

Chapter One

Introduction

1.1 Background to the Study

Undergraduates are usually the largest subgroup in an academic institution. As a result of this, they are expected to represent the largest group of academic library patrons. However, library patronage among undergraduate is determine by their information seeking behaviour. Undergraduates are those students studying for their first degrees in various academic disciplines. They are usually the most visible on university campuses as they engage in various academic activities such as attending lectures, participating in individual and group assignments, preparing for various class presentations, and writing examination. In any university, the university library is tasked with providing the necessary support the undergraduates so that they can effectively and easily carry out their academic activities.

University libraries are saddled with the responsibility of providing relevant information resources necessary for sustaining teaching, learning and research functions of universities. This role is so important that, without library services, it would be difficult for universities to effective and high qualityprogrammes capable of producing high quality graduates into the labour market. Academic library thus provide undergraduateswith varioustypes of information resources such as non-book and book affiliated materials equally in print as well as electronic forms. This makes the library the foremost ideal option and the sole custodian of information to undergraduates and other members of the university community¹. Just as the library is considered essential to the undergraduates so are the undergraduates are essential to the library. The university

library as an institution derives its relevance from the patronage of various categories of users such as the undergraduates.

Library patronage can be defined as act of gaining physical and remote access to library collections or and services by library patrons. Library patronage by undergraduates is a crucial way of measuring output of services offered by libraries. This definition of library patronage has taken cognizance of the modern development in which some users do not come to the library but still enjoy library collection and services through library web portals, digital reference services and the likes. Nevertheless, the most commonly adopted measures of library patronage by scholars still remain frequency of visit to libraries or library websites and portals and purpose of visit². Frequency of visit refers to the rate at which users use the library or the number of times users visit the library to fulfill their information needs. The frequency of usage of library services have been observed to be reducing especially among the demographics in which undergraduate falls. This reduced patronage of libraries is therefore felt more acutely by university libraries which is tasked with offering library services aimed at educating, research and learning of undergraduates among other categories of users³.

The number of undergraduates using the library varied depending on their levels. They utilize the library more frequently as they progress from freshmen to juniors, especially for academic and research purposes, however this could simply be because juniors have more assignments that need research. The frequency of library patronage has reduced because of the competition from internet sources. Library users no more rely on the academic library as a vital component of their research and learning since they now have access to more accessible and less restrictive sources of information. The contemporary

university library is therefore in competition with the internet, bookshops, web-based publication retailers as well as other less focused sources of information. This competition has occasioned the decline in the utilization of library services by the people. Even among those who visit the library, the purpose of visit also reveals a trend that has not been properly explored by scholars.

Purpose of visit to the university libraries refers to the reason for which undergraduates visit the libraries. Undergraduates, just like other categories of library users have different purpose(s) for patronising the library. Scholars have reported purpose of visiting the library among undergraduates to include, searching for information for: conduct of research, complementing class note, preparing term papers, developing papers for group presentations and demonstrations, reading for examination, writing independent essay/projects, among others. Providing the information resources to meet these needs. However, while librarians and scholars have expected that the provision of a wide range of information resources and innovative services are enough to draw undergraduate back to the university library, available evidence has shown that there are other forces or factors that can determine library patronage. Along this line, it has been argued that the information behaviour of the student play a great role in whether they patronize the library or not.

Information-seeking behavior is intentional and results from the desire to accomplish certain goals. It includes "those acts that a person may engage in when identifying his or her own needs for information, seeking out that information in any manner, and using or sharing that information. A user's perceived need triggers an information seeking behavior in which they identify their information needs, look for information, use, and

then transfer the information they find⁴. The standard word for the various ways that individuals engage with information nowadays is referred to as information behaviour which specifically refers to how people seek out and use information.

The attention to information behaviour of library patrons stemmed from the paradigm shift from the perspective of library as determinant of what information people should use and how they should use it to the perspective that each individual is a rational human capable of determining the exact information they need. For instance, while undergraduate may seem like a homogenous group with similar information need, each of them is unique in terms of their information retrieval skills, preferred information sources and ability to handle various formats of information resources. In addition, undergraduates differ in temperament. While some may be willing to diligently sift through a body of information resources to find the most relevant ones, some are less patient and they would pick the first material that bears any similarity to the information they need. This has led researchers over time to look into the numerous ways that individuals and groups display information seeking behaviors⁵.

