic, influencing how often and why people engage with libraries.

In addition, footfalls do not always reflect through state of library usage. The fact that a certain number of patrons enters the library daily is not enough evidence of proper library usage. Library usage in the real sense thus, seek to understand how frequent patrons are visiting the library. This mean that librarians what to know how regular do library patrons make the library their major source of information. Frequency of library use often measures how regularly users visit or access libraries, with recent data showing variability. For instance, national surveys indicate a rebound, with in-person visits up 24% from 2022 to

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2023, though down 35% from 2019 levels. In California, libraries recorded 86 million visits in FY 2023-2024, suggesting sustained but shifting engagement[1]. Younger users and lower-income groups tend to use libraries more frequently for tech access.

The other metric is purpose of using the library. The fact is that all libraries have core aim that they have to achieve and some peripheral aims that they wish to achieve. The aim of library is to support teaching and learning. However, library may also wish to promote intellectual curiosity, self-directed learning and ethical recreation among other. Libraries are, therefore, interested in knowing whether the purpose of using the library aligns with library's core objectives. Common purposes include borrowing physical or digital materials (e.g., 144.7 million physical checkouts in California FY 2023-2024), studying, attending programs (334,300 offered), and using WiFi or computers for research, email, or online learning. Shifts show increased use for workspaces (meeting room reservations up 52% from 2022) and e-resources (up 11%), while traditional circulation declines[1].

The third metric of library usage is behavioural intention to use the library. This focuses on the willingness of library to become a lifelong library user; to keep returning to the library in the foreseeable future. Behavioural intention, a predictor of actual use, is shaped by attitudes toward usefulness and ease, social influences, and perceived control, per TAM and TPB. In library contexts, factors like system quality and information environment positively affect intentions, particularly for mobile or e-libraries[2],[3].

Library use represents a multifaceted concept rooted in human information behaviour, encompassing the active and passive engagement with library resources and services to satisfy diverse needs. This includes physical visits to borrow books, attend programs, or use facilities, as well as digital interactions via online catalogues, e-books, and databases. The concept draws from information ecology and seeking models, where users' interactions are

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influenced by environmental, technological, and personal factors[4]. Historically, library use has shifted from analogue-focused activities in the mid-20th century to hybrid models in the digital age, accelerated by the COVID-19 pandemic, which prompted declines in physical attendance but surges in virtual engagement. Studies emphasize that understanding frequency, purposes, and behavioural intentions is crucial for enhancing service quality and user satisfaction[5]. Due to the strategic role of library usage in achieving the aim of libraries, various studies have been conducted on library usage across the world, particularly in Nigeria.

Some studies exploring library usage are more comprehensive, focusing on the types of information resources preferred by library users. In one of such studies on the extent of utilisation of university library resources, it was revealed that webinar platform were utilised to a high extent, audio-visual and multimedia collections, search engines and portals, online databases, Online library catalogues (OPAC), e-newspapers, CD-ROM databases were utilised to a high extent, electronic books, and e-reference materials/print reference material were utilised to a high extent. Overall, the study found web materials are highly preferred while theses and dissertations were rarely used[6].

Comparing this user preferences to what is available in Nigerian libraries is instructive. This is shown in a study which revealed that textbooks, dictionaries and encyclopaedias are the most relevant library resources available in the selected university libraries. Other resources include abstracts, bibliographies and conference proceedings. The findings confirmed that the information obtained from interviews revealed that conference proceedings, abstracts, indexes and bibliographies are inadequate in number and most are obsolete. It was further found that dictionaries, newspapers and magazines and textbooks were the most accessible of all the library resources to the part-time learners but electronic resources and CD-ROM

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databases were the least accessible to the students. Overall, one might conclude that the level of accessibility to available library resources for part-time learners' use is generally high. The response from the interview indicated that students are free to use of the library resources (both print and electronic) and services after registering with the library[7]. The findings concur with the findings by another scholar who noted that majority of students surveyed used the library for reference / library searches and found the print resources to be relevant while Internet access was inadequate[8]. The finding however did not agree with the finding of a related study which found that students in University of Winneba Study Centre, Ghana did not use library materials to enhance their studies but relied solely on course materials and lecture notes[9].

In Nigeria, studies also revealed the types of library resources mostly utilised in the Bauchi State College of Agriculture Library. It shows that majority of the respondents used textbooks and project reports, reference materials, newspapers/magazines and e-books accordingly. However, the study revealed that respondents do not use e-books, newspapers, reference materials and journals respectively while others stated that they do not use audio-visual resources of the library[10]. It was further revealed from the same study that most of the respondents used textbooks and newspapers/magazines on weekly basis, reference materials on a monthly basis while of the respondents have never used journals. However, most of the respondents consulted project reports quarterly while the majority of them have never used e-books. While the majority of them have never used audio-visual resources of the library[10].

Frequency of library visit among Nigerian undergraduates vary as revealed in several studies that have been conducted by scholars in the country. A study exploring the frequency of respondents' library visits shows the purpose and frequency of library usage among undergraduates in Ondo State. For instance, the study revealed that undergraduates visit the

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library daily to fulfil their information requirements while some of them visit the library two to three times every week. The smallest group of undergraduates visit the library monthly, a tiny minority exhibit a lack of interest in utilising library resources, attending infrequently[11].

Concerning the effectiveness of library usage, the researcher sought to ascertain the frequency with which respondents utilised library resources. Researchers have used different methods to measure the frequency of library. In one of such studies, frequency of study was measured by metrics such as daily, weekly, twice weekly, monthly and so on. The study reported that majority of the respondents were not regular library users. It was revealed that only a handful of the respondents were daily users of the resources. The rest use the library 2-3 times per week, or weekly while some did not utilise the library resources at all. The utilisation rate of these library resources suggests that significant efforts are required to encourage regular usage,

The findings indicated a significant degree of library usage among the undergraduates. In terms of purpose of use, majority of students utilise the library to access resources pertinent to their academic assignments. Others use the library for examination preparation and for reading novels during free class periods. A large number also use the school library solely for reading their textbooks, but the bulk of respondents engage with other library materials to expand their knowledge. Findings from a study focused on undergraduates from Ghana showed that the purpose of library use among majority of students is for examination-related reading[12].

The purpose of library usage varies and it can be influenced the perception of the library compared to other sources of information. In the age of information glut, people may visit an academic library to gain access to accurate knowledge, which is essential for intellectual

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empowerment. Students can realise their full potential only if they have access to pertinent and well-structured knowledge. This was highlighted by a study conducted by researchers at the college of law libraries in Mysore, India, regarding user satisfaction with library resources and services. Findings showed that respondents frequented the law college libraries for the purpose of borrowing and reading materials pertinent to their specific fields[13]. The viability and prosperity of any academic library may hinge on the availability and accessibility of its resources to users. Libraries serve as stores of knowledge aimed at the academic and social advancement of individuals within the university community. The library's materials are expected to be sufficient and current to encompass all subject areas. The objective of an academic library is to furnish users with resources that align with their requirements and interests in education. University libraries provide lifelong skills, comprehensive resources, and user orientations to inform users about their resources and enhance their academic performance.

In another study conducted in India, researchers examined user satisfaction over the quality of library services at the A.C. Joshi Library, Panjab University, Chandigarh. The study revealed that the majority of respondents utilised the library for study purposes, while others visited to borrow books[14]. Similar findings were also reported in a study on the use of law library collections by undergraduate law students at Nnamdi Azikiwe University, Awka, Nigeria. The research indicated that students frequented the library to study for their examinations[15]. The main purpose of using the library among undergraduates seems to be the preparation for examinations as discovered by another scholar who also reported that numerous students utilised library resources for examination-related purposes[16]. Their findings emphasised that students utilised the library to fulfil tasks, conduct research, peruse newspapers, and facilitate group discussions.

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The implication of regular attendance of users at the library indicates that its collections align with their interests. An academic library is evaluated not by its impressive architecture but by its competence, the rapport between staff and users, and the services it provides to its community members. The objective of an academic library is to furnish essential resources and cater to the needs of its patrons. These collections are intended to meet the specific requirements of the learning community's users. The objective of every library is undermined if it does not deliver quality service to its consumers. With the findings indicating utilitarian use of library, there is a lot that librarians can learn and act upon.

The use of libraries by student only for the purpose of has implication for both undergraduates and academic libraries. Students who limit their library use to exam periods may never fully acquaint themselves with support services or develop confidence in navigating complex information ecosystems. This can exacerbate library anxiety a well-documented phenomenon where individuals feel intimidated or overwhelmed by library environments and processes[17]. In addition, studies have shown that early and balanced engagement with library services is essential for long-term student retention and progression. For instance, first-year students who use library resources, especially e-resources, and participate in library instruction are more likely to graduate within four years and continue their academic journey successfully[18]. On the other hand, students who only leverage the library as an exam-prep zone risk missing these longitudinal advantages, potentially affecting their overall continuity and commitment to academic advancement. Low engagement reduces opportunities for interventions like user education programmes, guided instruction, and one-on-one support, all of which mitigate anxiety and enhance information literacy skills.

Academic libraries are also impacted by imbalanced or underutilisation of libraries. When students predominantly use the library only to prepare for exams, libraries may struggle to

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justify investments in broader services like information literacy instruction, digital resource acquisition, or experiential learning spaces. Research shows that effective library usage enhances academic performance print and electronic resources have been identified as significant predictors of student success in Nigerian institutions[19]. Without sustained student patronage beyond exam rushes, it becomes harder for libraries to argue for resource expansion or diversified services that support long-term learning. Furthermore, libraries are increasingly reconceptualised as learning commons; multi-functional spaces that foster collaborative learning, technology integration, and scholarly exploration. If usage is narrowed to exam periods, opportunities to reshape libraries into vibrant, intellectually stimulating environments remain underexploited. Instead of being spaces for continuous academic engagement, they risk being seen merely as last-minute study zones[20].

Librarians have always claimed that academic libraries play a central role in cultivating information literacy; teaching students how to locate, evaluate, and ethically use information. However, intermittent, underutilization of library resources and services limit librarians' reach and diminish demand for structured instruction programmes. If regular use and student engagement remain low, the perceived value of educational outreach diminishes, undermining efforts to embed information literacy into the academic curriculum. Most importantly, library assessment practices such as collecting data on user needs, evaluating services, and iterating improvements, rely on consistent engagement from the user community, especially undergraduates[20]. When this category of patrons does not use the library regularly or use the library for limited purposes such as examination preparation, it negatively affects effective library assessment. Libraries may misinterpret low engagement as service satisfaction or indifference, rather than a signal to reorient outreach efforts or redesign service delivery in line with student learning behaviours. In

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view of the possible drawbacks of poor library usage, researchers have continued to explore factors determining library usage.

2.1.2 Overview of Library Aesthetics

Evaluation of libraries has evolved from the era where the focus was simply on the size of library collection. Today, library as a place is an essential metric in measuring library performance. The concept of library atmospherics emphasises the emotional and sensory impact of the physical setting such as lighting, acoustics, furniture design, and overall ambience on user engagement. Thoughtful design choices significantly shape patrons' satisfaction, comfort, and willingness to spend time in the library[21]. As such, measuring the quality and appeal of the space itself becomes pivotal to assessing overall library performance. All of these considerations have pushed the concept of aesthetics into the foreground of library evaluation. In general, aesthetics is the branch of philosophy that examines the nature of beauty, art, and taste, as well as the creation and appreciation of beauty. It also pertains to the manner in which objects are perceived through the senses[22].

The concept of aesthetics was introduced in the 18th century by Alexander Baumgarten, who defined aesthetics as the "science of sensory knowledge," emphasizing the role of sensory perception in forming judgments of beauty and taste. Since then, aesthetics has evolved into a complex field encompassing art, everyday beauty, design, and cultural expression[23].

In the dimension of beauty, art, and taste, aesthetics addresses questions of what constitutes beauty and art, including the formal qualities such as form, harmony, and composition that elevate an object or experience. Experts also explore the subjectivity and universality of aesthetics. It has been recognised that, while aesthetic appreciation is deeply personal rooted in sensory and cultural tastes, there principles that allow for shared understanding or objective critique across diverse experience[24]. However, aesthetics moves beyond high art,

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encompassing everyday experiences such as the beauty found in nature or rhythms in daily life. This "everyday aesthetics" offers a richer, more inclusive understanding of what moves us.

The universality and personalised nature of aesthetics have led to the development of various frameworks to study the concept in different context. One of the pioneer frameworks outline four dimensions which described aesthetics. These are coherence, legibility, complexity, and mystery. Coherence reflects how well a space "hangs together," making it cognitively easy for users to grasp. In libraries, this involves strategic zoning, where furniture arrangement, signage, and lighting collectively indicate the function of different areas. Repetition in visual elements, such as shelving design or colour schemes, reinforces this unity. According to the experts, coherence provides a sense of order and safety, helping users orient themselves effortlessly in the space[25].

Legibility flows from coherence and complement it. It denotes how intuitively users can understand and move through a space. In libraries, identifiable landmarks such as a prominent help desk, distinct floor finishes, or unique lighting fixtures aid mental mapping and wayfinding. Legible environments support users' sense of orientation and safety, enabling them to navigate without excessive reliance on signage[26]. While coherence and legibility advocate straightforwardness, complexity emphasises visual richness through a diverse mix of elements such as furniture styles, textures, lighting levels, and functional zones. In the context of a library, it might mean having quiet study nooks alongside lively group spaces, clustered book displays, and digital media areas. Balanced complexity invites curiosity without overwhelming the user. The Kaplans note that environments with the right level of visual and sensory diversity are more engaging[26].

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Just as complexity, mystery also indicated that aesthetic is not derived from simplicity. As such, mystery emphasises subtle cues that something interesting lies beyond the immediate view. Examples of elements that infuse a sense of mystery include hidden alcoves, partially obscured staircases, or a glimpse at an inviting reading corner around a corner[25]. This characteristic promotes exploration and discovery, encouraging users to delve deeper into the space. It plays on anticipation and curiosity, essential for engaging learning environments. For the purpose of this study, the four dimensions of aesthetics identified in the Kaplan's framework have been operationalised. Thus, coherence means orderliness and organization; legibility means ease of navigation; complexity denotes variety of spaces/resources while mystery refer to invitation to explore more.

Library aesthetics, therefore, orderliness and organisation of the library building and environment; ease of navigation, variety of spaces/resources, and how the library space stimulates patrons' curiosity (invitation to explore more). It speaks to how the library building and environment exhibit order, organisation, sensual appeal and stimulation. It is presumed that a library's effectiveness is contingent upon the equilibrium between content and building design. This is the reason why an expert posited that aesthetics typically denotes attractiveness. According to the author, the term "beauty" is frequently used to describe objects that are appealing to the senses, the imagination, or our sense of understanding.

However, library aesthetic is far more beyond what appeals to the eyes; it also includes what appeals to the mind and put the body at ease[27]. Library aesthetics pertains to the aesthetic appeal and design of the library in a manner that is well-suited to the preferences of library users. Another expert assert that aesthetic facilities are those components of libraries that enhance the aesthetic appeal and usability of the library in both indoor and outdoor settings. These facilities include colour, interior decoration, lighting, ventilation, climate, and

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landscaping[28]. For a structured discussion, library aesthetics will be examined in terms of orderliness and organisation of the library building and environment; ease of navigation, variety of spaces/resources, and how the library space stimulates patrons' curiosity (invitation to explore more).

Orderliness and organisation of the library building and environment refers to the beauty of the interior and exterior decoration, the painting and colour selection of the library structure, signage, floor plans, furniture, art drawings, landscape, lighting, and ventilation[29]. The design and amenities of the library building that contribute to the memorable library experience are referred to as library aesthetics. The philosophy of library aesthetics encompasses the aesthetics, refurbishment, and art or exhibition of the library. Aesthetics are a critical component of the library building. a representation of knowledge and culture, new library buildings should prioritise the manifestation of beauty. This concept is demonstrated through the integration of exterior appearance, interior layout, artistic design, and the natural environment[30]. The importance of library aesthetics is to improve the user experience, ensure that they appreciate their visit and become a frequent patron, and to earn their loyalty. The aesthetics of the library will elicit an oomph sensation in users upon their arrival. Therefore, embrace the library as the most comfortable environment for individual or group study, learning, and research. Despite the significance or influence of library aesthetics on the patronage of users, there is a decline in library patronage.

A structurally sound building, aesthetically illuminated, elegantly painted, and situated within a meticulously landscaped environment, complemented by refined interior design featuring well-displayed artwork and effective lighting, is typically attractive to the human brain. This building is likely to inspire appreciation and a longing to remain in that surroundings. A library that is both well-stocked with informational resources and aesthetically pleasing also engages the psyche[31].

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An unpleasant appearance in humans, structures, and the environment can easily deter individuals. Both the external environment, including landscaping, building colour, and floral elements, and the internal environment, encompassing colour schemes, decorations, wall art, spacious reading areas, large windows, infrastructure such as fans and air conditioning, ample lighting, and hygienic facilities, are essential. A structure that is visually appealing outwardly but lacks intrinsic allure may also influence patronage. The aesthetics of a public structure, such as a library, are vital, as, unlike private dwellings, control over its entrances is not possible, which defines its public nature. Patronage is paramount in such edifices. A scholar asserted that the physical interior of a library is a crucial element to consider in the construction of a library, particularly a public library. Elements such as adequate lighting, artwork, signage, and furniture can have psychological influence and may be analysed for their link with user patronage. Human emotions are occasionally influenced by their surrounding environment, both tangible and intangible[32].

Aesthetics, as defined by the Merriam-Webster English Dictionary, refers to being 'pleasing in appearance.' The term denotes the allure or aesthetic appeal of an object or somebody. In the context of libraries, aesthetics refers to a visually appealing design. Aesthetics is described as an appreciation for beauty and a subjective matter of taste. Aesthetic facilities, , are elements within the library that augment its attractiveness and allure, distinct from the internal and external environment. These include captivating landscaping, vibrant colour combinations, interior embellishments such as natural and artificial flowers, wall art, paintings, appropriate lighting, well-ventilated areas, optimal temperature, and clear, informative signage[33]. Aesthetic facilities enhance the home’s brightness and liveability while also augmenting the library's appeal when present.

The library has transformed from a dreary, outdated notion into a welcoming location where readers can unwind while fulfilling their informational needs through available resources.

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It is essential for the library to be visually pleasing to the physical, emotional, and psychological senses of customers to promote library patronage. The aesthetics of a library are essential for enhancing users' experiences, fostering enjoyment during their visits, and securing their continued patronage. Expert asserts that unappealing physical amenities affect the patronage of university libraries. If the library's physical infrastructure is well-constructed, sufficiently illuminated, and aesthetically pleasing, the utilisation of its information resources will increase.

Researchers conducted a study on the aesthetic and emotional evaluation of the Seattle Public Library and its correlation with spatial configuration. The study examined aesthetic and emotional assessments of overall evaluation, attractiveness, security, and privacy in distinct library areas, including entrance zones and meeting rooms, as well as the library in its entirety. The study examined the influence of a building's spatial configuration on aesthetic assessment and emotional response. The researchers determined that a structure's success or failure is mostly impacted by its contextual perception and the intuitive engagement of clients with their environment. Their findings indicate that a user's assessment of a building's attractiveness or functionality is contingent upon their impression of aesthetics and utility[34].

On the contrary, a Nigerian scholar examined the perceptions of three hundred postgraduate students at Ladoke Akintola University regarding library aesthetics and the physical environment as motivating factors for enhanced reading, revealing that most students expressed dissatisfaction with the university's interior aesthetics. The respondents deemed the library aesthetically unappealing due to their dissatisfaction with the elements that convey attractiveness inside it. Their findings indicated that respondents believed library aesthetics would enhance patronage, as the library's appeal would encourage utilisation[35].

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Consequently, it may be inferred that the aesthetics of libraries serve as a motivator for library utilisation according to the respondents.

In a study conducted at the Nnamdi Azikiwe library, it was revealed that the aesthetic features of the library can be grouped under eight categories. These include ventilation, lighting facilities, interior and exterior adornment, and a well-designed floor plan[36]. Ventilation, interior and exterior adornment, lighting facilities, paintings, signage tools, modern furniture, hygienic lavatory and floor seem to be the best Nigerian libraries can offer. The author concluded that the attractiveness, tastefulness, and inspiration of the library are significantly influenced by the availability of library aesthetics. University libraries should provide access to library aesthetics, as they will captivate the mind and evoke convivial emotions. The aesthetic appeal of the library should be the primary consideration during the design phase or the renovation of an existing or new library. Furthermore, an attractive environment that inspires admiration in library patrons is necessary for reading, studying, and conducting research. Users are induced to experience a sense of relaxation by an aesthetically designed library. Students and faculty will frequently utilise a physical space that is aesthetically pleasing, exotic, comfortable, and captivating. Reading, researching, and learning will be stimulated by an aesthetically designed library. Subsequently, augment library patronage among users[37].

Another aspect of library aesthetics is the ease of navigating the library. Experts recognised that a library functions as an architectural labyrinth, where enhanced wayfinding might augment the efficacy, frequency, and volume of usage, therefore necessitating consideration in the arrangement of interior spaces[38]. Previous research has mostly examined wayfinding in libraries, utilising public libraries as a context for study. Users of public libraries may differ significantly from those of academic libraries, since they represent a more diverse demographic encompassing individuals of various ages and educational backgrounds.

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Literature on library signage has emphasised wayfinding behaviour for users in the entry area of public library facilities; the influence of signs on users' success in locating resources; and a thorough signage audit for optimal guidelines. This thesis investigates the correlation between employed signs and familiarity in relation to wayfinding performance.

2.1.3 Overview of User Education

Library user education is a systematic process of training and informing library users to effectively and independently use the library's resources and services, encompassing skills in locating, retrieving, and evaluating information. It involves structured programs like tours, orientations, and instructions to teach information literacy, thereby empowering users to maximize the value of the library and foster a deeper engagement with its offerings.

User Education in academic libraries encompasses deliberate instructional interventions such as orientation, tours, courses, and one-on-one sessions designed to empower students to locate, evaluate, and use information resources efficiently. In Nigeria, user education is widely acknowledged as foundational to academic success and resource utilization. A scholar documented that approximately 97% of surveyed universities offered some form of ongoing user education, often rooted in freshmen orientation programs and bibliographic instruction integrated into general studies courses[39],[40].

Orientations and Guided Tours remain the most prevalent forms of user education in Nigerian universities. These programs introduce new students to library facilities, catalogues, and procedures. In a study of two federal university libraries in South East Nigeria, undergraduate respondents rated the effectiveness of orientation programmes higher than guided tours, suggesting that while both are valuable, orientations may have marginally greater impact in promoting access to digital resources[41].

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Academic librarians generally consider library orientation as a vital library programme. It is due to the belief that an introduction to the library's resources and services, would make newly admitted students more inclined to seek assistance for course papers, assignments, projects, and presentations[42]. During library orientation, students will be informed about the library's collection and services, and staff will demonstrate how to optimize the use of these resources. During orientation, students are typically divided into departments throughout the two library buildings to enable staff to monitor their attendance. Newly recruited pupils in the program are provided with information regarding activities, services, programs, operating hours, contact details, and rules and regulations. Librarians were present at each orientation session to address incoming students' inquiries about the library's operations, ensuring they acquired all necessary information.

Information literacy, and awareness of library resources are crucial supplements to library orientation for optimal effectiveness. The Chartered Institute of Library and Information Professionals described information literacy initiatives as the ability to discern when and why information is required and to share it ethically. These attributes of information literacy are advantageous and may enhance students' academic performance. The Society of College, National, and University Libraries, which developed the seven pillars of information literacy, asserts that the acquisition of these skills is a continuous process. This model posits that students can enhance their information literacy in higher education by capitalizing on chances for ongoing learning and honing the skills and competencies specified herein[43].

Course-Integrated Library Instruction, such as the "Use of Library" credit course, has a long history in Nigeria, particularly under the general studies curriculum. This format institutionalizes information literacy and recognizes it as an academic competency rather than a standalone service[43]. Empirical evidence from Obafemi Awolowo University, Ile-Ife,

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indicates that while attendance at library lectures may be inconsistent, the instruction positively influences resource utilization, particularly when practical, hands-on training accompanies theoretical instruction[44].

One-on-One instruction is another form of user-education which provides personalised support and addresses specific student needs. Though less frequently quantified in Nigerian research, global findings affirm its importance in reducing library anxiety and boosting user confidence. Anecdotal evidence from global library professionals highlights the impact of tailored sessions embedded in courses or occurring through appointments as widely appreciated for deepening engagement.

Support materials such as bulletins, printed guides, and workshops augment formal instruction by offering accessible, self-paced resources. Nigerian studies and broader literature emphasize their role in guiding users toward effective practices, clarifying procedures, and reducing confusion. Researchers from Adamawa State emphasise that user education—including printed guides aims to transform user behaviour positively, stressing the necessity of collaboration between librarians and institutional stakeholders to embed such instruction into curricula[45]. Similarly, evidence from Rivers State reveals that user programs such as printed materials, orientation, and tours contribute significantly to ethical and respectful library use, helping curb vandalism and misuse of resources[46].

Nigerian studies collectively reflect the high potential of these modalities to enhance digital and print resource use, reduce anxiety, and embed library literacy within students' broader academic journeys. However, systemic challenges such as inconsistent ICT infrastructure, limited funding, and variable staff cooperation can hinder effectiveness,diminishing e-resource uptake even with training[47].

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Experts reiterated that library as the heart of any university is established to provide information resources and services to support academic activities of their patrons, including students, teachers and other stakeholder in education development. In University Libraries in Nigeria, book and other library information resources are acquired to support the teaching, research and community services of the university. In order to effectively exploit the library resources, libraries developed programmes and activities to acquaint users on how to effectively exploit these resources to enhance their academic activities. This programme includes display, exhibitions, library tour, course integrated programme and user education programme[48].

User education is one of the important programmes that the library organized for fresh students and other library users of higher institution of learning. It is an academic programmes designed by academic libraries to educate users including fresh students on how to effectively utilize the library resources and services. User education is variously referred to in the library profession as "Library instruction", "Library orientation" and "use of library instruction", . in whatever sense these are used, the ultimate goal is educating the library user for increased, effective and efficient use of the total library resources and services[49]. User education, also known as library instruction, bibliographic instruction, and library orientation, consists of instructional programmes designed to teach library users how to locate the information they need quickly and effectively, and user education could enable users acquire library skill to identify, access, retrieve and use library materials and its services.

Library instruction/education is the teaching and learning of the use of library in developing learning skills. It is usually a systematic programme of instruction designed to help students or library users acquire the skill of handling information. The librarian serves as one who creates the necessary condition that will make learning meaningful and pleasurable. The

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concept of teaching sees the learner eager to search for and utilise information in ways which bring about observable benefits both to him and to the larger society. User education is a means by which the library educate their patrons, whether students, staff or member of the community on how to use the available library resources[50].

Another study notes that user education is a means by which library users are adequately counselled in order to fully use the resources of the library. Indeed, it introduces the users to the physical facilities and services of the library to enable them find their ways through the maze of organized knowledge. User education helps to create the right kind of atmosphere for effective communication between users and the library[51].

Another expert describes user education as a means of educating the library patrons whether students, staff or members of the community on how to make effective use of the available library resources and services. Use education according to the authors aims at developing the bibliographic skill of library users, so that they can make the most effective use of the library and its information resources[52]. Librarians need to see each library user as a novice, thus providing a procedural way to educate or guide them appropriately, due to the problem of information explosion. User education is highly needed in all our higher institutions of learning. Effective user education programme helps to build an atmosphere of friendliness, where patrons and librarians see themselves as partners in progress[53]. User education is not simply a marketing or promotion gimmick to entice library patrons; it is also a tool to boost knowledge acquisition and creation.

As related by a scholar, library user education is developed to inform and influence users' opinions and attitude about library usage and more importantly, to inspire their quest for knowledge, which is essential for the advancement of individuals and societies. In addition, user education is expected to have various positive effects on students' learning outcomes,

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research practices and self-innovation for independent learning. It is teaching the users to make effective use of library systems. It is also developed to inform and influence u library usage issues and more important, to inspire their quest for knowledge, which is essential for the advancement of individuals and environments. Library education programmes normally encompass a number of aspects of library services such as library tours, use of Online Public Access Catalogue (OPAC), and information literacy[54].

2.1.4 Personality Traits

Personality forms the tendency towards certain responses in any given situation. It includes affects, behaviours and cognitions of individuals that characterise them in a number of situations over time. Personality somehow helps people to form ways to describe how individuals remain the same over time and circumstances and allows us to describe differences that exist among people. Personality traits help individuals adapt to their environments. They are dimensions that can be used to judge people to be different from one another. Personality traits are core characteristics of individuals and have been recognised as the most important elements for developing a unique and promising personality. It plays an important role to enhance the work performance of individuals[55].

Personality trait is defined as any distinguishable, relatively enduring way in which one individual varies from another, and are being referred to as the big five. However, there has been an increasing interest in the big five personality traits and the role they play as regards in the lives of students, basically, undergraduate students. Of particular interest is the role that these traits play in the academic achievement of secondary school students. These traits, popularly known as the 'Big Five' include conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion. The acronym CANOE is used to describe them[56].

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The significance of people's personality characteristic in information service provision in any university library cannot be overemphasized because, the makeup and the personality traits of both the librarians and the library users are critical to sustainable information service provision in any academic library. Where this is not properly ensured, it will result in low library patronage, complaints from library users and in few instances, the librarians are dissatisfied with their jobs and thus perform below expectation of their employers. Besides, the disposition of librarians seems uninviting in instances that their personality traits are entirely ignored and this may have negative effects on their level of information service quality provision.

Personality somehow helps us form ways to describe how individuals remain the same over time and circumstances and allows us to describe differences that exist among people. Personality traits help individuals adapt to their environments. They are dimensions that can be used to judge people to be different from one another. Therefore, identifying personality traits as the most predominant factor in achieving service quality and their impact on library patronage and use is essential to improve the quality and quantity of the parent institution[57].

After years of research in the field of psychology, researchers have recognized the potential predictive power of personality and reasons for individual differences[58]. These insights have been beneficial in the studies of user behaviour as well as in other professions having to do with human behaviour such as teaching and information science. Human personalities have been classified into different groups such as introvert and extroverts respectively. An extrovert can be described as a person who is friendly and outgoing; one energized by being around other people in contrast to an introvert who is energized by being alone. Introversion is a personality trait, wherein an individual is interested in his own mental self; reserved by nature, and usually preoccupied with own thoughts and feelings, which required a lot of personal space. Therefore, such an individual prefers solitary activities, such as reading,

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writing, listening to music (own world of facts, feelings, fantasies) to social interaction. Hence, an introvert is characterized as shy and anti-social, usually linked with social fear, but as an active listener, who can hardly make friends easily thereby having few friends, whose friendship is usually deeply rooted.

On the other hand, extrovert refers to a type of human behaviour in which a person loves to be surrounded by, and interact with people. An individual with this personality trait is identified as socially confident, out spoken and one who enjoys human interaction. An extrovert individual focuses on practical realities rather than inner feelings and opinions, getting bored easily in solitude, which explains the tendency to be more social, practical, informal and enthusiastic; possessing excellent communication skills and enjoys social gatherings, thus becoming the centre of attraction[59].

Personality traits are the most vital component of any organization in achieving organizational goals in the face of the growth of technology and its subsequent transformations in today's world. Personality traits can play a critical role in the success of an organization and can improve the quality and quantity of staff performance. In other words, confidence in themselves, innovatively introduce new designs and tackle problems and ultimately bring about new changes in their organizational environment[96]. The continuance of the rigid hierarchies found in libraries is aided by the personality type of the librarian. The librarian's authoritarian potential, and the influence by notions of austerity in the popular stereotype, the personality traits discovered in librarians include above average intelligence, little tendency towards innovation, submissiveness, self-consciousness and feminine interest patterns.

One important psychological mechanism which guides behaviour is personality. Everyone has their unique pattern of feelings, thoughts and behaviours, which is formed by a fairly

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stable combination of personality traits[60]. As personality forms an inclination towards certain characteristic reactions in any given situation, personality traits are likely to influence attitudes and behaviour also in a quality of information service provision.

There are various definitions of the concept of personality and though no clear neurological ground can be found for it, attempts have been made to describe the basis of personality in terms of neurophysiology or cortical dopamine activity[61]. However, the personality structure is fairly stable and predictable throughout different situations and time. There are personality traits of different depth and significance. The innermost layer is the basis, while the outer most layer is situation-bound and influenced by, for example, tiredness. A tired person might accordingly behave in a way that is not like his/her true self[62]. Dependent on the situation, personality traits may be more or less visible and personality may also develop over time. The changes which reflect events and feelings during the lifespan only affect the surface and not the core character. Profound changes in personality are usually consequences of major life changes or deliberate effort[63].

Personality traits can be viewed as a sum of complex biologically based and learned behaviours. This behaviour is formed through complex, biological, mental and social factors that make individuals respond to environmental stimuli and situations in a persistent way over time and situations and thus influencing individual behaviour. Information service provision thus has sound theoretical assumption as regards personality. Personality is that pattern of characteristic thoughts, feelings, and behaviours that distinguishes one person from another and that persists over time and situation'. It is the sum of biologically based and learnt behaviour which forms the person's unique responses to environmental stimuli[100].

Personality traits are core characteristics of individuals and have been recognized as the most important elements for developing a unique and promising personality. Personality

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traits development in any sector is essential for success and achievement. In libraries and information centers, good communication and team skills are necessary to work and negotiate with colleagues and users for better delivery of services. Personality is one of the most important factors, which affects the level of service quality provision and emotional intelligence of library professionals. Personality is a crucial psychological mechanism guiding an individual's behaviour. Personality has been explored to recognize users' thoughts, feelings and behaviours[64].

Personality traits play a significant role in quality library services because individuals with a different profile have different ability to enhance their job resources. Therefore, the big five factors emotional stability, conscientiousness, openness to experience, agreeableness and extraversion are constantly associated to higher work engagement and service quality. The people who maintain optimal conception, feelings and behaviours show strong adequacy in task performance. Thus, it is useful to ask which personality traits are remarks more often among people illustrate higher competency in searching information use and service quality delivery[65].

Personality trait observed among LIS has described typical traits of librarians are in interaction with their patrons. Librarians are friendly, patience and helpful, these are vital characteristics in order to enhance approachability. Also, librarians tend to be social, investigative and enterprising to their personality, while LIS students have been described as dominant, relaxed, sensitive and insecure. Librarians tend to score as introvert, sensing, thinking and judging. Likewise, librarians are describe as typically introverted and organized, but rather the age, length of employment and position of the librarians are more decisive for their information richness[66].

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Openness to experience is a measure of depth, breadth and variability in a person's imagination and urge for experiences. The factor relates to intellect, openness to new ideas, cultural interests, educational aptitude and creativity as well as an interest in varied sensory and cognitive experiences. People with a high openness to experience have broad interests, are liberal and like novelty. The preservers with low openness to experience are conventional, conservative and prefer familiarity[67].

Openness personality trait includes characteristics such as imagination and insight, and those who mostly have this trait have a more extensive range of interests than others. These individuals tend to be more adventurous and creative. On the contrary, people who are low in this trait are often much more traditional and may struggle with abstract thinking (2-3). In other word, openness to experience is the degree of depth, breadth and imagination, creativity and urge for experiences in the life of a person. It is about imagination, exploration, and talent of a person. In this facet, the confidence and self-actualization is judged by several related statements also known as sub-factors of this dimension.

Openness to experience was related to broad information seeking, incidental information acquisition, critical information judgement, preference of thought-provoking documents instead of documents which confirmed previous ideas and use of effort in information seeking. Conservativeness, on the other hand, was related to problems with relevance judgement and preference of documents which confirmed previous ideas instead of thought provoking documents The results of the present study showed that open students use much effort in their information seeking and prefer to retrieve a wide range of related documents from information searches instead of only a few precise ones. If the key factor behind the extraverted students' active information seeking was an energetic character, intellectual curiosity is the motivating factor behind the open students' broad information seeking. Open people are intellectually curious and like to play with theories.

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The higher the involvement and interest, the more complex and profound the need for information tends to be. While extraverted students often obtained low grades, students with high openness to experience were more successful in their studies, this highlights how decisive the motivation behind broad information seeking is for information use and outcome. A need for intellectual analysis is reflected in indepth exploration of the content which in turn result in a good study outcome[68].

An invitational and open information attitude is particularly important at the initiation stage. In information seeking process, moods change according to information need but there are also tendencies towards stylistic persistence in mood[69]. Open students, who are imaginative, inventive, creative, curious and unconventional show signs of an inherent interest for new ideas. They hunt sources of inspiration in a wide range of sources. Both the characteristics and the search pattern of open students could be compared to innovators[70].

Openness personality traits have an inherent "environmental scanning" in their curiosity and invitational attitude towards life, which explains why they often discovered useful information by chance. Personality traits like curiosity, desire for exploration and numerous interests increase the likelihood of encountering useful information by chance. It was interesting, therefore, to note that students characterized by openness to experience were most open for accidental information discovery. Open persons have the wide interests and desire for exploration[71].

Open individuals are unconventional and prepared to question authorities. These characteristics form a good basis for critical evaluation of information. The critical and open students prefer to retrieve a broad range of information rather than a few precise ones right on target. This further increases the awareness of differences in interpretations, viewpoints and content quality. Curious and interested students, with confidence in their capability to

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critically analyse information, are not afraid of new information content but rather welcome it[103].

High openness to experience lead to a broad and invitational information attitude. How would then low openness to experience influence information seeking? A conservative character, who wants things to remain as they always have, prefer familiarity to novelty also in information retrieval. The conservative students used the least possible effort in their information seeking and preferred to retrieve only a few precise documents instead of a wide range of closely related documents. A precise search result is less likely to offer new, challenging ideas, which the conservative students want to avoid. This implies a cautious information-seeking attitude which is narrow in content aim as well as conduct. The conservative students, who prefer confirmation of familiar knowledge, can be compared to the adaptors who are reluctant to new ideas and conservative in their character. Little openness to experience in character is accordingly manifested in little openness to new information[72].

Conservative students likewise expressed conventionality in their criteria for document choice. They preferred clearly and recently written documents and overviews, which all are 'standard' quality criteria, presumably taught and recommended by teachers and supervisors. Their use of information sources also seemed traditional and conservative as they mostly found information in the most customary sources; printed sources and group sources, like lectures. They did not show any desire to use of more explorative information sources, like mass-media or Internet sources. This implies that openness is the most influencing traits that affected the information service provision in one way or the other.

In the study “effects of personality traits on service provision of librarians in university libraries in Kwara state, Nigeria” the average mean score of 3.52 for all the personality traits

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indicates that the respondents agreed that librarians' personality traits affected their information service provision to the clientele. On their own part, people who like to learn new things and enjoy new experiences usually score high in openness with traits including being insightful and imaginative as well as having a wide variety of interests[73].

Conscientiousness is a measure of goal-directed behaviour and amount of control over impulses. Conscientiousness has been linked to educational achievement and particularly to the will to achieve. The focused person concentrates on a limited number of goals but strives hard to reach them, while the flexible person is more impulsive and easier to persuade from one task to another. The more conscientious a person is, the more competent, dutiful, orderly, responsible and thorough[111].

Conscientiousness is characterized by having high levels of thoughtfulness, reasonable impulse control, and goal-oriented behaviours. Conscientious people tend to be organized and pay attention to detail. Conscientiousness is being achievement-oriented, careful, persevering, thorough, responsible, organized and hardworking. It is the degree of cautiousness and self-discipline. Conscientiousness was related to preference of thought-provoking documents instead of documents which confirmed previous ideas and use of effort in information seeking. People that have a high degree of conscientiousness are reliable and prompt, possessing traits such as being organized, methodical, and thorough[74].

Carelessness, on the other hand, was related to problems with relevance judgement, feeling that lack of time was a barrier to information retrieval and preference of documents which confirmed previous ideas instead of thought-provoking documents. Conscientious students were willing to use effort - time, money and hard work -in order to obtain relevant information. One central feature of conscientiousness is self-control, with a capacity to carry out tasks. Conscientious people are strong-willed and determined to achieve, also

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academically. These students seem to know what they are aiming at and are willing to work hard in order to attain it. All in all, these variables seem to describe an information-seeking behaviour, which is taken seriously.

Conscientious students may be willing to go the extra mile in order to retrieve useful information and put strain in their analysis of it, they preferred documents by respected authors from acknowledged sources over more easily digested literature. Determination in personality may be a decisive factor in this material preference, as introduction to new ideas always requires analysis and reconsideration. The conscientious students are willing to meet this challenge with their usual willingness to work hard. This persistence may prove useful in an academic context. The conscientious students were indeed shown to obtain good study results[112].

Easy going students with low levels of conscientiousness often chose their information sources on the basis of easy access with the use of minimum effort and thoroughness. These librarians can be described as easily distracted, careless, impulsive and hasty. Information searches by easy going persons showed signs of this impulsiveness as they were rather gradually developed than being planned. Information content which confirms previous ideas is easier to digest and therefore particularly attractive for an easy-going character. The choice of information source was in this case more guided by a need for quick answers than an intention to obtain information to ponder upon[103].

Extraversion characterized by excitability, sociability, talkativeness, assertiveness, and high emotional expression. Those with high extraversion described as sociable individuals, and enjoy interacting with other people. The extraversion-introversion dimension contrasts an outgoing character with a withdrawn nature. Extraverts tend to be more physically and verbally active whereas introverts are independent, reserved, steady and like being alone.

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The person in the middle of the dimension likes a mix between social situations and solitude. Extraverts are adventurous, assertive, frank, sociable and talkative. Introverts may be described as quiet, reserved, shy and unsociable[111].

Extraversion (outgoing and unsociable) is confidence stimulated by others' company, positive emotions, talkativeness. It is the degree of human that tells that an individual is social or anti-social. Personality construct can be measured on the basis of some entities, which can be perceived. Extraversion, identified with individuals who get their energy from interacting with others, have such traits as energetic, talkative, and assertive[75]. Extraversion was related to informal information retrieval as well as preference for thought-provoking documents over documents which confirmed previous ideas. Extraverted librarians have an enthusiastic, active and confident character, which was reflected in their information seeking. These energetic and outgoing students wanted to find much information without being very systematic in their quest for it. Their information strategies were characterised by quick solutions and use of social abilities.

Outgoing students often consulted teachers, supervisors and friends as information sources. Superior and senior colleagues are good sources for direct guidelines and literature suggestions, while fellow librarians provide the opportunity for informal feedback and exchange of ideas. The outgoing students particularly welcomed discussions or documents which brought new perspectives to their subject area. Previous research has shown a common resistance to "bother" librarians with information queries. This hesitation is unlikely to restrain outgoing students as social interaction is an important part of their information behaviour[76].

The extraverts' information-seeking activity does not necessarily mean activity also in information use. A broad collection of information does not evidently lead to deep analysis

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and learning from the information, at least not as measured in marks. Extraversion was in the study shown to have a negative impact on marks Extraverted, outgoing students are likely to prefer to devote their time to social activities instead of studies[112].

Extraversion is an individual's level of outgoingness librarian with this type of personality have the propensity to have more friends and spend more time in social circumstances. Also, extraverts have an easier time than introverts do when adjusting to a new job, which may allow them to feel more comfortable in organizations, making them more likely to remain with the organization longer[77]. Agreeableness is characterized by the ability to gain the trust of others, altruism, kindness, affection, empathy, and other prosocial behaviours. Those with high agreeableness are more likely to cooperate and, on the contrary, those low in this trait tend to compete and even manipulate others. The agreeableness scale is linked to altruism, nurturance, caring and emotional support versus competitiveness, hostility, indifference, self-centeredness, spitefulness and jealousy. Agreeable people can be described as altruistic, gentle, kind, sympathetic and warm[103].

People who score higher on agreeableness are tolerant, polite, flexible, good-natured, supportive, tolerant, soft-hearted, and trusting. Agreeableness person is good-natured, cooperative, confident and trusting"[78]. It is the degree of trusting people, accepting other opinions and feelings. In a study Correlation coefficient values showed a high strength of association among agreeableness, extraversion, and conscientiousness.

Agreeableness is a personal characteristic of individuals that represents trustworthiness, respectability, and helpfulness. Agreeableness was positively related to the three forms of organizational commitment through enhanced positive affect. Individuals identified with agreeableness, usually characterized by traits like being kind, affectionate, and sympathetic, are friendly, cooperative, and compassionate, whereas those with low agreeableness may be

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more distant[79]. Experts define agreeableness as a trait characterised by sympathy, trust, and cooperation. Undergraduates exhibiting elevated agreeableness scores are altruistic, adaptable, and amiable. Such kids collaborate effortlessly with others, experiencing minimal or no conflict. Individuals with poor scores in this quality, however, struggle to interact harmoniously with others. Low scores are anticipated to adversely impact academic progress, whilst high scores are likely to augment pupils' academic success. Furthermore, the authors contended that agreeableness pertains to the extent to which one individual diverges from others[80].

This feature embodies personality characteristics such as cooperativeness, compassion, tolerance, forgiveness, altruism, emotional supportiveness, courtesy, amiability, and adaptability. This idea encompasses the constructs of empathy, collaboration, and altruism towards others. It is characterised by the extent to which an individual is amiable, affable, and collaborative, in contrast to being irritable, uncooperative, rigid, nasty, and contentious. High agreeableness enhances learning, therefore establishing a positive correlation with the aforementioned traits. Regarding the influence of agreeableness on academic endeavours, it may exert a beneficial effect by fostering collaborative discourse.

Neuroticism is a measure of effect and emotional control[81]. It is the degree of self-consciousness, anxiety and emotional instability of a person. In this facet, the negative statements were used to judge whether the respondents were low or high in neuroticism which were their states of being unstable, worried, temperamental and sad. Neuroticism is a measure of affect and emotional control. Low levels of neuroticism indicate emotional stability whereas high levels of neuroticism increase the likelihood of experiencing negative emotions. Persons with high levels of neuroticism are reactive and more easily bothered by stimuli in their environment. They more frequently become unstable, worried, temperamental and sad. Resistant persons on the other hand need strong stimuli to be

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provoked. However, neuroticism does not necessarily refer to any psychiatric defect. A more proper term could be negative affectivity or nervousness[111].

Neuroticism or emotional stability is also a dimension relating to one's emotional stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions with traits including being moody and tense. Neuroticism and openness to experience tend to decrease over time, while self-esteem, conscientiousness and agreeableness tend to increase. The expressions of personality are moreover dependent on age and maturity. The same activity level may thus enhance an interest for football at a young age and gardening in later days[82].

Furthermore, neuroticism personality traits is the vulnerability to negative emotions and was related to preference for confirming information, feeling that lack of time was a barrier to information retrieval, difficulties with relevance judgement and insecurity in database searching. These connections suggest that negative emotionality may form a barrier to successful information retrieval. This influence seems related to personality inclination as well as to temporary states of anxiety[83]. Undergraduates with low neuroticism tend to exhibit emotional stability, whereas individuals with high neuroticism are prone to experiencing unpleasant emotions. Undergraduates exhibiting high levels of neuroticism may be reactive and readily disturbed by their surroundings; such students are prone to stress and may lack perseverance in the face of academic problems.

As negative emotions consume energy and distract concentration, negative emotionality may be an initial obstacle to successful database searches. If the searchers anticipate similar patterns in future searches this can set off a chain reaction of psychological barriers. Feelings of anxiety tend to enforce an escapee action to threatening situation where there is a history of failure[84]. The estimation and expectations of one's own capacities is often more influential

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on performance than the actual skills one possesses[85]. Insecurity and doubt of the own abilities may lead to little effort and persistence in information seeking. The students with high emotional instability were indeed shown to give up their information searches in databases if they retrieved nothing on their initial queries. The reason for abandoning searches may be doubt of the own abilities and based on a previous history of failure. On other occasions, the rationale behind low persistence in database searches may be a more pragmatic one-lack of time.[86]

The lack of time can be a reality but people may also vary according to how strongly they perceive time pressure and how they act upon it. As the feeling of time pressure is related to stress, it was interesting to note that in particular students with high emotional instability experienced lack of time as a barrier to information. Research has shown that performance by persons with high levels of neuroticism drop in stressful situations. Emotionally instable persons are thus more vulnerable to the stressful experience of time limits which reduce their efforts on information seeking[103].

In addition to lack of time, another common cause for stress in our time is the constant flow of new information. Whether there is a basic insecurity about what is relevant or not, new information can appear too challenging. Students who faced relevance problems were shown to prefer documents which confirmed old knowledge to new thought-provoking documents. Students with high levels of neuroticism are more vulnerable to the strain of many conflicting messages and, accordingly, prefer less confusing information. This is a way of increasing the feeling of control and the confidence of sufficient topical knowledge which is particularly relevant for insecure persons. Previous research has shown that the more secure people are, the more active in information seeking and the more able to accept new information. Self-reliance and confidence is linked to an inner security which makes novelty appear less threatening[87].

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At the beginning of the information-seeking process it is common to be reassured by information, which relates to previous knowledge. This reduces the feeling of anxiety which is common at this confusing stage where much of the encountered information is unfamiliar. Kuhlthau has shown that the state of anxiety can be linked to a preference for familiar document content[113].

As the range of negative emotions linked to high levels of neuroticism may appear discouraging in relation to successful information retrieval, it should be pointed out that temporary states of worry and insecurities can in some circumstances enhance performance. Although strong negative emotions can distract the attention on the actual task and in this way hinder performance, it can also be a means of concentration on familiar tasks and, in this way, in fact enhance performance. The hindering or enhancing effect of excitation on performance can be pictured as a U, where there is an optimal level of arousal at the bottom. Arousal that exceeds or goes below this level affects performance negatively[88]. It is consequently possible that a certain level of arousal, even related to negative emotions, may in fact increase concentration also on information seeking tasks. One way to attended to more profound insecurities and fears of failure would be increased topical and procedural knowledge, as developed information literacy skills.

Neuroticism is a personal characteristic that represents sensitivity of emotions. The individuals who have the characteristic of neuroticism as having lower emotional stability and being prevention-driven versus promotion-driven[89]. Prior researchers have suggested that perception of leadership is an important determinant of organizational commitment[90]. In a study the results of Pearson's Moment Correlation indicated that all the variables were positively correlated with each other at the significant level of 0.01, however, neuroticism was not correlated with extraversion and agreeableness at the said p-level Cohen's criteria[91]. Another study on the relationship of personality traits with the use of Facebook among

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students of Necmettin Erbakan University, revealed that students' conscientiousness, openness and agreeableness significantly predict the Facebook use while, personality traits of neuroticism and extroversion did not predict significantly the Facebook use[92]

2.2 Theoretical Framework

Theories are important components of a research work. Existing theories provide a modicum of insight into the thematic subject of study. In view of this, this study will be guided by three theories which are: Technology Acceptance Model (TAM), Kaplan and Kaplan's Framework of Aesthetics, Big Five Factor Personality Theory.

2.2.1 Technology Acceptance Model

The Technology Acceptance Model (TAM), was proposed by Fred Davis in 1989 to explore reasons why individuals adopt new technologies. The model quickly became a foundational framework within the information systems domain. The TAM was inspired in Ajzen and Fishbein's Theory of Reasoned Action; TAM adapts behavioural theory to explain how individuals adopt and use new technologies. Central to the model are two constructs: Perceived Usefulness (PU) the extent users believe a system enhances their performance and Perceived Ease of Use (PEOU) how effortless the system is perceived to be. TAM posits that PU and PEOU shape users' attitudes toward technology, thereby influencing their behavioural intention and ultimately, actual usage. Empirical evidence consistently supports these relationships, affirming PU and PEOU as strong predictors of user acceptance across contexts[93].

Over time, TAM has been streamlined and extended. TAM2, introduced by Venkatesh and Davis, added factors like subjective norms and cognitive instrumental processes to better reflect social influence. TAM3 further enriched the model by integrating determinants of ease of use such as computer self-efficacy and external control perceptions. The Unified

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Theory of Acceptance and Use of Technology (UTAUT) emerged later, consolidating TAM with other frameworks and introducing moderating variables like age, gender, experience, and voluntariness, hence explaining greater variance in technology adoption[94].

Despite its widespread adoption, TAM faces several criticisms. One critique notes its narrow focus on individual-level determinants, while downplaying organizational, cultural, and structural factors that also significantly affect technology adoption. Indeed, researchers argue that external variables such as cost barriers, institutional mandates, or system infrastructure are often ignored in the traditional TAM framework[95]. In educational and healthcare sectors, for instance, TAM's constructs alone may be insufficient for explaining complex adoption contexts, where trust, training, and organizational support play critical roles. Additionally, the model's simplicity may lead to over-reliance by researchers, even when applying TAM beyond strictly individual-focused settings like corporate environments or higher-level institutional use[96].