The phenomenon of information behaviour in an academic setting such as university campuses not only supports the instructional mission but also keeps students motivated to achieve their goals as undergraduate students. Students' increasing information needs and the rate at which information is growing reflect changes in level, frequency, and use. Information demands of a certain set of users and information flow from a particular undergraduate or scenario are difficult to ascertain in this complex situation since it appears to be heterogeneous in nature. Once more, because the utilization of information

is so complicated, no one system can handle the duty of successful retrieval without evaluating their specific use⁶.

The concept of "information behaviour" is one that encompasses information needs, information seeking behaviour, searching, and information use. The behavior of seeking information arises from the perceived need of the information user, who then acknowledges his or her need for information, looks for it, and then transfers the knowledge acquired. The act of seeking for knowledge that can help one understand or make sense of something is known as information-seeking behavior. The user may need to access formal or informal information sources or services in order to fulfill that specific demand. The phrase "information seeking behavior" refers to a need that undergraduate students, who use information, identified as a result of a change that had taken place and that they wished to address or satisfy⁷.

All of these concepts are interwoven as they represent the thoughts and actions directed toward satisfying information needs. The central issue in information behaviour is information need. Every individual has an information need and it is natural that they would look for information to fill that need.

Information need arises whenever an individual encounters a circumstance in which they lack the necessary background knowledge to respond appropriately. Specifically, information need has been described as a conditional situation which arises when an undergraduate realises there is a gap between the information and the knowledge at their disposal and the actual information needed to solve a particular problem. This conceptualization makes it imperative that the information user be aware of the problem and have the desire to find the information needed to solve it. In short, there cannot be an

information need without a perceived problem. According to this interpretation, the need for information arises from a perceived or actual knowledge gap. Information need are applied to how undergraduates cover knowledge gaps in their academic-related field of study or the need to solve everyday circumstances with accurate information in this study⁸.

In many instances, undergraduates are often unable to properly identify their information needs. The results is a confusion when they approach information systems. Some students approach librarians with a vague idea of the exact information needed. Unless the librarian is very patients and highly professional, such encounter rare end in a satisfactory manner. On the other hand, some undergraduates, not knowing what to ask human librarians may chose search engine which is more likely to me less judgmental' than human beings. Indeed, one of the factors affecting library patronage is how undergraduates are able to identify their information needs. Inability to properly identify information needs often results in choosing the wrong information resources. It is reasonable to anticipate that the more frequently undergraduates utilize the library, the more comfortable they will get with the facilities, especially its computerized resources.

However, even students who regularly patronize the library may not fully enjoy the services because of their inability to properly identify their information needs. Manystudentmight not be aware of all the resources accessible in the library thereby assuming that the library collection is inadequate. Numerous studies have revealed that some undergraduate students primarily use the library to read their notebooks, chat with friends or make photocopies, neglecting to take advantage of the tremendous opportunities provided by the library's resources and services, including the

reference service, interlibrary loan, charging and discharging service, etc⁹. For those who perceive an information need, the logical step is information seeking

Information seeking the deliberate and conscious effort by an undergraduate to find the information resources capable of meeting a particular information need. The act of looking for and using information is referred to as information seeking behavior. Information seeking behavior is a broad phrase that refers to a variety of actions that a person takes to communicate information needs, find information, access and choose knowledge, and then utilize that information to fulfill those needs. There is active and passive information seeking behaviour. Both type of information is possible in the traditional library environment and in the digital world.

Active information seeking is when an undergraduate purposefully set out to explore the library or online databases for a particular information. In this mode, the information need has already been properly identified and the appropriate sources have been determined by the information seeker. For undergraduate students in the 21st century, the available information sources include libraries, internet sources, social medial, friends and scholarly databases. Active information seeking require strategic search of information sources using search strategies such as Boolean Operators (AND, OR, NOT), truncations. It also requires the understanding of the controlled vocabularies in the field in which the users seek information. Available evidence has shown that undergraduates often lack these skills which often mean that they are surfing instead of search for information. This means that they usually engage in passive information seeking.

Passive information seeking behaviour simply means that the information seeker simply ‘wander’ around with little or no idea of what they want and when they find something

that seems useful, they simply grab it. Passive information seeking behaviour can be done in the library, however it is easier to do on the internet and that is why majority of student often chosen by students the internet as the first-choice information source. The drawback of this is that it prevent students from acquiring the critical evaluating skills necessary to pick the right information out of the multitude available instead of just accepting the first material that appear on the screen.

Therefore, it is safe to state that the library has a crucial function to play in this scenario. Libraries, as institutions founded primarily to provide services rather than make a profit, focus more on providing services than products. If libraries want to remain relevant in the 21st century, service must be geared toward meeting users' needs and values¹⁰. The role of the library is also very important in the other areas of information behaviour such as information use and information sharing.

Undergraduates are expected to make use of existing information resources to create new knowledge and not just copy information from the internet and claim it as their own. Part of information behaviour is responsible use of information, whether they were found online or on the library shelf. It is important that undergraduates understand adhere to all the ethical issues relating to the use of information resources. This will not only ensure that they contribute to knowledge but also save them from future embarrassment and possible legal problem which may come because of their indiscriminate use of other authors' intellectual output.

The available literature paints a worrisome picture of undergraduates relying heavily on the use of internet as their main source of information. While this in itself is not a problem, the lack of regulation and proper information literacy education that often

accompany the use of library resources are not available to these students. The implication is of this is numerous. The use of substandard information is detrimental to the intellectual development of students. Consuming poor logic and shallow researches is not a good preparation for future academic success. In addition, students may easily run foul of copyright laws. This can negatively affect their reputation and that of their institution. In view of this, researchers have been interested in the information behaviour of undergraduates to ensure that necessary interventions are provided where necessary. However, few of these studies have focused on students in private universities in Oyo state. The current study fills the gap in knowledge create by low resources on the information behaviour of private university students.

The study investigated undergraduate students' informational behavior as it relates to their library use. The frequent used of library among undergraduate students, why do they do so, and what are their information needs? This study was concentrated on investigating information behavior and library patronage of undergraduate students in private universities in Oyo State, Nigeria.

1.2 Statement of the Problem

The relevance of university libraries lies in high level of patronage by its targeted users, especially undergraduates. University libraries are established to support the academic programs of the institution by offering relevant information which meet the constantly growing information needs of its users, among whom are the university's undergraduate students. When undergraduates make use information sources like books, journals, and other non-book related materials in both print and electronic versions, it enhances their knowledge base and result in good academic performance. On the other hand, when the

use of poor-quality information resources, especially from the internet, they are tempted to engage in copyright infringement, shallow research and miss the opportunity to develop their information search skills. The result is often poor academic performance and lack of research skills which has lessened the quality of graduates being produced by Nigerian universities¹¹.

As it is revealed from the literatures the dwindling library patronage has been attributed to the various factors such as awareness of library services, quality of library collection and marketing of library services among others. However, another variable that should be examined is the information behaviour of students. Due to the advancement of information and communication technology, information is now available on devices such as mobile phones and iPods. These ICTs devices all act as information sources and service providers, enabling information consumers to access information at their convenience¹². However, the negative aspect is that undergraduates are developing without any proper guidance regarding the proper identification of information needs, information seeking strategy and responsible use and transfer of information¹³. It is therefore important that the library finds a way to attract more undergraduates to patronize the library.

A proper understanding of undergraduate students' information behavior, information seeking behavior, information usage, and information need is one approach for libraries to accomplish this goal. In order to improve its collection and services, the library can identify the precise services that users would prefer and offer them to attract more students¹⁴. It has been noted that there is literature on user behavior in academic libraries, however it appears that no research has been done on undergraduate information behavior

in Oyo State's private university libraries. This apparent gap is what motivated the researcher to start this project in order to understand how information behavior affects undergraduates' use of private university libraries in Oyo State, Nigeria.

1.3 Aim of the Study

The aim of this study was to investigate the information behaviour and library patronage of undergraduates of private universities in Oyo State, Nigeria. The objectives of the study were to:

- i. identify the level of library patronage among undergraduates in private universities in Oyo State.
- ii. identify the information needs of undergraduates in private universities in Oyo State.
- iii. identify the information seeking behaviour among undergraduates in private universities in Oyo State.
- iv. identify the level of information usage among undergraduates in private universities in Oyo State.
- v. identify the relationship between information needs and library patronage among undergraduates in private universities in Oyo State.
- vi. identify the relationship between information seeking behaviour and library patronage among undergraduates in private universities in Oyo State.
- vii. identify the relationship between information usage and library patronage among undergraduates in private universities in Oyo State.