More recently, methodological reflections question whether TAM remains "fit for purpose" in an era of rapid technological innovation. Critics point to growing theoretical disarray, as multiple, often inconsistent TAM extensions proliferate across disciplines. This fragmentation signals the need for more contextually adaptable frameworks that can respond to evolving technological, social, and institutional dynamics[97]. Despite this, TAM's elegance and predictive accuracy, especially through its concise focus on PU and PEOU, make it a powerful tool in understanding library user behaviour. Meta-analyses affirm that these constructs reliably forecast behavioural intention and use across domains. In contemporary research, TAM often serves as a theoretical foundation to which other relevant variables such as trust, culture, or technological self-efficacy, are added in an effort to account for broader adoption drivers[98]. TAM remains indispensable in studying

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technology acceptance, offering clear constructs and robust predictive validity. Its strengths lie in its focus on individual perceptions of usefulness and ease of use, which consistently influence behaviour. However, to remain relevant in today's multifaceted adoption environments, TAM must be extended or even intertwined with broader frameworks like UTAUT to accommodate organizational, cultural, and systemic variables that also shape technology use.

The Technology Acceptance Model (TAM), with its foundational constructs of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), has proven exceptionally relevant in explaining how users adopt and engage with library technologies. At its core, TAM suggests that when library users believe that a system enhances their academic or information-related tasks (PU), and perceive it as effortless to navigate and efficient (PEOU), they are more likely to intend to use, and actually use, library technologies.

A cross-country study on digital library adoption in universities within Kenya and Peru applied TAM to assess acceptance of an offline digital library system. This research confirmed PU as the strongest predictor of intention to use the system, with relevance serving as a primary driver of perceived usefulness. Moreover, common predictors of both PU and PEOU such as ease of access and trust were consistent across cultures, reinforcing TAM's universality in a digital library context. In Nigeria, the model has been applied to evaluate electronic resource usage in academic libraries. One such study at Lead City University found that undergraduate students strongly agreed that the library's electronic resources were both useful and easy to use, demonstrating high user satisfaction. While the students appreciated the technology, challenges like slow internet access were identified as obstacles to smooth adoption, which influences users' PEOU perceptions[99].

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Similarly, research focused on South-west Nigeria assessed how both PU and PEOU influenced the adoption of library automation systems. Findings revealed that each construct had a significant impact on automation system uptake. Consequently, it was recommended that library management prioritize systems that are easy to use and clearly communicate their benefits to users, to enhance uptake and satisfaction[100].

Beyond individual studies, a meta-analysis focusing on mobile and digital library adoption within academic settings reaffirmed TAM's applicability. This synthesis found large effect sizes for both PU and PEOU influencing behavioural intention and attitudes toward library technologies. Additionally, external factors such as information quality and system quality showed moderate links to TAM constructs, suggesting that beyond user perceptions, system design and resource integrity play meaningful roles in acceptance[101].

In short, across diverse settings from developing countries to multiple library environments, TAM consistently demonstrates that academic library users are more inclined to embrace the library as a system when it clearly improves their resource access and academic performance (PU), and when it is perceived as helpful rather than cumbersome (PEOU). Moreover, supportive factors such as trust in the system, high-quality content, reliable infrastructure, and intuitive interface design further strengthen these perceptions

The Technology Acceptance Model offers a robust framework for understanding and enhancing library technology adoption. Ensuring that users recognize the considerable benefit of systems (PU) while experiencing ease and intuitiveness in use (PEOU) should be foundational strategies in library technology implementation. Libraries must also attend to systemic factors like resource quality, infrastructure reliability, and user trust to sustain long-term adoption and satisfaction.

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2.2.3 Kaplan and Kaplan's Framework of Aesthetics

The Kaplan and Kaplan framework of aesthetics, also known as the Environmental Preference Matrix, is a theory in environmental psychology that explains why people prefer certain environments over others. Kaplan and Kaplan's Framework of Aesthetics, developed in the 1980s, is a cognitive-informational model explaining why people prefer certain environments. It posits that aesthetic preferences arise from how environments provide information for understanding and exploration. Structured as a 2x2 preference matrix (Figure 2.2). It categorises dimensions into "making sense" (coherence and legibility) and "involvement" (complexity and mystery). This framework has roots in environmental psychology and is often linked to Attention Restoration Theory (ART), though it focuses more on perceptual predictors of preference[102]. The core dimensions of the framework are: coherence, legibility, complexity, and mystery.

Coherence embodies the notion of immediate understanding. It refers to how visually organised or unified an environment appears. It is referred to as how well it “hangs together.” A coherent scene provides clarity, allowing one to quickly assimilate its components through consistent patterns, regularity, or repetition. Empirical research in urban park contexts confirms that coherent visual attributes such as rhythm and harmony in plantings, heighten aesthetic preference and ease cognitive processing[103].

Legibility captures the capacity for inferred understanding: the ease with which an environment permits the formation of a mental map. When legible, a space reveals clarifying cues such as distinct pathways, landmarks, or structural hierarchy, that help individuals orient and navigate, fostering a sense of cognitive control. Kaplan’s model emphasizes that legibility is crucial for environments where exploration continues beyond the immediate visual field[103].

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Complexity speaks to the quality of immediate exploration. It describes the richness, diversity, and number of elements present stimuli that engage attention, sustain interest, and avoid boredom. Rather than clutter, meaningful complexity offers a variety of visual features without disorienting the observer. Research indicates that preference tends to increase with perceived complexity, particularly in natural settings, as long as coherence remains intact.

Mystery, in turn, evokes inferred exploration. It captivates by promising additional information beyond the current view, that is, what lies beyond a bend, behind a dense patch, or around a hidden corner. Mystery extends engagement, arousing curiosity and encouraging movement through subtle clues like curved paths, partial views, or obscured vantage points. Such design strategies effectively invite deeper investigation and prolonged involvement with the environment[104].

Overall, coherence and legibility satisfy the human quest for comprehensible environments, while complexity and mystery stimulate curiosity and movement. These dimensions, though conceptually distinct, operate robustly together in shaping environmental preferences, especially in spaces like libraries where aesthetic and navigational demands intertwine. These dimensions have been operationalised to explore aesthetics in libraries. It can be operationalised in the context of libraries by assessing visual and spatial features in library building and its environment. Researchers can evaluate uniform shelving layouts for coherence; signage clarity for legibility; information resources variety and zoning for complexity; niches, special room, alcoves, or winding stacks for mystery.

Kaplan and Kaplan's Framework of Aesthetics represents a foundational model in environmental psychology, emphasizing how perceptual qualities shape human preferences for spaces. Developed by Rachel and Stephen Kaplan in the late 1970s and refined through

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the 1980s, the framework emerged from studies on landscape preferences, where aesthetic judgments were linked to cognitive processing of environmental information. It posits that preferred environments balance the need for understanding (how comprehensible a space is) with opportunities for involvement (how engaging it is for exploration). This is structured as a preference matrix, a 2x2 grid crossing immediacy (short-term perception) with potential (longer-term inference), resulting in four dimensions: coherence, legibility, complexity, and mystery. While initially applied to natural landscapes, the model has been extended to built environments, including urban parks, building facades, and interiors, where it informs design for restorative and aesthetically pleasing spaces. Its connection to Attention Restoration Theory (ART) underscores restorative benefits, such as stress reduction, but the framework itself prioritizes predictors of preference over restoration components like fascination or compatibility.

Theoretically, the framework draws from information-processing perspectives, where aesthetics emerges from efficient cognitive engagement with environments. Environments high in these dimensions are preferred because they support survival-oriented behaviors: quick comprehension for safety and intriguing elements for resource discovery. Empirical support comes from meta-analyses and studies showing these dimensions reliably predict preferences across contexts, with coherence and complexity often emerging as strongest factors. In built settings, applications include urban design, where mystery via curved streets enhances walkability, and interior architecture, where coherence reduces cognitive fatigue. Neural studies further validate this, linking dimensions like coherence to brain activity in visual processing areas, suggesting biological underpinnings for aesthetic responses.

Adapting this to library aesthetics involves operationalizing the dimensions to evaluate and enhance visual and spatial qualities that promote user engagement, comfort, and restoration.

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Libraries, as hybrid public-interior spaces, benefit from this framework by fostering environments that encourage prolonged visits, learning, and well-being. Although direct applications to libraries are sparse, analogies from interior and urban designs provide a basis. Operationalization entails defining measurable indicators, using tools like user ratings, eye-tracking, or design audits, often via scales such as the Perceived Environmental Aesthetic Qualities Scale (PEAQS). Below, each dimension is detailed with library-specific operationalization, including indicators, measurement methods, and examples.

Coherence involves an environment's visual organization, achieved through repetition, uniformity, and logical grouping, enabling immediate sense-making. In libraries, this translates to consistent shelving, colour schemes, and zoning that reduce visual clutter. Operationalize by assessing uniformity (like, material types: 1-3 preferred) and organization (scattered vs. clustered layouts) via Likert-scale surveys (like, "The space feels orderly: 1-7"). High coherence might feature aligned book rows and thematic sections, enhancing user focus, as unbalanced designs could overwhelm.

Legibility in the context of libraries pertains to navigability of the library. This is exhibited through distinct landmarks and clear structures for mental mapping. For libraries, this means intuitive layouts with signage, color-coded floors, and visible entrances. Operationalize through wayfinding tests (like, time to locate sections) or ratings on distinctive elements (included/excluded, like, "Landmarks aid orientation: yes/no"). Examples include prominent desks or art installations as anchors, improving accessibility, especially in multi-level libraries.

Complexity reflects visual richness via element diversity, colours, and organisation, stimulating without chaos. In libraries, complexity is operationalised by counting varieties (like, seating types) and colours, using image analysis or preference surveys (like, "The

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space has engaging variety). Symmetrical zoning balances this, as in diverse reading nooks with books, art, and tech, fostering exploration while avoiding overload.

Mystery promises further discovery through partial concealment, like curved paths or obscured views. For libraries, operationalize via access assessments (curved and straight aisles) and visual barriers (like, shelves creating nooks), measured by exploration ratings (for example, "The space invites discovery). Examples include winding stacks or alcoves, encouraging serendipitous finds, though balanced with safety.

	understanding	exploration
immediate	coherence	complexity
inferred, predicted	legibility	mystery

Figure 2.1. Kaplan and Kaplan's Framework of Aesthetics[102]

2.2.3 Kolb's Experiential Learning Theory

Kolb's ELT, developed in 1984, views learning as a four-stage cycle that transforms experiences into knowledge. The stages include Concrete Experience (engaging directly with something new), Reflective Observation (reviewing the experience), Abstract Conceptualization (forming ideas from reflections), and Active Experimentation (applying concepts in practice). This cycle supports diverse learning styles, such as diverging or converging, and is often used in education to promote active learning[105].

The theory represents a pivotal framework in educational psychology that underscores the transformative power of experience in knowledge acquisition. Rooted in the works of

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influential thinkers such as John Dewey, Jean Piaget, and Kurt Lewin, ELT posits that learning is a holistic process integrating experience, perception, cognition, and behaviour, where individuals construct knowledge through the cyclical transformation of experiences. This theory has been widely applied across educational contexts, including library user education, where it facilitates active engagement and skill development in information literacy. By operationalizing ELT in library methods such as orientations, tours, courses, one-on-one instruction, and printed guides, educators can create structured pathways that align with learners' natural processing styles, potentially enhancing retention and practical application of library skills. ELT comprises a four-stage learning cycle and associated learning styles, both designed to accommodate individual differences in processing information. These include concrete experience, reflective observation, abstract conceptualisation, and active experimentation.

Concrete Experience (CE) marks the beginning of the learning cycle. This stage involves the direct engagement of learners with new or reimagined situations, anchored in sensory and emotional interaction with their environment. The ELT posits that learning starts with being immersed in an experience, rather than merely absorbing information abstractly. Following the experience, Reflective Observation (RO) invites learners to step back and thoughtfully review the experience. Through introspection or dialogue, learners analyse what happened, note inconsistencies with prior knowledge, and gain broader perspective. This critical reflection serves as the foundation for deeper understanding[105].

In the third phase, Abstract Conceptualization (AC), learners translate their reflections into logical analysis, theories, or generalizations. They integrate conceptual frameworks to make sense of what they observed, defining guiding principles or models that explain the experience and inform future behaviour. Finally, Active Experimentation (AE) involves

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applying these newly formed concepts in real-world scenarios. Learners test their hypotheses practically, generating further experiences that initiate the next cycle of learning. This iterative testing ensures that theoretical ideas are grounded in action[106].

Kolb's theory emphasizes that effective learning is not linear but cyclical with each stage feeding into the next, enabling continuous transformation and growth. Learners may begin at any point in the cycle, and while individual preferences such as entering through feeling, thinking, doing, or watching shape the process, engaging with all four stages is believed to yield the most robust learning outcomes. These four dimensions can guide user education in libraries.

Operationalising ELT involves mapping its cycle to specific library methods to create structured, experience-based learning. In library orientations for instance, users can start with concrete experience through introductory sessions exploring library spaces. Reflective Observation might involve group discussions on initial impressions. Abstract Conceptualization could include summarizing key services, and Active Experimentation encourages immediate resource use, like checking out a book. Also, guided tours operationalize ELT by providing Concrete Experience via walking through sections. Users reflect during pauses for questions (Reflective Observation), learn concepts like catalogue systems (Abstract Conceptualization), and experiment by locating items independently (Active Experimentation).

Library courses, such as credit-bearing classes, fully cycle ELT. Concrete Experience in hands-on assignments, reflective observation via journals, abstract conceptualization through lectures, and active experimentation in projects like research tasks. Personalized sessions begin with Concrete Experience in user-driven queries, followed by reflection on challenges, conceptualization of strategies, and experimentation through guided practice.

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These materials support ELT by prompting Concrete Experience through self-guided exploration, Reflective Observation via note-taking, Abstract conceptualization in understanding instructions, and Active Experimentation by applying tips in the library.

In libraries, ELT has been applied to shift from passive to active instruction, as seen in observational studies where incorporating the cycle enhanced student engagement and learning outcomes. For instance, at Middle Tennessee State University, libraries integrated ELT into experiential programs, using methods like space studies and art installations to cycle through stages, resulting in improved user feedback and library relevance. Similarly, Murray State University's initiatives, including internships and service learning, align with ELT by emphasizing hands-on projects that build critical thinking. Empirical evidence suggests positive effects on instruction quality, though challenges like resource constraints persist.

Criticisms of ELT include its potential oversimplification of learning as linear, neglect of social contexts, and weak empirical support for fixed styles, prompting alternatives like the OODA loop for more dynamic applications. In libraries, these critiques highlight the need for culturally sensitive adaptations.

2.2.4 Big Five Factor Personality Theory

The Big Five Personality Traits (5-Factor model of personality traits is one of the most commonly used models to determine the personality traits of individuals. It provides a comprehensive analysis of the relationship between personality and behaviours[106],[107]. After more than five decades of personality research there is a common agreement in the field that there are five basic dimensions that can be used to describe differences in cognitive, affective and social behaviour. This is the base for the five-factor model of personality. The five dimensions are usually described in the following order of decreasing robustness based

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on previous personality scales: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness[103]. The dimensions are stable across a lifespan and seem to have a physiological base. Almost all of the personality tests existing today measure one or more of the five factors[108].

The five-factor model discussion evolved from an analysis of the terms which are used to describe personality. The lexical hypothesis states that there is psychology divides human personality into five categories of extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience, which broadly classify human personality traits. The concept of personality has been suggested by Allport about eight decades ago. It can be described as a mixture of characteristics or qualities that consist of thinking, feeling and behavioural style in different circumstances having long-lasting tendency in one's behaviour[109].

Its characteristics represent the unique patterns of ideas, emotions and behaviours of people. There are five broad and fundamental traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism on which individuals' personality differ[110]. This Big five model of personality comprises of five general personality traits, which is known as emotional stability, agreeableness, extraversion, conscientiousness and neuroticism[111].

Some variations in personality characteristics of individuals over time for six traits features (Social Strength, Social Domination, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experience). Positive change of personality traits would not be taken as final as it could transform at any age of life, while new and unique patterns could emerge through some experiences in a person's life[124].

Big five personality traits described five broad dimensions or factors of personality that were openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism generally abbreviated as OCEAN or CANOE. Under each factor, there were several

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correlated and primary sub-factors describing different aspects of that dimension. Classical theories of the psychology of personality have been formulated mainly with in the frame-work of these hypothetical constructs (i.e., traits, attitudes, values, self-concepts, etc)[110]. The dimensions of personality such as the big five factors namely: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness are constructs that can be measured as visible entities in the form of behaviours.

The relevance of the Big Five Factor Personality Theory to librarian service quality is that it can help librarians understand their own personality traits and how they affect their interactions with patrons, as well as how to tailor their services to meet the needs of different personality types. Conscientiousness is one of the five factors of the FFM, and refers to the tendency to be organized, responsible, and reliable. [112] In a library context, conscientiousness is important for librarians to be able to provide accurate information and reliable services to patrons. For example, librarians can use their conscientiousness to ensure that they keep up-to-date with the latest information resources and technologies, and provide patrons with accurate and reliable information.[113] Openness is another factor of the FFM, and refers to the tendency to be curious, imaginative, and creative. In a library context, openness can help librarians to be innovative and adaptable in their services. For example, librarians can use their openness to explore new technologies and information resources, and develop innovative programs and services that meet the evolving needs of their patrons.

Extraversion is a factor of the FFM that refers to the tendency to be outgoing, sociable, and assertive. In a library context, extraversion can help librarians to build relationships with patrons, work collaboratively with colleagues, and deliver engaging programs and services. For example, librarians can use their extraversion to engage with patrons and create a welcoming and inclusive atmosphere in the library. Agreeableness is a factor of the FFM that refers to the tendency to be friendly, cooperative, and empathetic. In a library context,

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agreeableness can help librarians to build positive relationships with patrons, resolve conflicts, and provide personalized services. For example, librarians can use their agreeableness to listen to patrons' concerns, provide support and guidance, and show empathy and understanding.

Finally, neuroticism is a factor of the FFM that refers to the tendency to experience negative emotions such as anxiety and stress. In a library context, neuroticism can affect librarians' ability to provide quality services and interact effectively with patrons. For example, librarians who are high in neuroticism may find it challenging to remain calm and composed in stressful situations, and may benefit from developing coping strategies and seeking support from colleagues or supervisors. In conclusion, the Big Five Factor Personality Theory can help librarians understand their own personality traits and how they affect their interactions with patrons, as well as how to tailor their services to meet the needs of different personality types. By understanding their own strengths and weaknesses, and developing strategies to work effectively with patrons of all personality types, librarians can provide high-quality services that meet the diverse needs of their communities.

2.3 Review of Empirical Studies

2.3.1 Libraries Aesthetics and Undergraduate Library Usage

Studies have been conducted to explore the link between library aesthetics and library use among various categories of users. Research consistently shows that the aesthetics of library spaces such as visual appeal, comfortable furniture, ambience, and clear signage play a significant role in enhancing undergraduate engagement, satisfaction, and usage of libraries. Visually appealing and well-designed interiors, along with a pleasant atmosphere, are linked to increased motivation to use library spaces and resources, as well as positive first impressions and higher satisfaction among students. Studies also highlight that the aesthetic quality of digital library platforms, including website design and usability, strongly

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influences undergraduates' preferences and their likelihood to use online library resources, with aesthetic perception being a major predictor of positive first impressions and continued use.

Studies from across the world have examined library aesthetics and its impact on library patrons. One of such studies examined the influence of visual components on user engagement within libraries, specifically targeting libraries in the UAE. The study examined four principal aesthetic constructs which include visual appeal, furniture comfort and functionality, ambience and atmosphere, and signage and wayfinding aesthetics. The study analyses how these factors lead to the establishment of welcoming and inclusive library settings, utilizing a poll of 75 librarians. The research highlights the crucial impact of visual design on improving user experience, satisfaction, and behaviour. The results demonstrate that aesthetically pleasing designs, comfortable and adaptable furniture, an inviting ambiance, and clear signage are crucial elements for promoting participation. Statistical study via ANOVA and correlation tests further substantiated the significance of these elements in influencing users' perceptions and behaviours. The paper concludes that aesthetic enhancements in libraries directly influence user satisfaction and engagement, emphasizing the necessity for libraries, particularly in resource-limited settings, to prioritize these design aspects to improve the overall library experience and tackle challenges such as budgetary and spatial limitations[114].

Another study suggested that library aesthetics go beyond library buildings. The study assessed the potential of the dark academia social media trend in the marketing of academic libraries. The paper reviews the social networking platforms YouTube and Instagram and analyses network resources with the Brand24 tool. Resources characterized by Internet users as "dark academia" are prevalent on social media. The dark academia aesthetic presents opportunities for the enhancement of academic libraries, particularly those

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characterized by conventional architecture, decor, or service delivery methods. The researcher addressed a phenomenon that, despite its social popularity, has not been rigorously examined in the relevant literature. The subject holds significant potential for enhancing the promotional strategies of libraries, particularly those that are older and more conventional, in order to cultivate a robust and favourable image based on attributes frequently regarded as shortcomings. Social media platforms are potent instruments for social influence. Demonstrating the potential impact of social media aesthetics on cultural institutions may enhance public awareness regarding the effective utilization of social media for promotion and image cultivation[115].

Similarly, researcher from China demonstrated how aesthetics is part of a library's selling point. The study explored how the Beijing University of Chemical Technology Library has thoroughly optimized the three dimensions of "resources," "carriers," and "environment," establishing a cohesive set of successful practices. The specific methods are as follows: first, regarding "resources," systematically curating classics that embody the essence of Chinese aesthetic education, thereby providing a foundational document for schools to impart aesthetic knowledge; second, concerning "carriers," remaining attuned to contemporary trends, perpetuating the "Red Gene," emphasizing the promotion of Chinese aesthetic education, and enhancing the aesthetic quality of both teachers and students; third, in the "aesthetic education environment," by modifying spatial arrangements and enriching the reading atmosphere, subtly achieving the objective of "beautifying individuals[116]."

In Nigeria, researcher investigated the aesthetic qualities and environmental conditions of libraries as motivating factors for reading, utilizing the Olusegun Oke Library at Ladoke Akintola University of Technology in Ogbomosho, Oyo State, Nigeria as a case study. The research employed the survey methodology. Stratified random sampling was employed to choose 300 postgraduate students from the University. The study's findings indicated that

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the majority of respondents were dissatisfied with the library's visual interior. The majority of respondents thought that the library's aesthetic would encourage utilization. The report finishes with recommendations emphasizing that university libraries should prioritize not only the development of collections and resources[117]. They should intensify efforts to enhance and modernize the aesthetic, physical structure, and environment of the library to render it visually appealing and attractive, thereby motivating readers, as the library serves as the heart of an institution, both symbolically and spatially.

Another study investigated interactivity, usability, and aesthetics as determinants of undergraduates' preferences for university library websites. A sample of 134 final-year undergraduates enrolled in a Web Design and Management course from two departments across two distinct institutions constituted the study's participants. A researcher-created questionnaire was employed to collect data from the respondents, which was analysed to evaluate the three formulated hypotheses. The findings indicate that all three characteristics are associated with the preference for university library websites. The students' evaluations of interactivity in relation to usefulness and aesthetics were minimal. The three independent factors (interactivity, usability, and aesthetics) collectively accounted for 51% of the variance in preferences for university library websites. Each factor significantly contributes to predicting university website preference. All characteristics are important in predicting preferences for university library websites. The results urge for the increase of interactivity in order to have strong correlation with usability and aesthetics and consequently boosting the preference of users for university library websites[118].

Another study from Oyo State examined the whether or not patronage may be impacted by the aesthetics of libraries. 600 undergraduate students from two private universities in Oyo State; Ajayi Crowther University and Lead City University, Ibadan, made up the study's population. The study's findings were analysed using frequency counts, basic statistics, and

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the mean. The results demonstrated that the two private universities under investigation had a high mean of available aesthetics at 3.03, a high user perception of the library's aesthetics at 2.09, and a strong influence of library aesthetics at 2.91. With a high mean score of 3.01, the majority of respondents believed that the libraries under study have a number of aesthetic issues. Among the suggestions presented is that when designing library buildings, university administration should constantly confer with librarians and experts. This will guarantee that sufficient exterior and internal aesthetics are implemented to pique users' interest. Second, one of the issues with library aesthetics has been noted to be money[119].

According to a related study which is comparable to the one mentioned above, researchers reported that many students are abandoning academic libraries because they were not aesthetically pleasing. Their findings demonstrated that low library patronage was caused by the public university libraries in Delta State that they examined having poor aesthetics[120]. On the contrary, researchers conducted a study with 390 participants from the University of Akwa Ibom to determine whether or not the physical environment of the library affected how library resources were used. They discovered no meaningful connection between the library aesthetics and library patronage. However, their study revealed that most respondents did not use the library for research or study for a variety of reasons, with poor library design leading the list of reasons for low usage[121]. Other reasons included limited access to resources, a lack of restrooms, and a lack of aesthetics. The study demonstrates that respondents' non-use of the library was significantly influenced by aesthetics.

Another group of experts looked into how academic library use in the northeastern region of Nigeria was affected by library aesthetics. Three hundred people participated in the study. The research's conclusions demonstrated a substantial correlation between the researched library's aesthetics and patronage. It was also discovered that the library was aesthetically pleasing which could contribute to library patronage[122].

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While it might be claimed that a number of specific elements within the library environment had an impact on users' perceptions, another study examined how library surrounds impacted patronage and discovered that the environment as a whole had the largest effect. According to their findings, even while it appeared that some patrons were unaware of the library's external and interior décor, they would like to see improvements made to the items that enhance the space's aesthetic appeal. In summary, patrons are drawn to libraries that are visually appealing[123].

In Nigeria, libraries, like other institutions, suffer a number of difficulties. The issue of money is the most prevalent one that is encountered. Funding is a significant issue that requires attention. In Nigeria, public parastatals frequently complain about a shortage of financing. However, the problem of funding is made worse for private colleges because, unlike their government-owned rivals, they do not receive any subsidies from any level of government. Even state and federally operated universities that receive government subsidies are protesting about their lack of funding. According to an expert, the federal government gave education between 5 and 7% of the 2021 budget, instead of the 25% that the UN recommends[124]. Given that the funds would be distributed to all tiers of the nation's educational system, including the parastatals, this percentage is extremely low. In comparison to private universities, public educational institutions may be better funded. These universities are supported by tuition money collected by students who enrol, as well as, in certain situations, insufficient funding from the owner organisation in the case of university owned by a church.

The findings of a related study also demonstrate the correlation between aesthetics and choice for university libraries, based on a sample of 134 respondents. The findings indicate an absolute value of 0.93, signifying a positive correlation. The two variables exhibit a robust correlation, suggesting a considerable relationship between aesthetics and university

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library preference. The data in the table ($r = 0.87$ and $p < 0.05$) indicate that the aesthetic of a university library can significantly affect user preference for the library[125].

Another study demonstrated the impact of library aesthetics on users' educational objectives for utilizing the library. The results indicate that library aesthetics affect users' educational objectives by enhancing reading comfort (3.52), establishing the library as the preferred study environment (3.41), fostering a supportive learning atmosphere (3.33), and rendering research engaging (3.03). The analysis indicates that 8 items were accepted and 1 item was refused. The grand mean of 2.94 indicates that users concur that library aesthetics impact their educational objectives for using the library. The standard deviation from .96 to .70 indicates minimal variation in respondents' answers[126].