- viii. to ascertain the combined influence of information need and information seeking behaviour on library patronage of among undergraduates in private universities in Oyo State

1.4 Research Questions

The study will seek answers to the following research questions;

1. what is the level of library patronage among undergraduates in private universities in Oyo State
2. what are the information needs of undergraduates in private universities in Oyo State
3. what is the information seeking behaviour of undergraduates of private universities Oyo State.
4. what is the information usage of undergraduates in private universities in Oyo State.

1.5 Hypotheses

The following research hypotheses are tested at 0.05 level of significance

- H01: There is no significant influence of information needs on library patronage among undergraduates in private universities in Oyo State
- H02: There is no significant influence of information seeking behaviour on library patronage among undergraduates in private universities in Oyo State
- H03: There is no significant influence of information usage and on library patronage among undergraduates in private universities in Oyo State
- H04: There is no combined significant influence of information need, information use and information seeking behaviour on library patronage of undergraduates in private university in Oyo State.

1.6 Significance of the Study

The study is of significance to the practice and theory of librarianship and it also contributes to the existing knowledge. This study would be found useful by administration and staff of private universities, library personnel, researchers, students, and information professionals in Oyo State and beyond. It also offers feedback on the efficiency of information behavior and library use, as well as how it affects undergraduate students' library use.

The finding of the study is valuable to private university library managers in Oyo State and Nigeria as it provides them with empirical and latest data that can be employed in planning and policy making. By implementing the suggested framework, the libraries can

achieve better service delivery driven by proper understanding of how Nigerian undergraduate students use information.

The findings of the study is also relevance to the top administrators stakeholders in private universities in Oyo State as it will help them to better understand the role of academic library and the implication of poor library patronage among undergraduates. Additionally, the findings of this study is also helpful to all library staff at private universities understand the importance of learning fundamental technology skills to improve their ability to deliver top-notch services.

The study also clarified the extent to which undergraduate students use university libraries' services and resources and also shed lighton why registered users aren't making full use of the library's current services. This discovery serves as a starting point for other researchers who wish to investigate undergraduate students' use of libraries and how it relates to their information behavior.

Finally, this study is useful to information professionals since it will help them understand the importance of keeping up with technological expertise, especially in a world that is constantly evolving. It also adds to the body of existing knowledge, help researchers learn more about the subject in-depth, and serve as a significant catalyst for better government policy development and implementation regarding university libraries.

1.6.1 Scope of the Study

This study focused on the influence of information behaviour of undergraduate students and how it is affecting their library patronage. The study examined information behaviour and library patronage of undergraduate students in Private Unversities in Oyo state,

Nigeria. The content scope of the study are just two variables because, it contains umbrellar variable, and these variables include; information behaviour as umbrellar variable with sub-variables of information need, information seeking bahaviour and information usage. Information seeeking, information usage and each of these sub-variable has indicators. And library patronage (dependent variable) has the following indicators; frequency of patronage and purpose of patronage.

The geographical scope of the study covers seven Private Universities in Oyo State. These are; Ajayi Crowther University Oyo, Atiba University Oyo, Lead City Unversity Ibadan, KolaDaisi University Ibadan and Precious Corner Stone University Ibadan.

The respondents to the study were undergraduates in the Private Universities in Oyo State.

1.7 Operational Definition of Terms

Information Behaviour: Information behaviour can be described as the identification of a need for information, the search for information, validation of information and using that information.

Information Need: An information need originates from the time when a person identifies a problematic situation or what is otherwise called a gap in knowledge, in which his or her knowledge and beliefs, and the representation of the environment fail to recommend a path towards the satisfaction of his or her goals. Stress further that, such identification of information needs may lead to information seeking and formulation of requests for desired information.

i. *Academic Related Information Need:* these are information that are related to work done by undergraduate students in universities, especially work which involve studying, reasoning, practical or technical skills.

ii. *Social Related Information Need:* social information needs are the needs which help undergraduate students to set goals for themselves and to build positive relationships with peers. This kind of needs can also lead to long- time societal benefits that extend far beyond their peers.

Information Seeking Behaviour: This refers to a willful seeking for information as a sequence of a need to satisfy some goals. It is also referring to actions taken by undergraduates towards seeking for information to satisfy their needs, in comprehensive term, it comprises a set of actions that an undergraduates takes to express information needs, seek information, evaluate, select and finally apply this information to satisfy his/her information needs in Private Universities Library in Oyo State¹⁵.