Researchers also investigated user perceptions on the influence of aesthetic appreciation and the human environment on library patronage and academic performance in university libraries in Southwest Nigeria. The survey methodology was employed to get data from participants. Eighteen institutions were intentionally chosen to exemplify federal, state, and private ownership among the six states. Random sampling was employed to pick two thousand six hundred (2600) respondents, allocated at 40%, 40%, and 20% across the three categories of colleges. The findings indicate that the architectural designs of the libraries meet user expectations, although certain shortcomings in interior decoration, lighting, and exterior landscaping. The aesthetics of libraries significantly influence patronage and academic achievement, leading to increased visitations, enhanced competence in courses, learning of supplementary skills, and success in examinations[127]. The library should consequently partner with other stakeholders to address the identified deficiencies.

In South-South Nigeria, researcher evaluate whether the aesthetics and usefulness of library buildings can address the issue of diminished patronage. The authors employed a

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descriptive survey methodology with a web-based questionnaire to gather data from a sample of 105 students, comprising 15 students each from the 300 and 400 levels across seven departments that previously utilised the old library and are now utilising the new library. The gathered data were examined utilising descriptive statistics. The findings indicate that the aesthetics and functioning of library buildings will positively affect library patronage. It was so advised that aesthetic considerations be prioritised prior to the construction of a library, and that existing library structures be refurbished to incorporate these elements[128]. All requisite care must be directed towards the library structure to guarantee its operational efficacy.

The ease of navigating library resources, a part of library aesthetics, was also considered in another study. The study focused on the perception of library resource accessibility for enhanced patronage among undergraduates at the University of Ibadan, Nigeria. The findings show inadequate funding, resource unavailability, absence of online information services, and restricted access to informational materials as the primary impediments to library resource utilisation[129]. Similarly, an author identified reasons such as outdated literature and deteriorating facilities that contributed to the drop in library patronage in North West Nigeria. The author observed that insufficient funding impeded the efficient functioning of the majority of public libraries, resulting in diminished patronage[130].

In another study, researchers examined the demographic characteristics and library usage among undergraduate students at universities in South West Nigeria, revealing that inadequate and non-operational workstations, subpar network connectivity, and obsolete collections impede library patronage[131]. This finding was supported by a previous study in which researchers examined library usage among students at Ladoke Akintola University of Technology, Ogbomosho, Nigeria. The survey findings revealed that the unavailability and

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inaccessibility of contemporary informational materials, along with inadequate reference and document delivery services, serve as obstacles to library attendance[132].

Furthermore, it was discovered that library aesthetics could enhance library utilization among the respondents in their study. A majority of 222 respondents (74%) indicated that library aesthetics stimulate library utilization, whereas the minority of 78 respondents (26%) disagreed. The findings reveal that library aesthetics significantly enhance library utilization. The findings further highlighted the library's environmental condition. Thirty-four respondents (11.33%) concur that the library possesses a convenient entrance and exit, whereas 266 respondents (88.7%) dissent. The majority of respondents, 231 (77%), concur that the library possesses sufficient parking space, whereas 69 (23%) dissent. Furthermore, a majority of 266 respondents (88.67%) concur that the library possesses an aesthetically pleasing external atmosphere, whereas 34 respondents (11.33%) dissent. The results indicate that the majority of respondents believe the library possesses a suitable and appealing environment[133].

Conversely, experts also identified aesthetic issues associated with library usage, as a majority of 180 respondents (60%) reported that navigation within the library building is unsatisfactory, whereas 120 respondents (40%) disagreed. A greater proportion of respondents, 167 (55.67%), concur that the library's interior environment is neither inspiring nor conducive, citing excessive heat, movement, and noise as contributing factors, while 133 (44.33%) disagree. Seventy respondents (23.33%) concurred that the seating was insufficient, however the majority, 230 respondents (76.67%), disagreed. Moreover, a majority of 282 respondents (94%) concur that there is no private reading space available for postgraduate students, whereas 18 respondents (6%) dissent. Furthermore, a majority of 226 respondents (75.33%) concur that library hours are limited, whereas 74 respondents

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(24.67%) dissent. The results indicate that postgraduate students faced several challenges when utilizing the library[134].

2.3.2 User Education and Library Use

Library use by undergraduates is a factor of various variables. It has been established that students and other information users often stay away from the library because they do not understand what the library offers. This is reflected in a study which evaluated the awareness and utilization of electronic resources among undergraduates at Fountain University in Osun State, Nigeria. The study employed a descriptive survey design and a systematic sampling procedure to select 1,000 undergraduates. The data collected suggested that Fountain University undergraduates are highly knowledgeable about and make extensive use of electronic information resources. Additionally, Fountain University undergraduates demonstrated proficiency in employing electronic information resources, according to the investigation. The research demonstrated that electronic information resources are essential tools for empowering undergraduates at Fountain University in Osun State, Nigeria[135].

Indeed, several studies have stressed the importance of awareness to the use of library resources and services. In order to effectively and proficiently utilize electronic resources, undergraduates must possess a high level of awareness. Information resources, which are fundamentally products of Information and Communications Technology (ICT), are referred to as electronic resources. They are resources that are employed in academic settings for the purposes of research, learning, and instruction[136]. In recent years, the utilization of electronic resources has yielded positive results in the fields of education and research. Additionally, researchers, academics, and students now have access to global information resources, particularly the Internet, for their scholarly discourse[136]. To further substantiate this, experts assert that the impediments to the proper and full utilization of

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electronic resources are the high cost of accessing certain e-resources, inadequate infrastructure, and a lack of training.

According to a study on the use and impact of electronic resources at the University of Lagos revealed, it was found that 71% postgraduate students and 78 % research scholars were reported to be aware of e-resources[137]. There is no doubt that a greater percentage of postgraduate students are aware of the availability of electronic information resources, as evidenced by their awareness of the resources, their services, and the extent to which they are used. In contrast, 32 (28.6%) lecturers and 15 (21.4%) scholars were not aware of electronic information resources.

In a survey on the acceptance and use of electronic library services in universities respondents were asked to indicate their level of awareness of the available e-library services by responding. The majority of respondents responded that they are aware "To some extent," indicating that they have only a limited understanding of the existence of digital resources and were not well-informed about digital services[138]. This has further emphasised the need for user education.

Researcher examined the impact of user education on the library usage of education college students in South-South Nigeria. Four research questions were formulated to guide the project. The study examined user education programs in academic libraries, students' awareness of these programs, the frequency of library utilisation among college students, and the influence of user education on library usage among this demographic. The study encompassed six colleges from the South-South region: College of Education, Agbor, Delta State; College of Education, Ekiadolor, Edo State; College of Education, Omoku, Rivers State; College of Education, Okpoama Brass, Bayelsa State; College of Education, Calabar, Cross River State; and College of Education, Uyo, Akwa-Ibom State. One educational

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institution was selected from each of the six states within Nigeria's South-South geopolitical zone. The study's respondents of interest consist of library users from the six selected colleges of education.

The research utilised a descriptive survey design. The study's sample consists of 373 respondents, whereas the population comprises 7,458 library clients. Data was collected from respondents through a questionnaire, and the statistical mean (X) was utilised for analysis. The study indicates that libraries in South-South Nigerian schools of education provide user education programs encompassing user instruction, library orientation, guided tours, lectures, seminars, workshops, exhibitions, displays, in-house training, posters within the library, and signposts[139].

In another study based on South-South Nigeria, researchers analysed the viewpoints of undergraduate students in Library and Information Science on library user education and the utilisation of the Donald E.U. Ekong Library at the University of Port Harcourt in Rivers State, Nigeria. The study was led by five particular objectives, each accompanied by corresponding research questions, and one hypothesis was produced. In the investigation, we employed a descriptive survey design. The study sample comprised 194 students from the Department of Library and Information Science. A sample of 131 respondents was obtained by a basic random sampling method. A self-developed structured questionnaire, entitled "Library Information Science Undergraduate Students' Library User Education and Use of Library," was utilised for data collecting and disseminated to the students. All 131 surveys (100%) were returned in satisfactory condition and evaluated using frequency, percentages, and mean. The hypothesis was evaluated via Pearson's product moment correlation at a significance level of 0.05. The study's findings indicated that library orientation, the lecture approach, and the library tour were employed in user education at the Donald E.U. Ekong library, however the online course was inadequate. The scholars

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determined that user education positively impacts the library utilisation of these undergraduate students[140].

In South-West Nigeria, scholars investigates library variables and user education as drivers of library utilisation by undergraduates at two universities in Oyo State, Nigeria. The research employed a descriptive survey design. The study population consisted of 21,838 undergraduates from the University of Ibadan and Lead City University in Ibadan, Oyo State, Nigeria. A multi-stage sampling procedure was employed to get a sample size of 388 undergraduates for the study. The study found that library orientation is a prevalent technique of user education implemented by university libraries, often conducted once every session. A positive and statistically significant correlation exists between user education and undergraduate library usage in the selected universities and library factors and user education in the selected university libraries. The results indicated that library factors and user education collectively and strongly forecasted library usage. Library attributes and user education impact undergraduate library utilisation. The study therefore, suggested that user education programs should be conducted periodically[3].

Another study based in South-west Nigeria investigated impact of user education on the awareness, accessibility, and utilisation of information resources and services by users at the Federal Polytechnic Ede Library. A survey design was implemented in the investigation. The investigation included all 6,000 registered student users of the library, of which 600, or 10%, were included in the sample. Random sampling was implemented. The instrument for data collection was a structured questionnaire. The questionnaires were returned and designated valid for analysis, with 517 (86.2%) of the 600 that were sent being returned. The mean and standard deviation were employed to analyse the data that was collected. The study's results suggest that library user education programs do not have a substantial impact on the awareness, accessibility, and utilisation of library collections and services of users.

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This is primarily due to the challenges of relying on a single-day orientation and the absence of assessable library instruction. Consequently, it was recommended that the Polytechnic Library Management work in conjunction with the Institution's Management to ensure the timely commencement of a credit-bearing, examinable "use of library" course for all incoming students, among other things[141].

Researchers also investigated the utilisation of the library by students and the education of library users at the University of Port Harcourt in Rivers State, Nigeria. The descriptive survey design was implemented in the investigation. The study's population comprised of undergraduate students in the Department of Fine and Applied Arts from years 1-4. The entire population was analysed, necessitating the implementation of the census sampling technique. The instrument of the study was a validated item instrument. The hypotheses were tested at a significance level of 0.05 using the z-test, while the research questions were answered using the mean and standard deviation. The results indicated that there is a substantial disparity between the education of library users and the utilisation of the library by students in the humanities department at the University of Port Harcourt. It was determined that librarians should be highly proactive in their efforts to encourage library usage through user education. Among other recommendations, it was suggested that the University prioritise the GES 100 library use course[142].

From an international perspective, researcher from South Africa examined the effectiveness of user education for postgraduate students in the School of Management, Information Technology, and Governance at the University of KwaZulu-Natal, South Africa. The study revealed that all participants recognised that user education programs can enhance library utilisation, hence positively influencing their academic performance and studies. It is logical to deduce that they acknowledge the relationship between academic achievement and library use, considering their awareness of the importance of user education. The

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research also delineated the impediments to the effective execution of user education programs from the instructors' viewpoint, including: students' deficient searching and retrieval skills, low attendance rates at user education sessions, lack of student motivation, inadequate time designated for training, scheduling of training interventions, promotion of programs, insufficient marketing resources, including expertise, and inadequate collaboration among pertinent stakeholders[143].

The objective of this investigation is to create user education programs that are effective in enhancing the utilisation of electronic information resources (EIR) among students at the University of Agriculture, Abeokuta. These programs have the potential to be adapted to students at other higher education institutions. The target market consists of postgraduate students from the seven colleges that offer postgraduate programs at the University of Agriculture, Abeokuta. Due to the unequal distribution of students among the institutions, 250 postgraduate students were randomly selected using a purposive sample technique from a total population of 330. The questionnaire was administered and retrieved over a six-week period.

The results of this study suggest that the user education program at Nimbe Adedipe Library is inadequate; the library provides more library orientation than bibliographic instruction and information literacy skills. A small number of students were provided with training on the use of electronic information resources (EIRs). However, an examination of the open-ended queries revealed that students acquired the ability to utilise electronic resources through self-initiative, periodic library training, and the support of staff and peers. The respondents' academic endeavours are considerably influenced by the use of EIR, as evidenced by their comments. The students agreed that their academic performance would decline in the absence of EIR[144].

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A related study that examined the information-seeking behaviours of users and user education in academic libraries. The study concluded that library lectures have had a positive impact on the utilisation of library resources at Obafemi Awolowo University, Ile-Ife, and Ekiti State University, Ado-Ekiti. The primary goal of library user education is to increase students' awareness of the library and its extensive services, as well as to provide users with the skills required for efficient information retrieval, thereby significantly influencing their utilisation[145].

A study from the Northern region of Nigeria examined the perceived impact of user education on the patronage of libraries by students in universities located in Benue State, Nigeria. The investigation examined the perceived impact of bibliographic instruction and library orientation on the library patronage of students. The survey population consists of 3400 second-year student users who are registered with the library in the three universities in Benue State for the 2016/2017 academic year. The basic random sampling technique was employed to select a total of 358 students for the study. The study's results indicated that students' perceived library patronage in universities in Benue State is significantly influenced by library orientation and bibliographic instruction. The study concluded that the library patronage of students has been significantly influenced by the user education programs taught in the universities of Benue State. In order to ensure that students are self-sufficient in their library usage, it is recommended that user education programs be made mandatory in universities. Additionally, efforts should be made to encourage students to attend user education lectures, as the program has been demonstrated to provide them with the necessary skills[146].

Another study also investigated the impact of user education on the utilisation of library resources by undergraduate students at Benue State University Makurdi. The study's results suggested that undergraduate students' academic achievement and utilisation of library

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resources were substantially improved by user education. Additionally, it identifies numerous impediments to user education, such as inadequate supervision, a scarcity of competent personnel, inadequate teaching materials, congestion, inadequate accommodation, and restricted time allocation. The authors subsequently promote the following recommendations: an optimal learning environment for library user programs, effective supervision of user education initiatives, and appropriate implementation methods. Additionally, they advocate for sufficient staffing[147].

In a study which covered the whole of Nigeria, researchers also examined the relationships between user education and information literacy teaching, as well as their impact on the utilisation and satisfaction with the Learning Information Support Services (LISS) for educational and instructional purposes at the National Open University, Nigeria (NOUN). The study employed a survey research method. It employed qualitative and quantitative methodologies, utilising semi-structured interviews and questionnaires to gather data from learners, tutors, and support librarians. Data were analysed via percentages, Pearson's Product Moment Correlation, and ANOVA. The study's findings indicated a substantial association between distance learners' and tutors' access to and satisfaction with LISS, as well as between their information literacy self-efficacy and utilisation of LISS. The study revealed that although NOUN provided both physical and virtual LISS to facilitate learning and instructional delivery, the services were insufficient for DLs and tutors. It is thus recommended to provide improved LISS and additional training on information literacy[148].

2.3.3 Personality Traits and Library Usage

Previous research has examined the influence of personality factors on library utilization. The utilization of the library by undergraduates is undoubtedly influenced by their personality features. Diverse research employing various personality characteristic models assessed the influence of these factors on library utilization by students. Research has

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identified the influence of personality factors on information-seeking behaviour. Experts asserted that the emotional reactions of information consumers may differ based on their distinct personality characteristics. That the progress of information users is marked by ambiguity stemming from knowledge gaps and uncertain circumstances.

Researchers in Pakistan explore how students' personality trait can influence their use of the library. The objective of this investigation is to determine the personality traits (agreeableness, openness to experience, extraversion, conscientiousness, and neuroticism) of library and information science (LIS) students in Pakistan. The examination also includes the variation in personality features of LIS students with respect to their information demands and seeking behaviour. Two instruments were employed to capture data: the BFI scale and a self-structured instrument. The Kruskal–Wallis test was employed to identify differences in the personality characteristics of LIS students with respect to their information demands and seeking behaviour. The study's results revealed that 186 of the 320 respondents exhibited openness to experience, while only seven exhibited the extraversion personality trait. Additionally, individuals who exhibited the extraversion personality trait were frequently more attuned to their informational requirements. In contrast, individuals who possessed conscientious characteristics demonstrated an increased propensity for information acquisition. The most appropriate personality trait for LIS students was determined to be conscientiousness. Additionally, a significant discrepancy was identified in the personality traits of LIS students[149].

The findings of this investigation is essential in the identification of the personality traits of individuals with LIS. These personality traits can be employed by library administrators to select the most suitable library personnel for their institutions.

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Another study assessed the significant influence of the Big Five Personality Traits (BFPT) on ISB and examined the interaction of personality traits with gender, fields of study, or academic performance on information seeking behaviour of students in Thailand. The data was gathered via a self-reported survey of 3,400 Thai secondary school students. The findings demonstrated that Openness to Experience, succeeded by Conscientiousness, significantly influenced ISB among the five BFPT traits. Elevated accomplishment and ISB were anticipated by elevated levels of Extraversion, Agreeableness, Conscientiousness, and Openness. ISB exhibited a positive correlation with Extraversion, Agreeableness, Conscientiousness, and Openness to Experience. The ISB exhibited a negative correlation with neuroticism. Academic success is favourably associated with extraversion, conscientiousness, and openness to experience. The ISB mean scores were elevated in females exhibiting any of the five BFPT compared to males. The average ISB scores of students in the Mathematics-Science curriculum with any BFPT surpassed those in the Language Arts-Social Studies program[150].

In a related study, scholars examined the correlations between online information-seeking strategies and epistemological beliefs based on a structural model created. Personality traits and information literacy were integrated into the model. Data were collected from 190 university students. The data analysis was conducted using Partial Least Squares Structural Equation Modelling (PLS-SEM). The analysis revealed a significant correlation between epistemological perspectives regarding social media and information-seeking strategies, with the information literacy framework directly influencing these strategies. Several characteristics of social media-specific views were correlated with agreeableness and neuroticism. Conscientiousness is the personality trait that has the most profound impact on the methods of online information acquisition[151].

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Indeed, all of the personality traits identified in the big five personality theory has been found to influence library usage in one way or the other. For instance, extroversion, defined as an individual's propensity to be communicative, vivacious, assertive, sociable, adventurous, and active has implications for library use. Students who exhibit high levels of extroversion are more likely to engage in the information-seeking process than those with low levels of extroversion, as it is believed that the psychic energy of extroverts typically flows outward. Once more, students who exhibit high levels of extroversion are frequently perceived as domineering and attention-seeking, while those with low levels of extroversion may be perceived as self-absorbed due to their reserved, reflective nature. Previous research has indicated that students' information seeking behaviour is significantly influenced by their extroversion. A scholar discovered that extroversion has a positive impact on the information seeking behaviour of university students [152]. Extroverts would pursue information regardless of its necessity. As suggested another expert, a logical explanation of these findings may be associated with the assumption that pupils who are high in extroversion will acquire more knowledge than those who are low in extroversion[149].

Studies discovered that extrovert students exhibit a high level of inquiry zeal and are more purposeful in their information needs. A high information seeker is frequently observed to be actively utilising, sharing, and exchanging information to the fullest extent. Extrovert students are typically characterised by their enthusiasm, activity, and confidence, as well as their ability to quickly solve problems and utilise their social skills, which are evident in their information seeking. Consequently, they encounter fewer impediments during their information-gathering process.

Furthermore, extrovert students' enthusiasm, activity, and self-assurance are the primary factors that motivate them to pursue information. They would also desire to acquire a significant amount of information without being overly methodical in their pursuit.

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According to another study, extrovert students are more diverse and comprehensive in their information search and utilise the majority of the available resources to obtain information. Students with a high level of extroversion may be more critical in their selection of pertinent documents from the vast amount of information that has been retrieved. They are more likely to critically review the documents to ensure that they are authentic before utilising them[150].

It has also been observed that an extrovert's enthusiasm for their work is significantly impacted when they are given a limited amount of time to complete an assigned task. This is also true of postgraduate students in universities in Benue state, as their personalities and conduct are also diverse. The effusive students may exhibit signs of enthusiasm, activity, assertiveness, sociability, and energy, as well as be influenced by various factors when seeking information. Postgraduate students in universities in Benue state may also be impacted by factors such as relevant difficulties, time pressure, critical information judgement, effort invested in information acquisition, accidental information discovery, and retrieving information from previous knowledge[153]. These factors could also significantly influence the content and relevance of the information that is retrieved.

Individuals who are reliable, dutiful, organised, responsible, goal-oriented, and hard-working are characterised by their conscientiousness. Students who exhibit high levels of conscientiousness are known to be strong-willed, determined to succeed, possess self-control, be persistent, and be willing to work diligently. Students with high levels of conscientiousness are frequently perceived as obstinate and obsessed, while those with low levels of conscientiousness are associated with spontaneity and adaptability, but they can also manifest as sloppiness and a lack of reliability.

Experts assert that highly scrupulous students are high information seekers, and their submissive, methodical, and disciplined nature results in fewer obstacles encountered during

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the information seeking process. Conscientious students experience feelings of anxiety and tension when they attempt to obtain information, as they are highly organised and efficient. It is also believed that the more conscientious a pupil is, the more competent, dutiful, orderly, and responsible they become[150].

Conscientiousness was discovered to be correlated with information seeking behaviour in a study. Students who are conscientious are punctual, reliable, and determined. A student's positive information seeking is facilitated by this trait dimension. Students who are conscientious are typically motivated to perform well in their information seeking process and are achievement-oriented[154]. Additionally, they possess the self-discipline and diligence that this frequently necessitates. Conscientious students are adept at organising their studies and managing their time. This methodical approach to studying is also evident in the context of information acquisition. Structured and organised research is a common search strategy for conscientious students, with a particular emphasis on high-quality sources[155].

Furthermore, the trait induces behaviours that facilitate learning processes, including high study morale and persistence. Students who are conscientious are inclined to work diligently on their assignments and exercise caution in meeting the requirements of the assigned tasks. Similarly, conscientious students have been identified as active information seekers who exert effort in their pursuit of pertinent information[153]. They may even gather information that is unnecessary for their objectives, such as passing a test, in order to ensure that they do not overlook any crucial information.

When it comes to the ethical use of information, conscientious students have also exhibited a high academic morale. It is improbable that they will engage in dishonest behaviour, including falsification and plagiarism[156]. Consequently, students who exhibit a high level of conscientiousness encounter fewer obstacles when pursuing information as a result of

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their disciplined, orderly, and diligent demeanour. These characteristics are also applicable to postgraduate students at universities in Benue state, as the students exhibit a variety of personality traits. High-level conscientious students may exhibit a high level of competence, discipline, and achievement in their pursuit of information, often demonstrating a willingness to exert more effort. The information seeking process of postgraduate students may also be influenced by factors such as relevant difficulties, time pressure, critical information judgement, effort put into seeking information, accidental information discovery, and retrieving information from previous knowledge.

The big-five personality trait dimension of openness to experience is defined by individual active imagination, intellectual curiosity, aesthetic sensitivity, vivid imagination, and independent judgement. Openness to experience is a dominant personality trait dimension that influences information seeking behaviour. This is due to the fact that it reflects an individual's originality and curiosity disposition, which in most cases prompts them to seek insight from others. Consequently, it is anticipated that individuals who exhibit a high level of openness will be more inclined to generate ideas than those who exhibit a low level of openness. Experts asserts that a diverse and invitational information attitude is the result of a high degree of openness to experience[153]. The student who is more critical and open-minded is inclined to retrieve a wide variety of information rather than a limited number of precise ones. Additionally, the openness to experience student's creative and inquisitive nature causes them to feel despondent and panicked when they have a limited amount of time to complete their assignment. Students who are more open to information tend to experience a sense of excitement when they pursue it[150,151].

Students who are open to experience and possess intellectual curiosity are process-oriented and derive pleasure from examining texts that provide them with ideas and insight. Students who exhibit a high level of receptivity are also more likely to critically evaluate the

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information they have retrieved prior to incorporating it into their work. Critical and open-minded students prioritise the acquisition of a diverse array of information over a limited number of precise ones. Postgraduate students in universities in Benue state may also benefit from the characteristic of openness to experience. The extent to which a student is receptive to experience is related to the extent to which they are influenced by factors such as relevant difficulties, time pressure, critical information judgement, effort expended in the pursuit of information, accidental information discovery, retrieving information from previous knowledge, and barriers in the information-seeking process. Consequently, the limited time available to acquire information may induce feelings of dread and discouragement in open-minded students due to their creative and inquisitive nature.

Individuals who are helpful, decent, courteous, charitable, cheerful, and cooperative are characterised by the personality trait dimension of agreeableness. According to a study, individuals who exhibit agreeable qualities are less egoistic and exhibit a high level of fervour for information seeking. Their search patterns are diverse and they utilise the majority of their information sources as a result of their motivation. Additionally, students who are amenable are more likely to adhere to deadlines, as they are more likely to complete the desired work within the designated time. They experience anxiety when they are unable to retrieve the necessary information to complete their task in a timely manner. Previous research has demonstrated that individuals who exhibit a high level of agreeableness are always willing to share their knowledge, experiences, and best practices. Students' information seeking behaviour is significantly influenced by agreeableness. Students who are in agreement are more discerning when selecting pertinent information. They conduct a comprehensive review of the information to identify the most authentic and reliable sources. Students who exhibit a high level of agreeableness are more inclined to participate in the information-seeking process[157]. Postgraduate students at universities in Benue state

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may also benefit from the agreeable qualities. The students who are agreeable are more likely to meet the deadline when they are in the process of pursuing information. This attitude is evident in their behaviour when they are under time constraints; they also experience anxiety when they are unable to retrieve information and attempt to critically evaluate each piece of information. They exert the maximum amount of effort when acquiring information and retrieving information from previous knowledge.

Neuroticism is characterised by a variety of negative emotions, including anxiety, sorrow, and worry. It also encompasses negative emotions such as anxiety, melancholy, and anger, all of which have a detrimental impact on the behaviour of information seekers. It is likely that pupils who exhibit high levels of neuroticism would not succeed in their pursuit of information as a result of these negative emotions. Students' successful information seeking is impeded by negative emotions[158]. This is due to the fact that a student who is in control of their emotions is typically calm, relaxed, and less neurotic, which enables them to satiate their information retrieval urge and overcome the majority of the obstacles that arise during their information seeking process. Negative emotions are a source of energy consumption and concentration disruption for high-level neurotic students, as they fail to critically evaluate the information prior to its application. Postgraduate students in universities in Benue state may also exhibit the characteristics of the neurotic trait. In public, students who exhibit high levels of neuroticism exhibit anxiety, melancholy, anger, fearfulness, and insecurity. Due to their neurotic tendencies or negative emotions, they may not have sufficient time to critically analyse and evaluate a document before retrieving and utilising it. Additionally, students who experience negative emotions frequently have difficulty concentrating and are easily distracted[157].

Another study investigated the distribution of personality factors among education students in Ghana and their influence on information literacy skills. The research utilised a cross-

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sectional descriptive survey methodology. The research sample comprised 370 students from three institutions of education, recruited both randomly and purposefully. The data were examined utilising descriptive (mean and standard deviation) and inferential (standard multiple regression) statistical methods at a significance level of p=0.01. Agreeableness was the predominant trait among college students, whereas openness to experience was the least common. The study revealed that personality traits, including agreeableness, conscientiousness, extraversion, and openness to experience, had a statistically insignificant impact on information literacy skills. Nonetheless, the neurotic trait exerted a statistically significant influence on information literacy skills. The neurotic students' pursuit of further information was enhanced by their personality traits and orientation. The study asserts that educators and associated staff in Colleges of Education should familiarise themselves with the personality profiles of their students to enhance their overall information-seeking abilities, competencies, and learning outcomes[156].

In Nepal, researchers examine the influence of information literacy competences on the effect of personality traits on knowledge sharing behaviour inside information services. The research strategy employed a sequential mixed-methods approach. To develop the two less recognised factors of knowledge sharing behaviour and information literacy competencies inside actual information services, the existing literature was systematically reviewed and validated. Two conceptual models, accompanied by two preliminary questionnaires, were created and subsequently validated by a panel of 10 relevant experts via semi-structured interviews. The Five-Factor Inventory was employed as a well-established instrument for collecting data on personality variables. The quantitative section's sample population comprised 160 librarians employed at the central libraries of state universities in Tehran, Iran. Data analysis was performed by structural equation modelling utilising Smart PLS software.

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The findings indicated that personality factors exerted a positive and significant influence on information literacy competencies, evidenced by a path coefficient of 0.48, while information literacy competencies positively and significantly affected knowledge-sharing behaviour, with a path coefficient of 0.47. Nonetheless, a path coefficient of 0.02 indicates that personality characteristics exerted no direct influence on knowledge sharing behaviour; rather, their indirect effect was validated through the mediating role of information literacy competencies[159].

Gul, Mahajan, Shah, and Tun-Nisa (2014) conducted a study on the impact of personality factors on the information-seeking behaviour of research scholars associated with the Department of Botany at the University of Kashmir, India. The study examined the big five personality dimensions neuroticism, extraversion, conscientiousness, agreeableness, and openness to experience, to assess the information-seeking behaviour of research academics. The sample size comprised fifty-two (52) university research scholars, and data was collected via a questionnaire. The questionnaire comprised forty-four (44) items assessing personality traits and sixteen (16) items evaluating information-seeking behaviour. The collected data was evaluated using Pearson Product Moment Correlation at a significance threshold of 0.05.

The results indicated that all dimensions of the Big Five personality traits were connected with information-seeking behaviour. The examined study is pertinent to the current research in practically all aspects, except for the domain of study and the research questions. The examined study and the current study differ in their utilisation of statistical tools. The analysed work employed Pearson Product Moment Correlation, whereas the current study utilised Chi-square to evaluate the hypotheses at a 0.05 significance level. The reviewed study analysed the impact of personality traits on the information-seeking behaviour of research scholars, whereas the current study has explored the perceived effect of personality

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traits on the information-seeking behaviour of postgraduate students in universities in Benue State. Nonetheless, these findings may also be applicable to university students.

A study on the impact of the big-five personality traits on information sharing among academic personnel at a public institution in Malaysia. The research employed the big-five personality traits to assess knowledge sharing. The sample size was one hundred thirty-three (133) academic staff, and data collection was conducted via a questionnaire. The acquired data was examined using multiple regression analysis via version 21 of the Statistical Package for Social Sciences (SPSS) software[160]. Research indicated that aspects of personality traits are connected with information sharing among individuals. Their findings can also be applied to university students.

The examined study is pertinent to the current research regarding the variables of personality traits, employing a survey research design and a questionnaire for data collection. Both studies employ mean ($\overline{X}$) and standard deviation (SD) to address research enquiries. Nonetheless, the examined study and the current study diverge in their respective fields of inquiry. The examined study assessed the big-five personality trait dimensions regarding knowledge sharing among academic personnel at a public university in Malaysia, whereas the current study has explored the perceived impact of personality traits on the information-seeking behaviour of postgraduate students in universities in Benue State.

A related study conducted examined the five personality dimensions and their impact on the information behaviour of master's degree students at Abo Akademi University, Finland. The research employed the five personality dimensions: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness to assess the information behaviour of students. Five research questions were posed. The sample size consisted of three hundred and five students, and data was collected via a questionnaire. The collected data was

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evaluated using Pearson Product Moment Correlation at a significance threshold of 0.05. The findings indicated that the five personality dimensions link with students' information behaviour.

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2.4 Conceptual Model

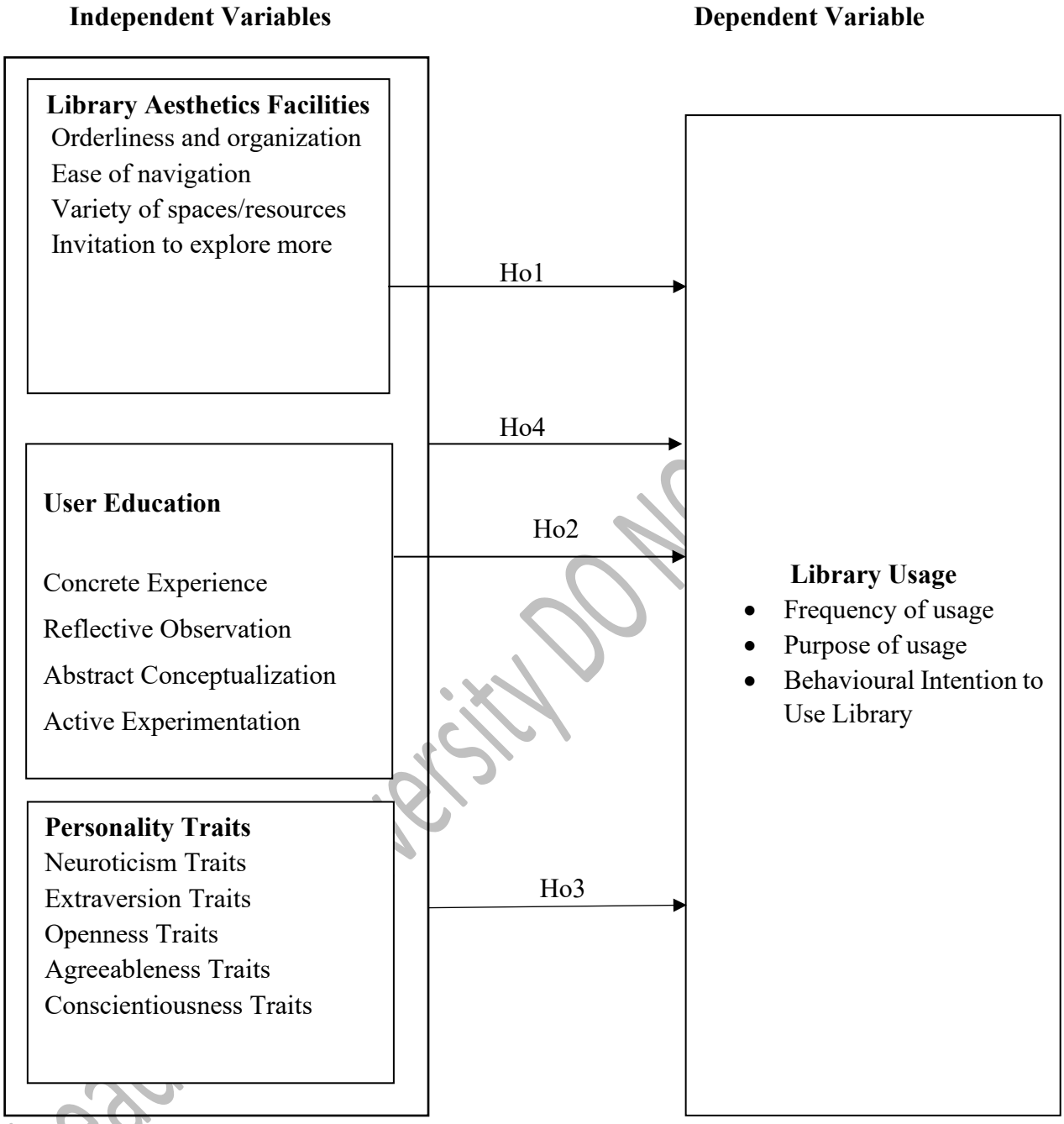

Figure 2.2: Conceptual model on Library Aesthetics, User Education, Personality Traits and Library Usage by Undergraduates in Oyo State, Nigeria.

(Source: Researcher, 2025)

The model proposes linkages between and among the independent variables (library aesthetics, user education effectiveness, and personality traits), and dependent variable; library usage by undergraduates. From the model, it is assumed that there is a relationship between library aesthetics and library usage by undergraduates. Also, there could be a link between user education effectiveness and library usage by undergraduates. The model also proposes a relationship between personality traits and library usage by undergraduates. In addition, the model also seeks to test the combined influence of library aesthetics, user effectiveness, and personality traits on the dependent variable; library usage by undergraduates.

2.5 Summary of Gaps in Literature Reviewed

Empirical and conceptual review of literature in the study revealed that variables such as library aesthetics, user education effectiveness and personality traits are liable to influence library usage by undergraduates. However, it seems much had not been conducted on the relationship between the independent variables of this study and the dependent variable within the context of Nigeria, especially among undergraduates. This is reflected in the review as majority of these studies were carried out in America, Europe and Asia, with very few conducted within the African continent and most especially Nigeria among undergraduates.

From the review involving the relationship between library aesthetics and library usage by undergraduates, there seems to be a dearth a literature from Nigeria and the African continent as a whole. This is because within the body of the discussion of the components of library aesthetics in relation to library usage by undergraduates, reference was not made to much empirical studies from Nigeria. This shows that perhaps much has not been done in this area. Similarly, only few studies from Nigeria have also reported on the relationship between user education effectiveness and library usage by undergraduates.

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Based on the literature reviewed, empirical data on the influence of personality traits on library usage by undergraduates is very limited in the context of Africa especially among Nigerian sample, the few published studies were either on academic performance of students or on academic achievement of students. More so, there are inconsistencies in the findings of these researchers. The review has also revealed that perhaps no study within or outside Nigeria has empirically examined the combined influence of library aesthetics, user education and personality traits on library usage by undergraduates. This gap in literature raises the need to further investigate these factors among undergraduates as they relate to library usage.

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Chapter Three

Methodology

This chapter presents the research design and the measures employed for the study of library aesthetics, user education, personality traits and library usage with the following sub-headings: research design, population of the study, sampling technique and sample size, data collection instrument, reliability and validity of research instruments, data collection procedure, and method of data analysis.

3.1 Research Design

The descriptive research design was adopted for this study. Specifically, the survey research design was employed. This research design allowed the researcher to determine the relationships between the variables of the study without any manipulations[1]. Thus, by the use of this research design, the researcher identified and established the relationship between library aesthetics, user education, personality traits and library usage by undergraduates in Oyo State, Nigeria.

3.2 Population of the Study

The population of this study comprised undergraduates enrolled in universities across Oyo State, Nigeria. Oyo State hosts a diverse range of institutions spanning federal, state, and private ownership. As shown in table 3.1 are these universities; University of Ibadan(16,500), Ladoke Akintola University of Technology Ogbomoso(30,000), Emmanuel Alayande University of Education, Oyo(5759), Abiola Ajimobi Technical University Ibadan(743), Lead City University Ibadan(6450), Ajayi Crowther University, Oyo (3938), Dominican University Ibadan (450), Dominion University Ibadan (354), Kola Daisi University Ibadan(500),Atiba University, Oyo (174), Precious Corner Stone University Laogun, Ibadan, (520).

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Table 3.1 Population of the Study

S/N	Universities	Student Population
1	University of Ibadan	16,500
2	Ladoke Akintola University Ogbomoso	30,000
3	Emmanuel Alayande University of Education, Oyo	5759
4	Abiola Ajimobi Technical University, Ibadan	743
5	Lead City University Ibadan	6450
6	Ajayi Crowther University, Oyo	3938
7	Dominican University Ibadan	450
8	Kola Daisi University Ibadan	500
9	Atiba Universsity, Oyo	174
10	Precious Cornerstone University Ibadan	520
11	Dominion University Ibadan	354
	Total	**65,388**

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3.3 Sample Size and Sampling Technique

The sample of the study was three hundred and eighty-two undergraduates that were used as the study sample. The sample was decided using the Krejcie and Morgan Sample Table. Multistage sampling technique was used for sampling. In the first step, balloting was used to pick four similar faculties from each of the two schools at random. For the second round, one department from each of the four faculties were chosen on purpose. to have the most students. A fraction of the sample was extracted according to the contribution of each university to the total population using proportional sampling technique.

The breakdown of the sample is presented in Table 3.2 while Table 3.3 and Table 3.4 were used for the exact sample size.

Table 3.2: Study Sample

Krejecie and Morgan Table

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

Note- N is population size. S is sample size.

Source: Krejcie & Morgan, 1970

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Table 3.3: Stratified Sampling Calculation

S/N	Universities	Percentage of Total Population	Sample Percentage
1	University of Ibadan	(16,500/65388*100) = 25.2	(25.2*382)/100 = 96.3
2	Ladoke Akintola University Ogbomoso	(30,000/65388*100) = 45.9	(45.9*382)/100=175.2
3	Emmanuel Alayande University of Education, Oyo	(5,759 /65388*100) =8.8	(8.8*382)/100 =33.6
4	Abiola Ajimobi Technical University, Ibadan	(743/65388*100) =1.1	(1.1*382)/100 =4.2
5	Lead City University Ibadan	(6,450 /65388*100) =9.9	(1.1*382)/100 =37.6
6	Ajayi Crowther University, Oyo	(3,938 /65388*100) =6.0	(6.0*382)/100 =23
7	Dominican University Ibadan	(450/65388*100) =0.6	(0.6*382)/100 =2.6
8	Kola Daisi University Ibadan	(500/65388*100) =0.760	(0.760*382)/100 =2.9
9	Atiba Universsity, Oyo	(174/65388*100) =0.3	(0.3 *382)/100 =1
10	Precious Cornerstone University Ibadan	(520/65388*100) =0.79	(0.79*382)/100 =3.0
11	Dominion University Ibadan	(354/65388*100) =0.54	(0.54*382)/100 =2.0
	Total	100	382

Table 3.4 Sample Size

S/N	Universities	Sample Size
1	University of Ibadan	96
2	Ladoke Akintola University Ogbomoso	175
3	Emmanuel Alayande University of Education, Oyo	34
4	Abiola Ajimobi Technical University, Ibadan	4
5	Lead City University Ibadan	38
6	Ajayi Crowther University, Oyo	23
7	Dominican University Ibadan	3
8	Kola Daisi University Ibadan	3
9	Atiba Universsity, Oyo	1
10	Precious Cornerstone University Ibadan	3
11	Dominion University Ibadan	2
	Total	382

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3.4 Description of Research Instrument

The data collection instrument used for this study was questionnaire. The questionnaire consists of four sections with close and open-ended questions. Section A was self-developed by the researcher to elicit demographic profile of the respondents; tagged "Demographic Profile Scale" consists of four questions which were used to measure the demographic profile of the undergraduates. Examples of such are name of institution, age and gender.

Section B: This section focused on the level library usage by the respondents. The section contains items adapted from the literature[1]. It was divided into three subsections namely; purpose of library use, frequency of library use and intention to use library. All of the statements were measured by a 4-gest Likert scale such as "daily", "weekly", "monthly", "never". The questions are; Purposes of library use; I use the library for personal reading/studying; I use the library to study/read for examinations. For frequency of use; I visit the library to access academic resources; I use the library as a place for reading and personal study. While for behavioural Intention to Use Library**;** I intend to use the library regularly in the upcoming semester. I plan to access library resources whenever I have research needs.

Section C: Library aesthetics questions were adapted from literature. The section consists of four sub-sections with 16 items measuring; Orderliness and organization, Ease of navigation, variety of spaces/resources and invitation to explore more[9].

For orderliness and Organization; the library environment was cleaned and well-maintained. Books and resources are neatly arranged on shelves. For ease of navigation; the layout of the library makes it easy to find study areas. Signage and directional guides in the library are clear and helpful.

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For variety of spaces/resources; the library offers different types of study spaces (e.g., quiet areas, group spaces). The resources provided (print and digital) meet diverse academic needs. While for invitation to explore more (mystery/attractiveness), the design of the library encourages me to explore new areas and resources. The arrangement of spaces sparks curiosity and makes the library feel inviting.

Section D: focused on user education experienced by undergraduates in university libraries across Oyo State, Nigeria. The items in the section were adapted from literature[2],[3],[4],[5]. The section is organised under subsections such as: Concrete Evidence (CE), Reflective Observation (RO), Abstract Conceptualization (AC), Active Experimentation (AE). All of the statements are measured by a 4-point Likert scale such as 1-Very High, 2-High, 3-Low and, 4-Very Low. For Concrete Experience (CE); I actively participated in library activities that allowed me to engage directly with resources. During library sessions, I was encouraged to experience real-life applications (using databases, checking out items). For Reflective Observation (RO); after learning activities in the library, I was encouraged to reflect on what I observed or experienced. I had the chance to discuss my experience with librarians or peers to improve understanding. For Abstract Conceptualization (AC), I translated my practical library experiences into general principles about information searching. Library instruction helped me form theories about efficient research strategies. While for Active Experimentation (AE); I applied the strategies learned in the library to my own research tasks. I tested new search strategies or tools based on what I learned in library instruction.

Section E: focused on the personality trait of the respondents. It was adapted from All port Personality scale. The section is guided by the metrics provided by the big five personality traits such as: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

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Each item is measured on 4-point Likert scale such as VLoM (Very Likely of Me), LoM (Likely of Me), SLoM (Somewhat Likely of Me), NLoM (Not Likely of Me). For Openness

Events in my university would hardly pass within library community without me witnessing it, I derive joy in being involved in library usage in my university. For conscientiousness Doing my assignment is always a challenge using library. I usually forget the information resources to be used before I get to the library. For Extraversion**,** I do not find it interesting relating with everyone within library community, My colleagues think I am tough and unfriendly, for agreeableness, It is hard for me to forgive people, I love being diplomatic, while for neuroticism, I am always tensed during library instruction class, library environment irritates me.

3.5 Validity of the Research Instrument

When developing a new research instrument such as a questionnaire, it is vital to demonstrate face validity. Thus, the research instrument were submitted to the supervisor and three other lecturers in the Department of Information Management, Faculty of Communication and Information Science, Lead City University, Ibadan, to ascertain the face validity, resulting in useful criticism, corrections and additions which were effected.

3.6 Reliability of the Research Instrument

The reliability of the research instrument was determined by the degree of accuracy and consistency when the instrument was administered. The initial research instrument was circulated and pilot-tested on selected students of University of Ilorin, Kwara State with 10% of the total sample of the respondents were pilot-tested. The high inter-correlation among items in a scale, thus, the higher the correlations among items, the higher are the individual item reliabilities resulting in increased reliability of the scale[11]. Cronbach's Alpha, is the reliability coefficient of an important indicator of the quality of a scale. The closer Cronbach's Alpha is to 1.0, the higher the consistency of the items in the scale.

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Therefore, the internal reliability of the research instrument was measured by Cronbach's alpha. Thus, the result of the Cronbach's Alpha of library aesthetics instrument was tested at 0.92, level of confidence, user education was tested at 0.94, personality traits 0.92 and library usage 0.90 level of confidence. Based on the feedback from the respondents, several modifications were made, the final version of the corrected questionnaire was then sent out on distribution.

3.7 Method of Data Collection

The research instrument was administered to all respondents from selected universities in Oyo State. A covering letter introduced the researcher and described the purpose of the survey soliciting the cooperation of the library personnel and students to promptly fill and return the questionnaire was attached to the questionnaire. Two research assistants were engaged and trained in data collection, along with the professional colleagues in the institutions. Before the exercise, however, permission were obtained from relevant authorities.

3.8 Method of Data Analysis

The data were collected in respect of the research questions 1-3 for this study, and were summarized and analysed using descriptive statistics such as percentages, frequencies, mean and standard deviation. The null hypotheses were tested using Pearson's Product Moment Correlation. The Statistical Product and Service Solution (SPSS Version 22) was used in analysing the data.

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Endnotes

[1] Olaniyi, A. M., & Awujoola, O. A. (2024*). Library factors and user education as determinants of library use by undergraduates in two universities in Oyo State*, Nigeria. **Library Philosophy and Practice(e-journal)**, 8127, 1-17.

[2] Governor, A. H., & Mesagan, O. F. (2024). *User Education Practices for Effective Use of Library Resources and Services in Colleges of Education in Delta State, Nigeria*. **Didaktika**: **Journal Kependidikan,** 13(3), 2921-2936.

[3] Chukwuji, C. N. (2019). *Undergraduates' Perception of Use of Library Course as Aid to Use of Resources in Universities in North West, Nigeria*. **NAU Journal of Library and Information Science**, 4, 61-73.

[4] Rathnayaka, R. M. D. P. (2024). *Learning Odyssey: Assessing User Satisfaction through Library Guided Tour***. Sri Lanka Library Review**, 38(1).

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Chapter Four

Results and Discussion of Findings

In this chapter, result obtained through primary source is presented for discussion and analysed in frequency and percentage tables. The research questions were analysed with descriptive statistics, while regression analysis was used to analyses the research hypotheses. Also, the hypotheses were tested at 0.05 level of significance. The researcher administered three hundred and eighty-two copies of the questionnaire to undergraduates in Universities across Oyo State. At the end of the data collection process, two hundred and ninety-two of the questionnaire were returned. This represents about 76.4% return rate which is considered adequate for generalisation. The breakdown of the returned questionnaire presented in Table 4.1.

4.1 Response Rate

Table 4.1: Response Rate

Response	**Frequency**	**Percentage %**
Returned and used	292	76.4
Not Returned	90	33.6
Returned but not used	00	00
Total Number of the distributed questionnaire	382	100

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4.2 Demographic Characteristics

Table 4.2 presents the demographic distribution of the respondents who participated in the study.

Table 4.2: Demographic Distribution of the Respondents

		Frequency	Percentage
Gender	Male	114	39.0
	Female	178	61.0
	Total	**292**	**100.0**
Level	100L	88	30.7
	200L	44	15.3
	300L	85	29.6
	400L	51	17.8
	500L	19	6.6
	Total	**292**	**100.0**
Age	below 16	27	9.3
	16-20	32	11.1
	21-25	129	44.6
	26-30	76	26.3
	31 and above	25	8.7
	Total	**289**	100.0
Faculty	Science	76	26.0
	Management	66	22.6
	Education	115	39.3
	Environmental Management	35	12.0
	Total	**292**	26.0

Source: Fieldwork, 2025

The data on gender reveal that a majority of the respondents were female, constituting 178 (61.0%), while 114 (39.0%) were male. This shows that the female respondents outnumbered their male counterparts, suggesting that female students were more represented in the study population.

Regarding the academic level of the respondents, 88 (30.7%) were in 100 level, 44 (15.3%) were in 200 level, 85 (29.6%) were in 300 level, 51 (17.8%) were in 400 level, and 19 (6.6%) were in 500 level. This implies that the majority of the respondents were in their first and third years of study, while final-year students constituted the least proportion. In terms of

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age distribution, 27 (9.3%) of the respondents were below 16 years, 32 (11.1%) were aged 16–20 years, 129 (44.6%) were between 21–25 years, 76 (26.3%) were aged 26–30 years, and 25 (8.7%) were 31 years and above. This indicates that most of the respondents were within the 21–25 years age range, reflecting a youthful student population typical of undergraduate cohorts.

The distribution according to faculty shows that 115 (39.3%) of the respondents were from the Faculty of Education, 76 (26.0%) from Science, 66 (22.6%) from Management, and 35 (12.0%) from Environmental Management. This pattern suggests that students from the Faculty of Education formed the largest proportion of the study sample. Overall, the demographic data demonstrate that the respondents were predominantly female, mostly aged between 21–25 years, largely 100 and 300 level students, and mainly from the Faculty of Education.

4.2.1 Research Questions

Research Question One: What is the level of library usage among undergraduates of universities in Oyo State, Nigeria?

Table 4.3 presents the analysis of the level of library usage among undergraduates of universities in Oyo State, Nigeria.

Table 4.3: Level of Library Usage by Undergraduates of Universities in Oyo State Nigeria

Purposes of Library Use	Daily	Weekly	Monthly	Never	Mean
I use the library for personal reading/studying	149 (51.0)	124 (42.5)	16 (5.5)	3 (1.0)	3.43
I use the library to study/read for examinations	79 (27.1%)	15 (53.4%)	48 (16.4%)	9 (3.1 %)	3.04

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I use the library to find materials for my class work and assignments.	97 (33.2 %)	158 (54.1%)	34 (11.6%	3 (1.0%)	3.20
I use the library to consult various information resources such as reference materials (encyclopaedia, yearbook, bulletins, etc.), newspapers, journals among others.	129 (44.2%)	130 (44.5%)	32 (11.0%)	1 (.3%)	3.33
I use the library to consult librarians for my information needs.	158 (54.1%)	118 (40.4%)	13 (4.5%)	3 (1.0%)	3.48
					3.29
Frequency of library use	**Daily**	**Weekly**	**Monthly**	**Never**	
I visit the library to access academic resources	107 (36.6%)	168 (57.5%)	14 (4.8%)	3 (1.0%)	3.30
I use the library as a place for reading and personal study	145 (49.7%)	122 (41.8%	25 (8.6%)	--	3.41
I seek assistance for library staff for research or assignment	133 (45.5%)	127 (43.5%	27 (9.2%)	5 (1.7%)	3.33
I make use of the library's electronic resources	120 (41.1%)	160 (54.8%)	12 (4.1%)	--	3.37
I participate in library-organized activities	160 (54.8%)	117 (40.1%	15 (5.1%)	--	3.50
Average Mean					3.38
Behavioural Intention to Use Library	**Daily**	**Weekly**	**Monthly**		**Never**
I intend to use the library regularly in the upcoming semester.	140 (47.9%)	135 (46.2%)	14 (4.8%)	3 (1.0%)	3.41
I plan to access library resources whenever I have research needs.	82 (28.1%)	149 (51.0%)	54 (18.5%)	7 (2.4 %)	3.05
I am likely to use the library to complete assignments and projects.	97 (33.2%)	141 (48.3%)	54 (18.5%)	--	3.15

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I am willing to encourage others to use the library	152 (52.1%)	131 (44.9%)	9 (3.1%)	--	3.49
I am likely to spread good words about my university library	138 (47.3%)	149 (51.0%)	5 (1.7%)	--	3.46
Average Mean					**3.31**
Aggregate Mean					3.34

Decision Rule

Very low = 1.00 - 1.74
Low = 1.75 - 2.49
High = 2.50 - 3.24
Very high = 3.25 - 4.00

Source: Researcher's Fieldwork, 2025

Library use is examined across three dimensions namely: purposes of library use, frequency of library use, and behavioural intention to use the library. Under the dimension of purpose of use, several indicators were examined. The responses show that 149 (51.0%) of the respondents use the library daily for personal reading and studying, while 124 (42.5%) use it weekly. Only 16 (5.5%) indicated using it monthly, and 3 (1.0%) reported they never used it for this purpose, resulting in a mean score of 3.43, which implies a high level of engagement in personal study activities within the library.

Similarly, 79 (27.1%) respondents use the library daily to study for examinations, 156 (53.4%) do so weekly, 48 (16.4%) monthly, and 9 (3.1%) never do, giving a mean of 3.04. This suggests that students rely on the library moderately for exam preparation.

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For finding materials for classwork and assignments, 97 (33.2%) respondents indicated daily use, 158 (54.1%) use it weekly, 34 (11.6%) use it monthly, and 3 (1.0%) never use it for that purpose. The mean score of 3.20 shows that students frequently visit the library for academic-related materials. Additionally, 129 (44.2%) respondents use the library daily to consult reference materials and journals, while 130 (44.5%) do so weekly, and 32 (11.0%) monthly, with only 1 (0.3%) indicating never. The mean score of 3.33 reflects regular use of the library's information resources.

Lastly, 158 (54.1%) respondents consult librarians daily for their information needs, 118 (40.4%) weekly, 13 (4.5%) monthly, and 3 (1.0%) never, yielding a mean score of 3.48, the highest under this category. This indicates that students actively seek professional assistance from librarians. The average mean of 3.29 across all items shows a generally high level of library utilization for various academic purposes.

In terms of frequency of library use, the results shows high frequency with 107 (36.6%) of the respondents visiting the library daily to access academic resources, 168 (57.5%) weekly, 14 (4.8%) monthly, and 3 (1.0%) never, producing a mean of 3.30. Similarly, 145 (49.7%) use the library daily for personal study, while 122 (41.8%) use it weekly, and 25 (8.6%) monthly, with a mean of 3.41. In term of seeking assistance from library staff, 133 (45.5%) of the respondents indicated that they do so daily, 127 (43.5%) weekly, 27 (9.2%) monthly, and 5 (1.7%) never, resulting in a mean of 3.33. Regarding electronic resources, 120 (41.1%) use them daily, 160 (54.8%) weekly, and 12 (4.1%) monthly, with a mean score of 3.37. Participation in library-organized activities recorded the highest level of engagement, with 160 (54.8%) indicating daily participation, 117 (40.1%) weekly, and 15 (5.1%) monthly, yielding a mean of 3.50. The average mean score of 3.38 under this dimension shows that the respondents' overall library usage frequency is high.

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The result of responses to the items under the dimension of behavioural intention show that 140 (47.9%) respondents intend to use the library daily in the upcoming semester, while 135 (46.2%) intend to do so weekly, 14 (4.8%) monthly, and 3 (1.0%) never, resulting in a mean score of 3.41. Likewise, 82 (28.1%) plan to access library resources daily for research, 149 (51.0%) weekly, 54 (18.5%) monthly, and 7 (2.4%) never, with a mean score of 3.05. For completing assignments and projects, 97 (33.2%) respondents use the library daily, 141 (48.3%) weekly, and 54 (18.5%) monthly, with a mean score of 3.15. Also, 152 (52.1%) are willing to encourage others to use the library daily, while 131 (44.9%) do so weekly, with a mean score of 3.49. Similarly, 138 (47.3%) are likely to spread positive remarks about their university library daily, and 149 (51.0%) weekly, with a mean of 3.46. The average mean of 3.31 in this category reflects a strong behavioural intention toward consistent and positive library use among the undergraduates.

The aggregate mean of 3.34 across all dimensions indicates a high level of library usage among undergraduates in universities across Oyo State. This implies that the majority of students frequently use the library for various academic and informational purposes, maintain regular visitation patterns, and express a strong intention to continue and promote library use in the future.

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Research Question Two: What is the perception of library aesthetics facilities among undergraduates in universities in Oyo State, Nigeria?

Table 4.4 presents the analysis of undergraduates' perceptions of library aesthetic facilities in universities across Oyo State, Nigeria.

Table 4.4: Perception of Library Aesthetics Facilities by Undergraduates in Universities in Oyo State, Nigeria

Orderliness and Organization	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	Mean
The library environment is clean and well-maintained.	135 (46.7%)	140 (48.4%)	14 (4.8%)	--	3.42
Books and resources are neatly arranged on shelves.	112 (38.4%)	152 (52.1%)	25 (8.6%)	3 (1.0 %)	3.28
Study spaces are organized to reduce clutter and distraction.	56 (19.2%)	147 (50.3%)	60 (20.5%)	29 (9.9%)	2.79
The library's arrangement of resources supports effective study and research.	141 (48.3%)	134 (45.9%)	17 (5.8%)	--	3.42
Average Mean					3.24
Ease of Navigation					
The layout of the library makes it easy to find study areas.	82 (28.1%)	149 (51.0%)	54 (18.5%)	7 (2.4%)	3.05
Signage and directional guides in the library are clear and helpful.	97 (33.2%)	141 (48.3%)	54 (18.5%)	--	3.15
Resources are arranged in a way that makes them easy to locate.	152 (52.1%)	131 (44.9%)	9 (3.1%)	--	3.49
The library provides sufficient guidance for new users to navigate effectively.	138 (47.3%)	149 (51.0%)	5 (1.7%)	--	3.46
Average Mean					3.29

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Variety of Spaces/Resources					
The library offers different types of study spaces (e.g., quiet areas, group spaces).	140 (47.9%)	135 (46.2%)	14 (4.8%)	3 (1.0%)	3.41
The resources provided (print and digital) meet diverse academic needs.	158 (54.1%)	119 (40.8%)	9 (3.1%)	6 (2.1%)	3.47
The library environment accommodates both individual and collaborative learning.	150 (51.4%)	118 (40.4%)	21 (7.2%)	3 (1.0%)	3.42
There are adequate facilities to support research, reading, and relaxation.	129 (44.2%)	144 (49.3%)	16 (5.5%)	3 (1.0%)	3.37
Average Mean					**3.42**
Invitation to Explore More (Mystery/Attractiveness)					
The design of the library encourages me to explore new areas and resources.	160 (54.8%)	124 (42.5%)	8 (2.7%)	----	3.52
The arrangement of spaces sparks curiosity and makes the library feel inviting.	142 (48.6%)	137 (46.9%)	13 (4.5%)	--	3.44
The atmosphere of the library motivates me to spend more time there.	139 (47.6%)	143 (49.0%)	10 (3.4%)	--	3.44
The library's aesthetics stimulate my interest in discovering new knowledge.	140 (47.9%)	137 (46.9%)	15 (5.1%)	---	3.43
Average Mean					3.46
Aggregate Mean					3.25

Decision Rule

Very low = 1.00 - 1.74

Low = 1.75 - 2.49

High = 2.50 - 3.24

Very high = 3.25 - 4.00

Source: Researcher's Fieldwork, 2025

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Library aesthetics was assessed under four key dimensions: orderliness and organization, ease of navigation, variety of spaces/resources, and invitation to explore more). The overall aggregate mean score was 3.25, indicating a generally positive perception of library aesthetics among the respondents. The following paragraphs presents the breakdown of the analysis according to each dimension.

Under this dimension, findings reveal that a majority of the respondents strongly agreed (46.7%) and agreed (48.4%) that the library environment is clean and well-maintained, resulting in a high mean score of 3.42. Similarly, 38.4% strongly agreed and 52.1% agreed that books and resources are neatly arranged on shelves (mean = 3.28). However, perceptions were relatively lower regarding the organization of study spaces, where only 19.2% strongly agreed and 50.3% agreed, while 20.5% disagreed and 9.9% strongly disagreed (mean = 2.79). Nonetheless, a substantial proportion (48.3% strongly agree; 45.9% agree) affirmed that the arrangement of resources supports effective study and research (mean = 3.42). The average mean score of 3.24 suggests that respondents generally viewed their libraries as orderly and conducive for academic work.

The dimension of ease of navigation assesses how easily users can locate materials and navigate the library space. Results show that 28.1% of respondents strongly agreed and 51.0% agreed that the library layout makes it easy to find study areas (mean = 3.05). Similarly, most respondents agreed that signage and guides are clear and helpful (mean = 3.15). Moreover, 52.1% strongly agreed and 44.9% agreed that resources are arranged for easy location (mean = 3.49), and 47.3% strongly agreed with the availability of guidance for new users (mean = 3.46). The average mean of 3.29 indicates that students perceive the library as easily navigable and well-structured.

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In terms of spatial and resource diversity, 47.9% strongly agreed and 46.2% agreed that the library provides varied study spaces (mean = 3.41). Likewise, 54.1% strongly agreed and 40.8% agreed that both print and digital resources meet their academic needs (mean = 3.47). Furthermore, a majority (51.4% strongly agree; 40.4% agree) indicated that the library accommodates both individual and collaborative learning (mean = 3.42). The availability of adequate facilities for reading, research, and relaxation was also affirmed (mean = 3.37). The average mean of 3.42 underscores a strong perception of inclusivity and functional diversity in library spaces.

In the dimension of invitation to explore more, the results reflect the motivational and aesthetic appeal of the library. The findings show that 54.8% strongly agreed and 42.5% agreed that the library's design encourages exploration (mean = 3.52). Similarly, 48.6% strongly agreed that spatial arrangement makes the library feel inviting (mean = 3.44). Moreover, 47.6% and 49.0% of respondents respectively strongly agreed and agreed that the atmosphere motivates prolonged use (mean = 3.44), while 47.9% strongly agreed that aesthetics stimulate intellectual curiosity (mean = 3.43). With an average mean of 3.46, this dimension recorded the highest perception score, implying that the aesthetic and spatial design of the libraries exerts a positive psychological influence on students.

Overall, the aggregate mean score of 3.25 indicates that undergraduates in Oyo State universities generally perceive their library environments as aesthetically appealing, well-organized, and conducive to learning. Among the four dimensions, invitation to explore more (mean = 3.46) ranked highest, showing that aesthetic features play a significant role in fostering curiosity and engagement, conversely, orderliness and organization (mean = 3.24) ranked lowest, particularly due to challenges in the organization of study spaces. This implies that while Nigerian university libraries are increasingly improving in spatial design

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and navigability, there remains room for enhancement in ergonomic organization and spatial optimization.

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Research Question Three: What is the level of user education by undergraduates in university in Oyo State, Nigeria?

Table 4.5 presents the analysis of undergraduates' level of user education in university libraries across Oyo State, Nigeria.

Table 4.5: Level of User Education in Universities in Oyo State, Nigeria

Concrete Experience (CE)	**Very High**	**High**	**Low**	**Very Low**	**Mean**
I actively participated in library activities that allowed me to engage directly with resources.	138 (47.3%)	133 (45.5%)	21 (7.2%)	--	3.40
During library sessions, I was encouraged to experience real-life applications (e.g., using databases, checking out items).	112 (38.4%)	157 (53.8%)	23 (7.9%)	--	3.30
I had hands-on interaction with library tools, such as catalogue searches or archival handling.	120 (41.5%)	154 (53.3%)	15 (5.2%)	--	3.36
I found that library instruction sessions involved immersive real-time tasks (e.g., locating sources).	137 (46.9%)	143 (49.0%)	12 (4.1%)	--	3.43
The library provided opportunities to engage physically and mentally with information resources.	118 (40.4%)	136 (46.6%)	35 (12.0%)	3 (1.0%)	3.26
Average Mean					3.35
Reflective Observation (RO)					
After learning activities in the library, I was encouraged to reflect on what I observed or experienced.	108 (37.0%)	121 (41.4%)	62 (21.2%)	1 (.3%)	3.15
I had the chance to discuss my experience with librarians or peers to improve understanding.	89 (30.5%)	118 (40.4%)	84 (28.8%)	1 (.3%)	3.01
I thought about the effectiveness of my approach following the library session.	80 (27.4%)	108 (37.0%)	76 (26.0%)	28 (9.6%)	2.82
I critically assessed what worked well and what could be improved during my library experience.	129 (44.2%)	130 (44.5%)	32 (11.0%)	1 (.3%)	3.33
Post-session discussions helped me understand how I navigated library resources.	158 (54.1%)	118 (40.4%)	13 (4.5%)	3 (1.0%)	3.48
					3.16

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Average Mean					
Abstract Conceptualization (AC)					
I translated my practical library experiences into general principles about information searching.	112 (38.4%)	152 (52.1%)	25 (8.6%)	3 (1.0 %)	3.28
Library instruction helped me form theories about efficient research strategies.	56 (19.2%)	147 (50.3%)	60 (20.5%)	29 (9.9%)	2.79
I connected my library learning to academic concepts or frameworks.	97 (33.2 %)	158 (54.1%)	34 (11.6%)	3 (1.0%)	3.20
I related library resource use to broader research or scholarly activities.	129 (44.2%)	130 (44.5%)	32 (11.0%)	1 (.3%)	3.33
Insights from library sessions informed my understanding of information literacy.	158 (54.1%)	118 (40.4%)	13 (4.5%)	3 (1.0%)	3.48
Average Mean					3.22
Active Experimentation (AE)					
I applied the strategies learned in the library to my own research tasks.	120 (41.1%)	160 (54.8%)	12 (4.1%)	--	3.37
I tested new search strategies or tools based on what I learned in library instruction.	160 (54.8%)	117 (40.1%)	15 (5.1%)	--	3.50
I tried out methods (e.g., Boolean operators) introduced during instruction in my own work.	133 (45.5%)	127 (43.5%)	27 (9.2%)	5 (1.7%)	3.33
I revised my research approach using concepts gained from library sessions.	107 (36.6%)	168 (57.5%)	14 (4.8%)	3 (1.0%)	3.30
I used new strategies learned to explore additional information beyond what was presented.	122 (41.8%)	25 (8.6%)	--	3.41	122 (41.8%)
Average Mean					3.32
Aggregate Mean					3.26

Decision Rule

Very low = 1.00 - 1.74

Low = 1.75 - 2.49

High = 2.50 - 3.24

Very high = 3.25 - 4.00

Source: Researcher's Fieldwork, 2025

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User education in this context refers to the learning processes through which students acquire knowledge, skills, and strategies for effective information search, evaluation, and utilization within the library. It was measured across four key dimensions derived from Kolb's experiential learning model: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). The overall aggregate mean score of 3.26 indicates that students demonstrated a high level of user education, suggesting that library instructional programmes significantly contribute to their information literacy development.

The dimension of concrete experience evaluates students' hands-on and participatory engagement with library resources and activities. The findings show that 47.3% of respondents strongly agreed and 45.5% agreed that they actively participated in library activities that allowed direct engagement with resources, resulting in a mean score of 3.40. Similarly, 38.4% strongly agreed and 53.8% agreed that they experienced real-life applications such as database searches and item check-outs (mean = 3.30). Respondents also affirmed having hands-on interaction with library tools such as catalogues or archives (mean = 3.36), while 46.9% strongly agreed that library instruction involved immersive tasks like locating sources (mean = 3.43). Furthermore, 40.4% strongly agreed and 46.6% agreed that the library provided opportunities for physical and mental engagement with resources (mean = 3.26). The average mean of 3.35 indicates that students actively experience and interact with library resources, a strong foundation for practical learning.

The second dimension examined is reflective observation. This dimension assesses students' ability to reflect, discuss, and evaluate their library learning experiences. Findings reveal that 37.0% strongly agreed and 41.4% agreed that they were encouraged to reflect after learning activities (mean = 3.15). In addition, 30.5% strongly agreed and 40.4% agreed that they discussed their experiences with librarians or peers to enhance understanding

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(mean = 3.01). However, fewer respondents (27.4% strongly agree; 37.0% agree) indicated that they thought about the effectiveness of their approach following library sessions (mean = 2.82), showing moderate reflective engagement. Nonetheless, 44.2% strongly agreed and 44.5% agreed that they critically assessed what worked well during library experiences (mean = 3.33), while 54.1% strongly agreed that post-session discussions improved their navigation of resources (mean = 3.48). The average mean score of 3.16 implies a moderate-to-high level of reflective learning among undergraduates.

In the dimension of abstract conceptualization, the results show that 38.4% strongly agreed and 52.1% agreed that they could translate practical experiences into principles of information searching (mean = 3.28). In contrast, only 19.2% strongly agreed and 50.3% agreed that library instruction helped them form theories about research strategies (mean = 2.79), reflecting lower conceptual engagement. Nonetheless, 33.2% strongly agreed and 54.1% agreed that they connected library learning to academic frameworks (mean = 3.20), while 44.2% strongly agreed and 44.5% agreed that they related library resource use to broader scholarly activities (mean = 3.33). Moreover, 54.1% strongly agreed and 40.4% agreed that insights from library sessions improved their understanding of information literacy (mean = 3.48). The average mean score of 3.22 shows that students have a well-developed ability to conceptualize and generalize their library experiences into broader learning contexts.

Furthermore, the dimension of active experimentation captures students' ability to apply learned knowledge and strategies to real academic situations. The analysis shows that 41.1% strongly agreed and 54.8% agreed that they applied library strategies to their research tasks (mean = 3.37). A similar trend was observed where 54.8% strongly agreed and 40.1% agreed that they tested new search strategies or tools based on instruction (mean = 3.50). In addition, 45.5% strongly agreed and 43.5% agreed that they experimented with search

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techniques such as Boolean operators (mean = 3.33), while 36.6% strongly agreed and 57.5% agreed that they revised their research approach using insights from library sessions (mean = 3.30). Lastly, 41.8% strongly agreed that they explored additional information beyond what was presented (mean = 3.41). The average mean of 3.32 suggests a high level of practical application and experimentation with library-acquired skills.

Overall, the aggregate mean score of 3.26 indicates that undergraduates in universities across Oyo State exhibit a high level of user education, reflecting active engagement with library learning processes. Among the four dimensions, Concrete Experience (mean = 3.35) and Active Experimentation (mean = 3.32) recorded the highest averages, showing that students benefit most from hands-on participation and real-world application of library instruction. Conversely, Reflective Observation (mean = 3.16) had the lowest mean, suggesting that reflection and peer discussion components of library learning are less emphasized. These findings affirm that university libraries in Oyo State effectively support experiential and applied learning but could further strengthen reflective and conceptual integration to achieve holistic information literacy development.

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Research Question Four: What are personality traits by undergraduates in universities Oyo State, Nigeria?

Table 4.6 presents the analysis of personality traits among undergraduates in universities in Oyo State, Nigeria.

Table 4.6: Personality Traits by Undergraduates in Universities Oyo State, Nigeria

Openness	**VLoM**	**LoM**	**SLoM**	**NLoM**	Mean
Events in my university would hardly pass within library community without me witnessing it	140 (47.9%)	135 (46.2%)	14 (4.8%)	3 (1.0%)	3.41
I derive joy in being involved in library usage in my university.	82 (28.1%)	149 (51.0%)	54 (18.5%)	7 (2.4%)	3.05
I have the ability to creatively devise new strategies of accessing information resources	97 (33.2%)	141 (48.3%)	54 (18.5%)	--	3.15
The adoption of innovation into the library user education is always exciting for me	152 (52.1%)	131 (44.9%)	9 (3.1%)	--	3.19
Using works of art to support library instruction makes usage of library interesting for me	138 (47.3%)	149 (51.0%)	5 (1.7%)	--	3.41
Average Mean					**3.31**
Conscientiousness					
Doing my assignment is always a challenge using library	135 (46.7%)	140 (48.4%)	14 (4.8%)	--	3.42
I usually forget the information resources to be used before I get to the library	112 (38.4%)	152 (52.1%)	25 (8.6%)	3 (1.0 %)	3.28
I do not take chances in the course of my studies	56 (19.2%)	147 (50.3%)	60 (20.5%)	29 (9.9%)	2.79
Sometimes, I do not mind doing other things instead of engaging in library usage	141 (48.3%)	134 (45.9%)	17 (5.8%)	--	3.42

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I do not waste time thinking over issues before responding to questions in user education class	158 (54.1%)	119 (40.8%)	9	(3.1%)	6 (2.1%)	3.47
Average Mean						**3.24**
Extraversion						
I do not find it interesting relating with everyone within library community	150 (51.4%)	118 (40.4%)	21	(7.2%)	3 (1.0%)	3.42
My colleagues think I am tough and unfriendly	139 (47.6%)	143 (49.0%)	10	(3.4%)	--	3.44
Using Library could be boring	129 (44.2%)	144 (49.3%)	16	(5.5%)	3 (1.0%)	3.37
My library usage habit could still be improved	140 (47.9%)	137 (46.9%)	15	(5.1%)	---	3.43
Average Mean						**3.41**
Agreeableness						
It is hard for me to forgive people	112 (46.7%)	108 (45.0%)	12 (5.0%)		8 (3.3%)	3.35
I rarely feel touched by what happens to others	132 (55.4%)	56 (35.5%)	14 (5.8%)		8 (3.3%)	3.43
My colleagues always flock around me	112 (50.8%)	106 (43.4%)	14 (5.7%)		--	3.45
I do not tolerate indiscipline when around me	65 (53.3%)	56 (45.9%)	1 (0.8%)		--	3.52
I cannot hide the fact that I am better than my colleagues	68 (55.7%)	48 (39.3%)	5 (4.1%)		1 (0.8%)	3.50
Average Mean						**3.45**
Neuroticism						
I am always tensed during library instruction class	84 (69.4%)	31 (25.6%)	6 (5.0%)			3.64
Library environment irritates me	63 (51.6%)	43 (35.2%)	15 (12.3%)		1 (0.8%)	3.38

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I often feel that library staff are talking about me anytime am in the library	60 (49.6%)	53 (43.8%)	7 (5.8%)	1 (0.8%)	3.42
I try as much as possible to avoid library personnel because they could be irritating	112 (38.4%)	157 (53.8%)	23 (7.9%)	--	3.30
I think my colleagues are better than me in the usage of library	118 (40.4%)	136 (46.6%)	35 (12.0%)	3 (1.0%)	3.26
Average Mean					**3.40**
Aggregate Mean					**3.36**

Decision Rule

Very low = 1.00 - 1.74
Low = 1.75 - 2.49
High = 2.50 - 3.24
Very high = 3.25 - 4.00

Source: Researcher's Fieldwork, 2025

Personality traits were measured under the dimensions of openness, conscientiousness, extraversion, agreeableness, and neuroticism. Under the dimension of openness, 47.9% of the respondents indicated that it is very likely of them that events within the university would hardly pass within the library community without their witnessing it, while 46.2% stated it is likely of them. However, 4.8% reported it is slightly likely, and 1.0% noted it is not likely of them, yielding a mean score of 3.41. In addition, 28.1% affirmed that it is very likely of them to derive joy in being involved in library usage, 51.0% said it is likely of them, 18.5% indicated it is slightly likely, and 2.4% reported it is not likely of them, with a mean of 3.05. Similarly, 33.2% and 48.3% reported that it is very likely and likely of them, respectively, to creatively devise new strategies for accessing information resources, while 18.5% viewed it as slightly likely, yielding a mean of 3.15. For the adoption of innovation into library user education, 52.1% viewed it as very likely of them and 44.9% as likely of them, with only 3.1% indicating slightly likely (mean = 3.19). Lastly, 47.3% said it is very likely and 51.0%

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likely of them that using works of art supports library instruction and makes library use more interesting (mean = 3.41). The average mean of 3.31 indicates that respondents are highly open to new experiences, creativity, and innovative engagement with library services.

Under conscientiousness, 46.7% noted that it is very likely of them that doing assignments is always a challenge using the library, while 48.4% reported it as likely of them and 4.8% as slightly likely, resulting in a mean of 3.42. Furthermore, 38.4% and 52.1% stated that it is very likely and likely of them, respectively, to forget information resources to be used before reaching the library, while 8.6% and 1.0% viewed it as slightly likely and not likely, respectively (mean = 3.28). Concerning their carefulness in studies, 19.2% stated it is very likely of them not to take chances, 50.3% said it is likely of them, while 20.5% and 9.9% viewed it as slightly likely and not likely, respectively, yielding a mean of 2.79. Similarly, 48.3% said it is very likely and 45.9% likely of them to sometimes prefer other activities over library usage (mean = 3.42). Also, 54.1% and 40.8% considered it very likely and likely of them not to waste time thinking before responding to questions in user education classes (mean = 3.47). The average mean of 3.24 implies a moderate to high level of conscientiousness among the respondents, reflecting self-discipline and time-conscious behaviour.

For extraversion, 51.4% considered it very likely of them not to find it interesting relating with everyone in the library community, while 40.4% said it is likely of them, 7.2% slightly likely, and 1.0% not likely of them (mean = 3.42). Similarly, 47.6% viewed it as very likely of them that colleagues think they are tough and unfriendly, 49.0% likely of them, and 3.4% slightly likely (mean = 3.44). In the same vein, 44.2% and 49.3% said it is very likely and likely of them, respectively, to find library use boring, while 5.5% and 1.0% rated it as slightly and not likely of them (mean = 3.37). Moreover, 47.9% reported that it is very likely and 46.9% likely of them that their library usage habits could still improve (mean = 3.43).

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The average mean of 3.41 indicates that respondents show strong social expressiveness but with some discomfort or disinterest in broad social interactions within the library environment.

Regarding agreeableness, 46.7% rated it very likely of them to find it hard to forgive others, 45.0% likely of them, 5.0% slightly likely, and 3.3% not likely (mean = 3.35). Furthermore, 55.4% and 35.5% said it is very likely and likely of them, respectively, to rarely feel touched by what happens to others (mean = 3.43). Also, 50.8% rated it very likely of them and 43.4% likely of them that colleagues always flock around them (mean = 3.45). Moreover, 53.3% and 45.9% viewed it as very likely and likely of them not to tolerate indiscipline when around them (mean = 3.52). Finally, 55.7% and 39.3% stated it is very likely and likely of them not to hide that they are better than their colleagues (mean = 3.50). The average mean of 3.45 suggests that respondents display strong agreeableness and interpersonal awareness, marked by assertiveness and moral consciousness.

Under neuroticism, 69.4% rated it very likely of them to feel tense during library instruction, 25.6% likely, and 5.0% slightly likely, producing a high mean of 3.64. Likewise, 51.6% and 35.2% said it is very likely and likely of them to find the library environment irritating (mean = 3.38). Similarly, 49.6% and 43.8% viewed it as very likely and likely of them that they feel library staff talk about them (mean = 3.42). In contrast, 38.4% and 53.8% considered it very likely and likely of them to avoid library personnel because they find them irritating (mean = 3.30). Finally, 40.4% said it is very likely of them and 46.6% likely of them that their colleagues are better library users, while 12.0% and 1.0% viewed it as slightly and not likely of them, respectively (mean = 3.26). The average mean of 3.40 indicates that students exhibit relatively high neurotic tendencies such as anxiety, self-doubt, and environmental sensitivity during library interactions.

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The aggregate mean of 3.36 across all five personality dimensions suggests that undergraduates in universities in Oyo State generally display moderate to high levels of personality traits influencing their engagement with the library. Openness, agreeableness, and extraversion stand out as the most pronounced dimensions, reflecting students' creativity, social awareness, and willingness to engage with others. However, the relatively high neuroticism indicates an emotional sensitivity that may impact their comfort and sustained engagement in academic library activities.

4.3 Presentation of Hypotheses

The following hypotheses were tested at 0.05 level of significance

$H_0$1: There is no significant influence of library aesthetics on library usage by undergraduates in universities in Oyo State, Nigeria.

Table 4.7 present the results of a simple linear regression analysis conducted to determine the influence of library aesthetics on library usage among undergraduates in universities in Oyo State, Nigeria.

Table 4.7: Influence of Library Aesthetics on Library Usage by Undergraduates in Universities in Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.472[a]	.223	.220	6.74875

a. Predictors: (Constant), Library Aesthetics

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3793.792	1	3793.792	83.296	.000[b]
	Residual	13208.236	290	45.546		
	Total	17002.027	291			

a. Dependent Variable: Library Usage

b. Predictors: (Constant), Library Aesthetics

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.268	3.182		11.713	.000
	Library Aesthetics	.562	.062	.472	9.127	.000

a. Dependent Variable: Library Usage

The model summary reveals a correlation coefficient (R) of 0.472, indicating a moderate positive relationship between library aesthetics and library usage. The R^2 value of 0.223 implies that library aesthetics account for approximately 22.3% of the variance in library usage among undergraduates. This suggests that a well-designed, visually appealing, and comfortable library environment significantly enhances the students' willingness to use library facilities. The adjusted R^2 (0.220) indicates that this relationship remains consistent even after adjusting for sample size, with a standard error of estimate of 6.74875.

The ANOVA results show that the model is statistically significant, with an F-value of 83.296 and a p-value (Sig.) of .000, which less than the 0.05 significance threshold was. This implies that library aesthetics significantly predict library usage among the respondents. In other words, the model provides a good fit for the data, and the influence of library aesthetics on usage is not due to random chance.

The coefficients table provides further insight into the predictive strength of library aesthetics. The unstandardized coefficient (B = 0.562) indicates that for every one-unit improvement in the perceived aesthetics of the library, library usage increases by 0.562 units. The t-value of 9.127 and p-value of .000 show that this relationship is statistically

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significant. Therefore, library aesthetic is a strong and reliable predictor of undergraduates' library usage. The null hypothesis stating that 'there will be no significant influence of library aesthetics on library usage by undergraduates in universities in Oyo State, Nigeria' is thus rejected.

H_02: There is no significant influence of user education on library usage by undergraduates in universities in Oyo State, Nigeria.

Table 4.8 present the results of linear regression analysis on the influence of user education on library usage by undergraduates in universities in Oyo State.

Table 4.8: Influence of User Education on Library Usage by Undergraduates in Universities in Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.536[a]	.288	.285	6.46166

a. Predictors: (Constant), User Education

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4893.633	1	4893.633	117.204	.000[b]
	Residual	12108.395	290	41.753		
	Total	17002.027	291			

a. Dependent Variable: Library Usage
b. Predictors: (Constant), User Education

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.972	2.990		11.362	.000
	User Education	.377	.035	.536	10.826	.000

a. Dependent Variable: Library Usage

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From the model summary, the regression model shows R = 0.536, which indicates a strong positive correlation between user education and library usage. The R^2 of 0.288 implies that approximately 28.8% of the variance in library usage among the undergraduates can be explained by differences in user education alone. The adjusted $R^2 = 0.285$ suggests that this explanatory power remains robust when accounting for sample size and potential overfitting.

The ANOVA results show that the regression model is statistically significant: $F(1, 290) = 117.204$, with $p < .001$ (Sig. = .000). This means that the independent variable: user education reliably accounts for variance in the dependent variable (library usage), and the relationship is unlikely due to chance. The coefficient table added more clarification. The unstandardized coefficient for User Education, B = 0.377, means that for every one-unit increase in the measurement of user education, library usage increases by 0.377 units, assuming that other factors remain constant. The associated t value (10.826; $p < .001$) confirms that user education is a statistically significant predictor of library usage. It is therefore reported that user education is a significant and meaningful predictor of library usage in your sample, explaining nearly 29% of the variance and exerting a moderate to strong effect.

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H_03: There is no significant influence of personality traits on library usage by undergraduates in universities in Oyo State, Nigeria

Table 4.9: Influence of Personality Traits on Library Usage by Undergraduates in Universities in Oyo State, Nigeria**.**

Table 4.9 presents the regression results for testing of the influence of personality traits on library usage by undergraduates in universities in Oyo State, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107[a]	.012	.008	7.61253

a. Predictors: (Constant), Personality Traits

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	196.363	1	196.363	3.388	.067[b]
	Residual	16805.664	290	57.951		
	Total	17002.027	291			

a. Dependent Variable: Library Usage
b. Predictors: (Constant), Personality Traits

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.960	2.283		27.139	.000
	Personality Traits	.118	.064	.107	1.841	.067

a. Dependent Variable: Library Usage

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The model yields R = .107, R^2 = .012, and adjusted R^2 = .008, indicating that personality traits explain only about 1.2% of the variance in library usage. The ANOVA result (F = 3.388, p = .067) is not statistically significant at the 0.05 level, and the coefficient for personality traits (B = .118, t = 1.841, p = .067) also fails to reach significance. Thus, the hypothesis that personality traits have no significant influence is accepted. These results suggest that while personality may play a minimal role, other factors such as user education, library aesthetics, infrastructure, and motivational variables; likely play stronger roles in determining library usage in this particular institutional and cultural context.

$H_0$4: There is no significant combined influence of library aesthetics, user education effectiveness, and personality traits on library usage by Undergraduates in Universities in Oyo State, Nigeria

Table 4.10 Combined Influence of Library Aesthetics, User Education Effectiveness, and Personality Traits on Library Usage by Undergraduates in Universities in Oyo State, Nigeria.

Table 4.10 presents the results of a multiple regression model assessing the combined influence of library aesthetics, user education, and personality traits on library usage by undergraduates in Oyo State universities.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.606[a]	.368	.361	6.11031

a. Predictors: (Constant), Library Aesthetics, User Education, and Personality Traits

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6249.285	3	2083.095	55.793	.000[b]

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Residual	10752.743	288	37.336
Total	17002.027	291	

a. Dependent Variable: Library Usage

b. Predictors: (Constant), Library Aesthetics, User Education, and Personality Traits

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.663	3.745		5.517	.000
Library Aesthetics	.355	.061	.298	5.782	.000
User Education	.286	.036	.408	7.892	.000
Personality Traits	.081	.052	.073	1.565	.119

a. Dependent Variable: Library Usage

The model yields R value of .606, with R^2 being 0 .368 and adjusted R^2 = .361, indicating that, together, these three predictors explain 36.8% of the variance in library usage (about 36.1% after adjustment). The F-test is significant (F = 55.793, p < .001), demonstrating that the model as a whole significantly predicts library usage beyond what would be expected by chance.

Looking at the regression coefficients, library aesthetics has a standardized Beta of .298 (unstandardized B = .355, t = 5.782, p < .001), meaning that improvements in perceived aesthetics are positively and significantly associated with increased library usage, controlling for other factors. in addition, user education exhibits an even stronger effect, with a standardized Beta of .408 (unstandardized B = .286, t = 7.892, p < .001), signifying that higher levels of effective user education predict greater usage, over and above aesthetics and personality. On the other hand, personality traits show a much weaker and non-

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significant effect (standardized Beta = .073, unstandardized B = .081, t = 1.565, p = .119), indicating that once aesthetics and user education are accounted for, personality contributes minimally to predicting usage. In line with these results, the null hypothesis stating that there will be no significant combined influence of library aesthetics, user education effectiveness, and personality traits on library usage by undergraduates in universities in Oyo State, Nigeria, is rejected.

4.4 Discussion of Findings

This study on library aesthetics, user education, personality traits and library usage by undergraduates in Oyo State, has revealed a multi-faceted picture of how undergraduates in Oyo State universities engage with their libraries. The data collected and analysed in this study has answered the research question and helped tested the research hypotheses. In this section, the findings are discussed through the lens of existing studies.

The finding to this research question showed that library usage among the students was relatively high: many undergraduates reported daily or weekly use for personal study, assignments, and consultation with librarians, and the behavioural intention to use library facilities in the future was also strong. This corresponds with several empirical studies in Nigeria. For example, a related study of undergraduates in Ibadan, Oyo State found that a majority of students regularly (often daily) use open-access electronic resources, motivated in part by psychological factors such as attitude and awareness[1]. Meanwhile, another which examined the influence of intrinsic motivation on undergraduate students' usage of library facilities in the federal university Oye-Ekiti found a lower overall usage[2]. The contrast with Oye-Ekiti suggests that there may be some enabling factors stronger or more effectively harnessed in university in Oyo State compared to what is obtainable in Oye-Ekiti. It also suggests that while usage is high, there is variability among institutions, likely driven by

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differences in library infrastructure, orientation programmes, or the perceived quality of library services. The strong behavioural intention in your data is significant: theory and empirical work show that intention often predicts whether usage is sustained or increases over time (see e.g. studies of technology acceptance and information-seeking behaviour). Your findings suggest good potential for maintaining or improving library use, provided supporting conditions are present.

The study found that undergraduates in this study generally perceive their library environments positively: clean, well-maintained, with organized resources, navigable layouts, and a variety of study spaces; among aesthetic dimensions. This aligns with some empirical studies. For instance, in a study which also examined the role of library aesthetics in improved user patronage, focusing on two University Libraries in Oyo State also reported that lighting, cleanliness, layout, and comfort are critical to how often and how long undergraduate use library facilities[3]. Also, *a* study which focused on the influence of library environment on anxiety of new students in federal university of technology Akure found that environmental features reduce anxiety and promote use[4].

However, the finding also found that some aspects of library aesthetics such as ease of navigation and some organizational aspects of study space which corresponds with some studies in Nigeria. On the contrary, a Nigerian scholar examined the perceptions of three hundred postgraduate students at Ladoke Akintola University regarding library aesthetics and the physical environment as motivating factors for enhanced reading, revealing that most students expressed dissatisfaction with the university's interior aesthetics. The respondents deemed the library aesthetically unappealing due to their dissatisfaction with the elements that convey attractiveness inside it. Their findings indicated that respondents believed library aesthetics would enhance patronage, as the library's appeal would

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encourage utilisation[5]. Consequently, it may be inferred that the aesthetics of libraries serve as a motivator for library utilisation according to the respondents.

In a study conducted at the Nnamdi Azikiwe library, it was revealed that the aesthetic features of the library can be grouped under eight categories. These include ventilation, lighting facilities, interior and exterior adornment, and a well-designed floor plan[6]. Ventilation, interior and exterior adornment, lighting facilities, paintings, signage tools, modern furniture, hygienic lavatory and floor seem to be the best Nigerian libraries can offer. The author concluded that the attractiveness, tastefulness, and inspiration of the library are significantly influenced by the availability of library aesthetics. University libraries should provide access to library aesthetics, as they will captivate the mind and evoke convivial emotions. The aesthetic appeal of the library should be the primary consideration during the design phase or the renovation of an existing or new library. Furthermore, an attractive environment that inspires admiration in library patrons is necessary for reading, studying, and conducting research. Users are induced to experience a sense of relaxation by an aesthetically designed library. Students and faculty will frequently utilise a physical space that is aesthetically pleasing, exotic, comfortable, and captivating. Reading, researching, and learning will be stimulated by an aesthetically designed library. Subsequently, augment library patronage among users[7].

The study found a high level of user education with particular strength in areas such as concrete experience and active experimentation. The implication is that students frequently engage in hands-on tasks such catalogue search, information resource retrieval, applying and attempting to try out what they learn in their own work. By contrast, reflective observation *and* abstract conceptualization have somewhat lower scores, meaning fewer occasions for students to reflect deeply on their learning process or to translate practical

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experience into theoretical or strategic knowledge. Empirical literature supports that this pattern is common in many Nigerian universities: user orientation, library tours, instruction sessions often emphasize practical skills and tasks, but reflective learning (peer discussion, self-evaluation, abstract principles) is less frequently included or less well facilitated. For example, in the Ibadan open-access resources study, psychological (attitudinal) factors correlated with resource use, but deeper training or reflection was less examined[8]. Also, in the Oye-Ekiti study, although usage was low, its prediction by intrinsic motivation suggests that when students feel competent and autonomous usage improves[9].

The findings of this study on user education in more nuanced as previous studies has been mostly one-dimensional, focusing on user education as only a single activity involving teaching. For instance, a scholar posited that user education is an academic programmes designed by academic libraries to educate users including fresh students on how to effectively utilize the library resources and services. User education is variously referred to in the library profession as “Library instruction”, “Library orientation” and “use of library instruction”, etc. in whatever sense these are used, the ultimate goal is educating the library user for increased, effective and efficient use of the total library resources and services[10]. User education, also known as library instruction, bibliographic instruction, and library orientation, consists of instructional programnes designed to teach library users how to locate the information they need quickly and effectively, and user education could enable users acquire library skill to identify, access, retrieve and use library materials and its services.

Other form of user education includes orientations and guided tours, both of which remain the most prevalent forms of user education in Nigerian universities. These programs introduce new students to library facilities, catalogues, and procedures. In a study of two

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federal university libraries in South East Nigeria, undergraduate respondents rated the effectiveness of orientation programmes higher than guided tours, suggesting that while both are valuable, orientations may have marginally greater impact in promoting access to digital resources[11]. Academic librarians generally consider library orientation as a vital library programme. It is due to the belief that an introduction to the library's resources and services, would make newly admitted students more inclined to seek assistance for course papers, assignments, projects, and presentations[12].

The result of data analysis on the personality trait profiles of the respondents show that students score relatively high on openness**,** agreeableness, extraversion, moderately on conscientiousness, and also show notable levels of neuroticism (anxiety, tension, self-doubt in library contexts). These traits appear to influence how students experience, use, and interact with the library services. Extraversion characterized by excitability, sociability, talkativeness, assertiveness, and high emotional expression. Those with high extraversion described as sociable individuals, and enjoy interacting with other people. The extraversion-introversion dimension contrasts an outgoing character with a withdrawn nature. Extraverts tend to be more physically and verbally active whereas introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and solitude. Extraverts are adventurous, assertive, frank, sociable and talkative. Introverts may be described as quiet, reserved, shy and unsociable[111].

Extraversion (outgoing and unsociable) is confidence stimulated by others' company, positive emotions, talkativeness. It is the degree of human that tells that an individual is social or anti-social. Personality construct can be measured on the basis of some entities, which can be perceived. Extraversion, identified with individuals who get their energy from interacting with others, have such traits as energetic, talkative, and assertive[13]. Extraversion was related to informal information retrieval as well as preference for thought-provoking

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documents over documents which confirmed previous ideas. Extraverted librarians have an enthusiastic, active and confident character, which was reflected in their information seeking. These energetic and outgoing students wanted to find much information without being very systematic in their quest for it. Their information strategies were characterized by quick solutions and use of social abilities.

Outgoing students often consulted teachers, supervisors and friends as information sources. Superior and senior colleagues are good sources for direct guidelines and literature suggestions, while fellow librarians provide the opportunity for informal feedback and exchange of ideas. The outgoing students particularly welcomed discussions or documents which brought new perspectives to their subject area. Previous research has shown a common resistance to "bother" librarians with information queries. This hesitation is unlikely to restrain outgoing students as social interaction is an important part of their information behaviour[14].

The extraverts' information-seeking activity does not necessarily mean activity also in information use. A broad collection of information does not evidently lead to deep analysis and learning from the information, at least not as measured in marks. Extraversion was in the study shown to have a negative impact on marks Extraverted, outgoing students are likely to prefer to devote their time to social activities instead of studies[12].

While direct empirical work in Nigeria linking personality traits with library usage is less abundant, related studies provide parallels. For example, a study on personality traits, alcohol use and problem drinking among undergraduates in Southwest Nigeria found that extraversion and neuroticism were significantly associated with drinking behaviour, indicating that these traits are active predictors of behavior in student populations[15]. Also,

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another study conducted among undergraduates at University of Ilorin found that openness, conscientiousness, extraversion, and agreeableness are positively related to study habits[16].

The study's finding of high neuroticism in library contexts suggests that library anxiety or emotional discomfort might be impeding optimal use for some. This is important because personality can moderate how environmental or educational interventions are received. For example, a student high in openness may respond well to new, varied resources and library aesthetics, whereas a student high in neuroticism may require more supportive, low-stress conditions[17]. Conscientiousness somewhat lower suggests that planning, organization, and consistency in using library facilities might be areas to support.

The study found that library aesthetics are a strong and reliable predictor of undergraduates' use of library facilities and resources. This finding aligns with prior empirical studies emphasizing the importance of environmental quality in influencing library use. Studies from across the world have examined library aesthetics and its impact on library patrons. One of such studies examined the influence of visual components on user engagement within libraries, specifically targeting libraries in the UAE. The study examined four principal aesthetic constructs which include visual appeal, furniture comfort and functionality, ambience and atmosphere, and signage and wayfinding aesthetics. The study analyses how these factors lead to the establishment of welcoming and inclusive library settings, utilizing a poll of 75 librarians. The research highlights the crucial impact of visual design on improving user experience, satisfaction, and behaviour. The results demonstrate that aesthetically pleasing designs, comfortable and adaptable furniture, an inviting ambiance, and clear signage are crucial elements for promoting participation. Statistical study via ANOVA and correlation tests further substantiated the significance of these elements in influencing users' perceptions and behaviours. The paper concludes that

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aesthetic enhancements in libraries directly influence user satisfaction and engagement, emphasizing the necessity for libraries, particularly in resource-limited settings, to prioritize these design aspects to improve the overall library experience and tackle challenges such as budgetary and spatial limitations[18].

Another study suggested that library aesthetics go beyond library buildings. The study assessed the potential of the dark academia social media trend in the marketing of academic libraries. The paper reviews the social networking platforms YouTube and Instagram and analyses network resources with the Brand24 tool. Resources characterized by Internet users as "dark academia" are prevalent on social media. The dark academia aesthetic presents opportunities for the enhancement of academic libraries, particularly those characterized by conventional architecture, decor, or service delivery methods. The researcher addressed a phenomenon that, despite its social popularity, has not been rigorously examined in the relevant literature. The subject holds significant potential for enhancing the promotional strategies of libraries, particularly those that are older and more conventional, in order to cultivate a robust and favourable image based on attributes frequently regarded as shortcomings. Social media platforms are potent instruments for social influence. Demonstrating the potential impact of social media aesthetics on cultural institutions may enhance public awareness regarding the effective utilization of social media for promotion and image cultivation[19].

Similarly, researcher from China demonstrated how aesthetics is part of a library's selling point. The study explored how the Beijing University of Chemical Technology Library has thoroughly optimized the three dimensions of "resources," "carriers," and "environment," establishing a cohesive set of successful practices. The specific methods are as follows: first, regarding "resources," systematically curating classics that embody the essence of Chinese aesthetic education, thereby providing a foundational document for schools to

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impart aesthetic knowledge; second, concerning "carriers," remaining attuned to contemporary trends, perpetuating the "Red Gene," emphasizing the promotion of Chinese aesthetic education, and enhancing the aesthetic quality of both teachers and students; third, in the "aesthetic education environment," by modifying spatial arrangements and enriching the reading atmosphere, subtly achieving the objective of "beautifying individuals[20]."

In Nigeria, researcher investigated the aesthetic qualities and environmental conditions of libraries as motivating factors for reading, utilizing the Olusegun Oke Library at Ladoke Akintola University of Technology in Ogbomosho, Oyo State, Nigeria as a case study. The research employed the survey methodology. Stratified random sampling was employed to choose 300 postgraduate students from the University. The study's findings indicated that the majority of respondents were dissatisfied with the library's visual interior. The majority of respondents thought that the library's aesthetic would encourage utilization. The report finishes with recommendations emphasizing that university libraries should prioritize not only the development of collections and resources[21]. They should intensify efforts to enhance and modernize the aesthetic, physical structure, and environment of the library to render it visually appealing and attractive, thereby motivating readers, as the library serves as the heart of an institution, both symbolically and spatially.

Another study investigated interactivity, usability, and aesthetics as determinants of undergraduates' preferences for university library websites. A sample of 134 final-year undergraduates enrolled in a Web Design and Management course from two departments across two distinct institutions constituted the study's participants. A researcher-created questionnaire was employed to collect data from the respondents, which was analysed to evaluate the three formulated hypotheses. The findings indicate that all three characteristics are associated with the preference for university library websites. The students' evaluations of interactivity in relation to usefulness and aesthetics were minimal. The three independent

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factors (interactivity, usability, and aesthetics) collectively accounted for 51% of the variance in preferences for university library websites. Each factor significantly contributes to predicting university website preference. All characteristics are important in predicting preferences for university library websites. The results urge for the increase of interactivity in order to have strong correlation with usability and aesthetics and consequently boosting the preference of users for university library websites[22].

Another study from Oyo State examined the whether or not patronage may be impacted by the aesthetics of libraries. 600 undergraduate students from two private universities in Oyo State; Ajayi Crowther University and Lead City University, Ibadan, made up the study's population. The study's findings were analysed using frequency counts, basic statistics, and the mean. The results demonstrated that the two private universities under investigation had a high mean of available aesthetics at 3.03, a high user perception of the library's aesthetics at 2.09, and a strong influence of library aesthetics at 2.91. With a high mean score of 3.01, the majority of respondents believed that the libraries under study have a number of aesthetic issues. Among the suggestions presented is that when designing library buildings, university administration should constantly confer with librarians and experts. This will guarantee that sufficient exterior and internal aesthetics are implemented to pique users' interest. Second, one of the issues with library aesthetics has been noted to be money[23].

A related study which is comparable to the one mentioned above, researchers reported that many students are abandoning academic libraries because they were not aesthetically pleasing[24]. On the contrary, researchers conducted a study with 390 participants from the University of Akwa Ibom to determine whether or not the physical environment of the library affected how library resources were used. They discovered no meaningful connection between the library aesthetics and library patronage. However, their study

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revealed that most respondents did not use the library for research or study for a variety of reasons, with poor library design leading the list of reasons for low usage[25].

Thus, the present study's finding reinforces the global consensus that aesthetic and environmental considerations are integral to library design and functionality, especially in academic settings where ambience shapes students' learning habits and perception of the library as a supportive academic space.

The study also found that user education is a significant and meaningful predictor of library usage among undergraduates in universities in Oyo State, Nigeria. This finding reflects the broader trends across the country and the rest of the world. According to a study on the use and impact of electronic resources at the University of Lagos, majority of postgraduate students research scholars were reported to be aware of e-resources[26]. There is no doubt that a greater percentage of postgraduate students are aware of the availability of electronic information resources, as a result of user education activities of the library and this affected the extent to which the used. The available electronic information resources. In a survey on the acceptance and use of electronic library services in universities respondents were asked to indicate their level of awareness of the available e-library services by responding. The majority of respondents responded that they are aware "To some extent," indicating that they have only a limited understanding of the existence of digital resources and were not well-informed about digital services[27]. This has further emphasised the need for user education.

Researcher examined the impact of user education on the library usage of education college students in South-South Nigeria. The study indicates that libraries in South-South Nigerian schools of education provide user education programs encompassing user instruction, library orientation, guided tours, lectures, seminars, workshops, exhibitions, displays, in-

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house training, posters within the library, and signposts[28]. In another study based on South-South Nigeria, researchers analysed the viewpoints of undergraduate students in Library and Information Science on library user education and the utilisation of the Donald E.U. Ekong Library at the University of Port Harcourt in Rivers State, Nigeria. The study's findings indicated that library orientation, the lecture approach, and the library tour were employed in user education at the Donald E.U. Ekong library, however the online course was inadequate. The scholars determined that user education positively impacts the library utilization of these undergraduate students[29].

In South-West Nigeria, scholars investigate library variables and user education as drivers of library utilization by undergraduates at two universities in Oyo State, Nigeria. The research employed a descriptive survey design. The study found that library orientation is a prevalent technique of user education implemented by university libraries, often conducted once every session. A positive and statistically significant correlation exists between user education and undergraduate library usage in the selected universities ($r = .400$, $P < 0.05$); and library factors and user education in the selected university libraries ($r = .464$, $P < 0.05$). The results indicated that library factors and user education collectively and strongly forecasted library usage ($F = 56.579$, $P < 0.05$, $R2 = .232$).

Another study based on South-west Nigeria investigated the impact of user education on the awareness, accessibility, and utilization of information resources and services by users at the Federal Polytechnic Ede Library. The study's results suggest that library user education programs do not have a substantial impact on the awareness, accessibility, and utilisation of library collections and services of users. This is primarily due to the challenges of relying on a single-day orientation and the absence of assessable library instruction. Consequently, it was recommended that the Polytechnic Library Management work in conjunction with

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the Institution's Management to ensure the timely commencement of a credit-bearing, examinable "use of library" course for all incoming students, among other things[30],[31].

The study found that personality traits of students very weak, non-significant effect, pointing to the possibility that personality by itself is not a primary driver of library use among undergraduates in universities in Oyo State. This is contrary to what has been reported in study in Nigeria and other parts of the world. For instance, researchers in Pakistan explore how students' personality trait can influence their use of the library. The study's results revealed that majority respondents exhibited openness to experience, while only seven exhibited the extraversion personality trait. Additionally, individuals who exhibited the extraversion personality trait were frequently more attuned to their informational requirements. In contrast, individuals who possessed conscientious characteristics demonstrated an increased propensity for information acquisition. The most appropriate personality trait for LIS students was determined to be conscientiousness[32].

Another study assessed the significant influence of the Big Five Personality Traits (BFPT) on ISB and examined the interaction of personality traits with gender, fields of study, or academic performance on information seeking behavior of students in Thailand. The findings demonstrated that Openness to Experience, succeeded by conscientiousness, significantly influenced ISB among the five BFPT traits. Elevated accomplishment and ISB were anticipated by elevated levels of extraversion, agreeableness, conscientiousness, and openness. The ISB mean scores were elevated in females exhibiting any of the five BFPT compared to males. The average ISB scores of students in the Mathematics-Science curriculum with any BFPT surpassed those in the Language Arts-Social Studies program[33].

In a related study, scholars examined the correlations between online information-seeking strategies and epistemological beliefs based on a structural model created. Personality traits

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and information literacy were integrated into the model. Data were collected from 190 university students. The analysis revealed a significant correlation between epistemological perspectives regarding social media and information-seeking strategies, with the information literacy framework directly influencing these strategies. Several characteristics of social media-specific views were correlated with agreeableness and neuroticism. Conscientiousness is the personality trait that has the most profound impact on the methods of online information acquisition[34].

Indeed, all of the personality traits identified in the big five personality theory has been found to influence library usage in one way or the other. For instance, extroversion, defined as an individual's propensity to be communicative, vivacious, assertive, sociable, adventurous, and active has implications for library use. Students who exhibit high levels of extroversion are more likely to engage in the information-seeking process than those with low levels of extroversion, as it is believed that the psychic energy of extroverts typically flows outward. Once more, students who exhibit high levels of extroversion are frequently perceived as domineering and attention- reserved, reflective nature. Previous research has indicated that students' information seeking behaviour is significantly influenced by their extroversion. A scholar discovered that extroversion has a positive impact on the information seeking behaviour of university students[35]. Extroverts would pursue information regardless of its necessity. As suggested another expert, a logical explanation of these findings may be associated with the assumption that pupils who are high in extroversion will acquire more knowledge than those who are low in extroversion[149].

Studies discovered that extrovert students exhibit a high level of inquiry zeal and are more purposeful in their information needs. A high information seeker is frequently observed to be actively utilizing, sharing, and exchanging information to the fullest extent. Extrovert students are typically characterized by their enthusiasm, activity, and confidence, as well as

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their ability to quickly solve problems and utilize their social skills, which are evident in their information seeking. Consequently, they encounter fewer impediments during their information-gathering process.

Furthermore, extrovert students' enthusiasm, activity, and self-assurance are the primary factors that motivate them to pursue information. They would also desire to acquire a significant amount of information without being overly methodical in their pursuit. According to another study, extrovert students are more diverse and comprehensive in their information search and utilise the majority of the available resources to obtain information. Students with a high level of extroversion may be more critical in their selection of pertinent documents from the vast amount of information that has been retrieved. They are more likely to critically review the documents to ensure that they are authentic before utilizing them[150].

It has also been observed that an extrovert's enthusiasm for their work is significantly impacted when they are given a limited amount of time to complete an assigned task. This is also true of postgraduate students in universities in Benue state, as their personalities and conduct are also diverse. The effusive students may exhibit signs of enthusiasm, activity, assertiveness, sociability, and energy, as well as be influenced by various factors when seeking information. Postgraduate students in universities in Benue state may also be impacted by factors such as relevant difficulties, time pressure, critical information judgement, effort invested in information acquisition, accidental information discovery, and retrieving information from previous knowledge[36]. These factors could also significantly influence the content and relevance of the information that is retrieved.

Individuals who are reliable, dutiful, organized, responsible, goal-oriented, and hard-working are characterized by their conscientiousness. Students who exhibit high levels of conscientiousness are known to be strong-willed, determined to succeed, possess self-

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control, be persistent, and be willing to work diligently. Students with high levels of conscientiousness are frequently perceived as obstinate and obsessed, while those with low levels of conscientiousness are associated with spontaneity and adaptability, but they can also manifest as sloppiness and a lack of reliability.

Experts assert that highly scrupulous students are high information seekers, and their submissive, methodical, and disciplined nature results in fewer obstacles encountered during the information seeking process. Conscientious students experience feelings of anxiety and tension when they attempt to obtain information, as they are highly organized and efficient. It is also believed that the more conscientious a pupil is, the more competent, dutiful, orderly, and responsible they become[150].

However, there are empirical evidence to support this finding that personality traits exert a weak and non-significant effect on library usage. This suggests that individual differences like extraversion, openness, conscientiousness, agreeableness, or neuroticism are not strong predictors of how often or how intensely undergraduates use the library. This outcome aligns with certain empirical studies in Nigeria which observe modest or indirect influences from personality in related domains. For instance, a study in Northern Nigeria found that, although personality traits significantly predicted database usage when combined with perceived ease of use, their standalone effect was modest ($R^2 = .169$) and weaker compared to ease of use[37]. Similarly, a study of law students in Kwara State reported that while many personality dimensions (extraversion, conscientiousness, openness, neuroticism) correlated with reading habits, not all traits were significant in every dimension[38].

In addition, several contextual or methodological reasons may explain why personality does not emerge as a strong influence. First, the structural and environmental variables such as the effectiveness of user education and the attractiveness or comfort of the library

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environment are more immediate and modifiable, and may exert stronger effects on usage. When these are accounted for, the relative weight of personality diminishes.

However, the finding does not imply that personality is irrelevant in all circumstances. It remains possible that personality traits may moderate the impact of other predictors. For example, students high in anxiety may benefit more from comforting and well-signposted physical spaces, or that personality has stronger effect on qualitative aspects of library use rather than sheer usage frequency. Future research could disaggregate the Big-Five traits, include potential moderators (motivation, anxiety, ICT skills), and deploy longitudinal designs to examine how personality may influence changes in library usage over time.

The study found a significant combined influence of library aesthetics, user education, and personality traits on library usage by undergraduates in Oyo State universities. However, it was found that user education is the most significant predictor of library usage, followed by library aesthetics, while personality traits is not significant. The finding underscores the importance of actionable and environmental factors in encouraging undergraduate engagement. Notably, among the three predictors, user education emerges as the single most significant predictor, followed by library aesthetics, while personality traits fail to make a significant unique contribution. This suggests that while personality may shape students' attitudes or comfort, it is the more changeable factors such as education and environment that exert stronger influence over actual usage.

Empirical literature from Nigerian universities strongly supports the predictive power of user education. For example, a study on the use of information resources in private university libraries in Edo State, Nigeria" found that regular user education training significantly increases students' use of both print and digital information resources[39]. Similarly, a group of scholar in their work on the University of Ibadan showed both

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environment and user education correlate positively with frequency of library use, with user education having a notable influence[40]. The stronger effect of user education in your combined model is consistent with these findings, reinforcing the idea that students' knowledge of how to use library resources, how to navigate systems, and how to perform relevant tasks (catalogue searches, information retrieval) are central to whether they use the library frequently.

Library aesthetics also shows up as a strong secondary predictor in your model, which tracks with similar studies. In another study, a strong correlation was found between a well-designed, comfortable library environment (ventilation, lighting, décor, signage) and students' patronage[6]. Other studies also demonstrated that users do value physical environment highly for motivation, comfort, and attractiveness[41]. Therefore, the finding that aesthetics contributes significantly, but less than user education, fits the pattern: aesthetics help, but without education/training, its potential may be under-utilized.

The non-significant influence of personality traits after accounting for user education and aesthetics also aligns with some external findings and suggests that personality may act more as a moderator rather than a primary driver. For instance, while there is literature showing that personality traits correlate with information-seeking behavior or usage in certain contexts (e.g. technology adoption, reading habits), many studies find that when stronger, more proximal predictors (skills, environment, motivation) are in the model, personality's unique effect diminishes.

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Endnotes

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Chapter Five

Summary, Conclusion and Recommendations

5.1 Summary of Findings

The findings of this study on the influence of library aesthetics, user education and personality traits on library usage by undergraduates in universities in Oyo State, Nigeria are summarised as follows

The finding to this research question showed that library usage among the students was relatively high: many undergraduates reported daily or weekly use for personal study, assignments, and consultation with librarians, and the behavioural intention to use library facilities in the future was also strong.

The study found that undergraduates in this study generally perceive their library environments positively: clean, well-maintained, with organized resources, navigable layouts, and a variety of study spaces; among aesthetic dimensions.

The study found a high level of user education with particular strength in areas such as concrete experience and active experimentation.

The study found that students score relatively high on openness, agreeableness, extraversion, moderately on conscientiousness, and also show notable levels of neuroticism (anxiety, tension, self-doubt in library contexts).

The study found that library aesthetics are a strong and reliable predictor of undergraduates' use of library facilities and resources.

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The study also found that user education is significant and had high influence on library usage by undergraduates in universities in Oyo State, Nigeria.

The study found that personality traits of students were very weak, had non-significant effect, pointing to the possibility that personality by itself is not a primary driver of library use among undergraduates in universities in Oyo State.

The study found a significant combined influence of library aesthetics, user education, and personality traits on library usage by undergraduates in Oyo State universities. However, it was found that user education is the most significant of library usage, followed by library aesthetics, while personality traits is not significant.

5.2 Conclusion

The findings of this study underscore the multifaceted nature of library usage among undergraduates in universities in Oyo State, Nigeria. The results reveal that library usage among students is relatively high, reflecting a strong behavioural intention toward continued patronage of library facilities for personal study, assignments, and academic consultation. This level of engagement reflects both institutional commitment and student appreciation of the library as a vital academic hub. The positive perception of library aesthetics: cleanliness, organization, accessibility, and spatial comfort further reinforce the notion that a well-designed physical environment contributes meaningfully to user satisfaction and frequent patronage. In addition, the high level of user education, particularly in the domains of concrete experience and active experimentation, signifies that libraries are not only spaces for accessing information but also for experiential learning and intellectual exploration.

Moreover, while students demonstrated high levels of openness, agreeableness, and extraversion, with moderate conscientiousness and some neurotic tendencies, the results

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show that personality traits exert only a weak and statistically non-significant influence on library usage. This finding suggests that personal disposition alone is insufficient to predict library engagement without adequate environmental and instructional support. In contrast, user education emerged as the most powerful determinant of library usage, followed by library aesthetics, both of which collectively drive effective and sustained engagement with library resources. The combined influence of these factors indicates that library usage behaviour is shaped more by institutional and pedagogical strategies than by individual psychological differences.

The study, therefore concludes that while individual personality may shape perceptions, the true levers of library usage lie in user education and making the library and its environment aesthetically pleasing. A strategic blend of well-structured user education and appealing library aesthetics, supported by institutional investment, remains the most viable path to sustaining and expanding library usage among Nigerian undergraduates.

5.3 Recommendations

These recommendations are made for critical stakeholders in line with the findings of the study:

1. To sustain the reported high level usage, university libraries should improve on hours of operations or make libraries accessible during evenings/weekends and maintain reliable ICT/digital infrastructure, so that students can access resources when needed.
2. University libraries should maintain and upgrade the physical conditions of the library regularly by implementing a maintenance schedule for cleanliness, lighting, furniture and ensure that signage is clear and fascinating.

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3. University management should prioritize funding and design decisions that improve aesthetic features of library such as good lighting, ergonomic layouts, comfortable seating, ambient environment.
4. University libraries should expand hands-on, task-based training and more orientation sessions while also advocating for assignments that require practical use of library tools.
5. University libraries should design services and environments that accommodates a broad range of personalities such as providing quiet spaces for anxious users, collaborative zones for extraverted students to minimize barriers.
6. University management should invest more heavily in user education programs by employing more librarians and training existing staff on effective teaching methodologies
7. University libraries in Oyo State should examine moderating factors responsible for low influence of personality traits on library usage among undergraduates.
8. Universities and educational policy makers should make library skills courses compulsory or integrated into general studies

5.4 Contributions to Knowledge

The study has significantly contributed to knowledge in the field of library and information science, education, and society in general. The contributions are discussed along the line of, conceptual, empirical, and theoretical contributions. To start with, this study advances conceptual understanding of library use by disentangling how library usage is not a monolithic behaviour, but one shaped by distinct dimensions such as frequency, purpose, environmental perception, education effectiveness, and personality

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dispositions. By showing that some factors weigh more heavily than personality traits, the study refines the concept of what drives library usage in the Nigerian university setting. The differentiation among constructs helps sharpen future measurement of library usage predictors and suggests conceptual models should prioritize modifiable institutional and environmental factors.

Empirically, the study contributes fresh data from Oyo State showing strong usage levels, positive perceptions of library aesthetics, high level of user education and detailed quantification of how much each variable contributes to usage. This adds to the Nigerian body of literature, complementing existing studies unlike many earlier studies which often examine user education or aesthetics alone, this study uses a combined regression model to show that user education is the most powerful, followed by aesthetics, while personality traits contribute little in comparison. The conceptual model, contributed to body of knowledge.

Theoretically, the findings support, and somewhat refine, models of library and information behaviour which posit that environmental, educational, and motivational elements are central to usage. The weak effect of personality traits suggests theoretical frameworks should treat stable personality traits more as background or moderating factors rather than as primary predictors in contexts with strong institutional and environmental influences. Moreover, the result suggests a kind of hierarchy in influences: direct, actionable levers (education, aesthetics) first; personality traits may matter under some conditions but are often overshadowed. This contributes to theory by specifying boundary conditions for trait-based effects, and offers empirical support for integrating variables like user education and environment more strongly in models of usage and patronage.

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5.5 Suggested Topics for Further Studies

i. Library Aesthetics, User Education, Personality Traits and Library Usage by Postgraduate Students in Oyo State, Nigeria.

ii. Library Aesthetics, User Education, Personality Traits and Library Usage by Postgraduate Students in southwest, Nigeria.

iii. User Education and Library Aesthetics Upgrades as Determinants of Library Usage by Polytechnics Students in Oyo State, Nigeria.

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Appendix
Lead City University
Faculty of Communication and Information Science
Department of Information Management

Questionnaire on Library Aesthetics, User Education, Personality Traits and Library Usage by Undergraduates in Oyo State, Nigeria

Dear Respondent,

I am a postgraduate student of the above-named institution and I kindly seek your assistance in completing this questionnaire to enable me complete my study. The purpose of the questionnaire is to collect information on library quality service. All responses will be treated with utmost confidentiality and used for educational purpose only.

Thank you for your cooperation.

Researcher

Instruction: In all the sections, please fill or tick (√) as appropriate for each item.

Section A: Demographic profile

Name of Institution: ……

Department: ……....

Current Level: ……..

Age: Below 16 [ ], 16-20 [ ], 21-25 [ ], 26-30 [ ], 31-35 [ ], 36-40 [ ], 41 and above [ ]

Gender: Male [ ], Female [ ]

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Section B: Library Usage

Please indicate your level of agreement with the following statements regarding the aesthetics of your university library. (1 = Never, 2 = Monthly, 3 = Weekly , 4 = Daily)

Purposes of library use	**Daily**	**Weekly**	**Monthly**	**Never**
I use the library for personal reading/studying				
I use the library to study/read for examinations				
I use the library to find materials for my class work and assignments.				
I use the library to consult various information resources such as reference materials (encyclopaedia, yearbook, bulletins, etc.), newspapers, journals among others.				
I use the library to consult librarians for my information needs.				
Frequency of library use	**Daily**	**Weekly**	**Monthly**	**Never**
I visit the library to access academic resources				
I use the library as a place for reading and personal study				
I seek assistance for library staff for research or assignment				
I make use of the library's electronic resources				
I participate in library-organized activities				
Behavioural Intention to Use Library	**Daily**	**Weekly**	**Monthly**	**Never**
I intend to use the library regularly in the upcoming semester.				
I plan to access library resources whenever I have research needs.				
I am likely to use the library to complete assignments and projects.				
I am willing to encourage others to use the library				
I am likely to spread good words about my university library				

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Section C: Library Aesthetics

Please indicate your level of agreement with the following statements regarding the aesthetics of your university library. (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Orderliness and Organization	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The library environment is clean and well-maintained.				
Books and resources are neatly arranged on shelves.				
Study spaces are organized to reduce clutter and distraction.				
The library's arrangement of resources supports effective study and research.				
Ease of Navigation				
The layout of the library makes it easy to find study areas.				
Signage and directional guides in the library are clear and helpful.				
Resources are arranged in a way that makes them easy to locate.				
The library provides sufficient guidance for new users to navigate effectively.				
Variety of Spaces/Resources				
The library offers different types of study spaces (e.g., quiet areas, group spaces).				
The resources provided (print and digital) meet diverse academic needs.				
The library environment accommodates both individual and collaborative learning.				
There are adequate facilities to support research, reading, and relaxation.				
Invitation to Explore More (Mystery/Attractiveness)				
The design of the library encourages me to explore new areas and resources.				
The arrangement of spaces sparks curiosity and makes the library feel inviting.				
The atmosphere of the library motivates me to spend more time there.				
The library's aesthetics stimulate my interest in discovering new knowledge.				

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Section D: User Education

Please indicate your level of agreement with each statement regarding your experience with user education in your university library: 1 – Very Low; 2 – Low; 3 – High; 4 – Very High

Concrete Experience (CE)	**Very High**	**High**	**Low**	**Very Low**
I actively participated in library activities that allowed me to engage directly with resources.				
During library sessions, I was encouraged to experience real-life applications (e.g., using databases, checking out items).				
I had hands-on interaction with library tools, such as catalogue searches or archival handling.				
I found that library instruction sessions involved immersive real-time tasks (e.g., locating sources).				
The library provided opportunities to engage physically and mentally with information resources.				
Reflective Observation (RO)				
After learning activities in the library, I was encouraged to reflect on what I observed or experienced.				
I had the chance to discuss my experience with librarians or peers to improve understanding.				
I thought about the effectiveness of my approach following the library session.				
I critically assessed what worked well and what could be improved during my library experience.				
Post-session discussions helped me understand how I navigated library resources.				
Abstract Conceptualization (AC)				
I translated my practical library experiences into general principles about information searching.				
Library instruction helped me form theories about efficient research strategies.				
I connected my library learning to academic concepts or frameworks.				
I related library resource use to broader research or scholarly activities.				
Insights from library sessions informed my understanding of information literacy.				
Active Experimentation (AE)				
I applied the strategies learned in the library to my own research tasks.				
I tested new search strategies or tools based on what I learned in library instruction.				

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I tried out methods (e.g., Boolean operators) introduced during instruction in my own work.				
I revised my research approach using concepts gained from library sessions.				
I used new strategies learned to explore additional information beyond what was presented.				

SECTION E: Personality Trait Factors Scale (PTFS)

Please tick in the appropriate space with this key: VLoM (Very Likely of Me), LoM (Likely of Me), SLoM (Somewhat Likely of Me), NLoM (Not Likely of Me).

Openness	**VLoM**	**LoM**	**SLoM**	**NLoM**
Events in my university would hardly pass within library community without me witnessing it				
I derive joy in being involved in library usage in my university.				
I find it hard to devise unconventional means to actualise my learning goal.				
I have the ability to creatively devise new strategies of accessing information resources				
The adoption of innovation into the library user education is always exciting for me				
Using works of art to support library instruction makes usage of library interesting for me				
Conscientiousness				
Doing my assignment is always a challenge using library				
I usually forget the information resources to be used before I get to the library				
I do not take chances in the course of my studies				
I hardly give attention to details whether online or offline in the library				
Sometimes, I do not mind doing other things instead of engaging in library usage				
I do not waste time thinking over issues before responding to questions in user education class				

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Extraversion				
I do not find it interesting relating with everyone within library community				
My colleagues think I am tough and unfriendly				
Using Library could be boring				
I do not experiment trying new learning style				
My library usage habit could still be improved				
I prefer and enjoy my lonely moments than interacting with others in the library				
Agreeableness				
It is hard for me to forgive people				
I love being diplomatic				
My colleagues always flock around me				
I do not tolerate indiscipline when around me				
I cannot hide the fact that I am better than my colleagues				
I rarely feel touched by what happens to others				
Neuroticism				
I am always tensed during library instruction class				
Library environment irritates me				
I prefer extra-curricular activities to library usage				
I often feel that library staff are talking about me anytime am in the library				
I try as much as possible to avoid library personnel because they could be irritating				
I think my colleagues are better than me in the usage of library				

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Bio-data

A. Personal Data

1.	Full Name:	Rev. Fakunle Sunday Morakinyo
2.	Address:	Block C, Flat 1, Ajayi Crowther University Staff Quarters, Ajayi Crowther University, Oyo
3.	Email:	fakunlesunday@gmail.com, smfakunle@acu.edu.ng
4.	Date and Place of Birth:	11th January, 1981; Ibadan; Oyo State.
5.	Nationality:	Nigerian
6.	Name and Address of Next of Kin:	Mrs. Kehinde Margret Fakunle Add: Same as above

B.(i) Educational Institutions attended with dates

i.	Lead City University, Ibadan, Oyo State	2021-Till Date
ii.	Lead City University, Ibadan, Oyo, Oyo State	2018-2020
iii.	Ajayi Crowther University, Oyo, Oyo State	2013-2020
iv.	University of Ado Ekiti, Nigeria	2006-2009
v.	Oyo State College of Education, Oyo	2001-2004
vi.	Idi-Ito High School, Erunmu, Ibadan, Oyo State	1997-2001
vii.	Aperin Boy's High School, Adekile, Ibadan, Oyo State	1993-1996
viii.	St.Paul's Anglican Primary School, Yemetu, Ibadan	1988-1993

(ii). Academic and Professional Qualification Obtained with Dates

i.	Doctorate Degree in Library and Information Science (PhD) in view	2021- Till Date
ii.	Master of Library and Information Science (MLIS)	2018-2020
iii.	Diploma in Religious Studies (Dip RS)	2013-2020
iv.	Bachelor of Arts in Education	2006-2009
v.	Yoruba Education (NCE)	1997-2001
vi.	West African Secondary Certificate	1993-2001

C. Working Experience with Dates

i.	Ajayi Crowther University, Oyo (Lecturer II)	2025-till date
ii.	Ajayi Crowther University, Oyo (Librarian I)	2024-2025
iii.	Ajayi Crowther University, Oyo (Librarian II)	2021-2024
iv.	Ajayi Crowther University, Oyo (Principal Library Assistant)	2008-2020
v.	Emmanuel Alayande College of Education (Part Time Lecturer)	2012-2019

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vi. Olivet Baptist High School, Oyo (P.T.A Teacher) 2007-2008

vii. Unity Nursery And Primary School, Sabo, Oyo (Teacher) 2006

viii. Ogun State Television Abeokuta (Ta Nimo On Co Presenter) 2003-2004

D. Research Publications

Book

i. Fakunle Sunday Morakinyo (2021)- *Abiyamo ati awon Arofo Miiran* – Peaceful Minded Publisher: A Compilation of Yoruba Written Poetry

Article Published in Journal

ii. Fakunle S.M., Bakare O.D.& Adeyeye S.V. (2022) Digital Literacy Skills as Determinant of Library Usage by Undergraduate of Private University in Oyo State. https://digitalcommons.unl/libphilprac/7054

iii. Jatto E. O, Bakare O. D, Salvador M. Y & Fakunle S. M (2022) Perception and attitude of private school proprietors to the adoption of online classes amidst COVID-19 pandemic in Ibadan, Oyo State. *Library and Information Perspectives and Research 4* (1/2), 41-46 ISSN 2672-5886

iv. Fakunle S.M. & Bakare O.D & Jatto V. O(2023) Reading Habit As Determinant Of Library Usage Among Undergraduate Of Private University In Oyo State. (IJELICT) *International Journal of Education and International Studies*

v. Fakunle S.M (2023) Availability and Utilisation of School Library Resources for learning activeness by students in selected secondary schools in Isokan Local Government, Osun State, Nigeria. Library Philosophy and Practice (e-journal). 8273https://lldigitalcommons.uni.edu/libphilprac8273

vi. Jatto V.O, Olayemi O.M. & Fakunle S.M (2024) AI and Lifelong Learning: Examining AI's role in lifelong learning and professional development. Library Philosophy and Practice (e-journal). 8273https://lldigitalcommons.uni.edu/libphilprac8273

Research Work in Progress

vii. Fakunle S.M (2025) Influence of use of Library Resources and Services by Senior secondary school students: a study of students in two selected secondary schools in Ekiti State, Nigeria. (IJELICT) International Journal of Education and International Studies.

viii. Fakunle S.M (2025) Relationship between User Education Effectiveness and Library Patronage: a study of Library and Information Science of Undergraduates in University of Ibadan, Nigeria.

ix. Fakunle S.M (2025) Academic Librarians Awareness and Insight toward the Adoption of Artificial Intelligence in Academic Libraries, Delta State, Nigeria

x. Fakunle S.M (2025) Effectiveness of Information and Communication Technology (ICT) services as correlates to Digital Citizens in University Libraries

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xi. Fakunle S.M (2025) Influence of Electronic Information Resources for Enhanced Research Output by Undergraduates in State Owned Universities in South-west, Nigeria.

xii. Owojuyigbe, A.A., Ogunleye, O.B., Arowosola, O.A., Fakunle, S.M. (2025) Empowering Librarians and Users in the Digital Age Through Integration of E-Library Databases and Computer Skills in Library Services

D. Conferences/ Seminars and Workshops Attended with Dates

1. Faculty of Arts and Education Lecture, Lead City University Ibadan. September 10, 2020.
2. Nigerian Library Association, Oyo State Chapter Webinar 2020. September 9 – 10, 2020.
3. Library, Information & Knowledge Management: International Conference, 13 – 15 October, 2020.
4. International Interdisciplinary Conference (RAGA 2019), 8 – 11, October, 2019.
5. International Interdisciplinary Conference (RAGA 2020), 13 – 16, October, 2020.
6. Librarians' Registration Council of Nigeria (LRCN), 22 – 26, November, 2021
7. Nigerian Library Association, Information Technology Section 4th – 8th October 2021
8. 15th Library and Information Technology Today (LITT section) of the Nigerian Library Association, National Workshop held on 4th to 8th October, 2021 at T.Y. Danjuma Library, Ajayi Crowther University, Oyo, Oyo State, Nigeria.
9. Nigerian Library Association (Cataloguing, Classification and Indexing Section)Enugu, October 28,2021
10. Nigerian Library Association, 60th National Conference & A.G, Abuja 3-8-July, 2022
11. Nigerian Library Association, Oyo State Chapter Conference, Ibadan 14th -17th November, 2022
12. Nigerian Library Association, 61 National Conference & A.G, Akure, Ondo State, Nigeria, 2023
13. Nigerian Library Association, Oyo State Chapter, Webinar series (Capacity Building) April 2024

E. Awards and Fellowships:

i. Librarian Registration Council Certificate (LRCN Certificate) 2021

ii. Teacher's Registration Council Certificate (TRCN Certificate) 2012

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The University Compliance Certification

This is to certify that this thesis by Sunday Morakinyo FAKUNLE with Matriculation Number LCU/PG/001062 in the Department of Information Management, Lead City University, Ibadan, is in full compliance with the approved university format and style.

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