Undergraduates Library patronage: Undergraduates Library patronage is the process by which users of the university library (undergraduates) come to the library to enjoy information resources and services provided in the library.

Frequency of Patronage- this refers to the rate at which library services and resources are consulted or being used by undergraduate students.

Purpose of Patronage: this can be described as intention of undergraduates for coming to using the library service and resources.

Undergraduate Students: Undergraduates are students in a university or college that are yet complete their programme of study who are studying for their first degree.

Private Universities: Private universities are non- governmental universities that are owned by individuals, group of people or by an organization.

Endnote

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Chapter Two

Literature Review

This chapter is focused on critical analysis of existing literature that bears subject matter of this study. The review is considered essential to this study; it provides the researcher with insight into the state of the matter concerning the area of interest. The review is also useful to get an understanding of the methodologies that have been adopted by researchers conducting similar studies and the theoretical frameworks that have guided previous studies. This is useful for the researcher to justify his/her own approach. Therefore, the chapter is organized under the following subheadings;

2.1 Conceptual Review

2.1.1 Concept of Library Patronage

2.1.2 Concept of Information Behaviour

2.2 Theoretical Review

2.2.1 Wilson Model of Information Seeking Behaviour

2.2.2 Theory of Planned Behaviour

2.3 Review of Empirical Studies

2.3.1 Library Patronage

2.3.2 Information Behaviour

2.4 Conceptual Framework

2.5 Summary of Literature Reviewed

Endnotes

2.1.1 Concept of Library Patronage

In the university library, "library patronage" is defined as undergraduate students having physical or remote access to, consultation with, or use of the collections and information resources of the library. Thus, it is impossible to overstate the value of library usage. Through the provision of information technology tools like computer application both in software and hard ware, CD-ROM, (OPAC) Online Public Access Catalogue, internet connectivity and personal computers. University libraries' services have expanded beyond the acquisition and processing of information materials for convenient accessibility for potential library users. This will make normal library chores simpler and make it easier for library users, such as university undergraduate and graduate students, to access information resources. In the comfort of their dormitory, library customers might access library resources via a local area network (LAN) or the internet. Before visiting the library for their information materials, undergraduate students are required to have access to the Internet whether at home, in dorms, or on campus via the library OPAC. If potential consumers of the library's information resources and services are not using them, the investment made in university libraries by the parent organization of private universities, library administrators, university management, and professional bodies may not be reaping the full benefits¹.

Undergraduate students' use of library resources and services is known as library patronage. Services provided by library to user including charging and releasing books, help desk, reference questions, holding books to be charged out at a specific time, reprography, etc. Undergraduate students may also use additional informational resources that are available at the library².

In the modern library, information resources are not only acquired but also utilized. More specifically, any library that is unable to guarantee that its resources are properly utilized has failed to perform its duty; as a result, the burden of proof has been moved from ownership to assessment. As a result, efforts to educate and promote undergraduate students' usage of library resources are blooming. in the form of best-way approaches. To combat this situation, some libraries established their creative services division in order to pique students' interest in using the library and improve their academic performance³.

The act of using a library's resources and services is known as library patronage. These services help users and seekers of information get the information they need to further their education. In order for the library to improve its services, it must be requested that patrons use the facilities and information sources offered. It is crucial to note that the librarian must get permission from the library before making any attempt to disregard the needs of its patrons. To meet and satisfy the information demands of its users, libraries must be able to provide information that is accurate, current, relevant, and easy to use⁴.

The use of libraries is crucial to the practice of librarianship. It makes sense that the main focus of Ranganathan's law of librarianship is on users and meeting their needs. A library's services depend heavily on its patrons. A key indicator of undergraduate students' library use is their information behavior. This is why undergraduates started using libraries more frequently⁵.

The efficient and successful use of academic libraries to meet users' requirements for academic information and research is referred to as library patronage. Effective use of the library's services and resources is correlated with users' satisfaction with the information resources and services offered by university libraries. The library is a crucial component

of a university education, and it is expected that it will offer information services and resources of a high enough standard and variety to assist undergraduate students' growth and research. The satisfaction users experience strongly encourages them to use the library's information resources and services. Therefore, excellent services and resources are required to draw in and retain potential customers in order to justify the existence of any academic library. University libraries are concerned with providing the necessary information in print and non-print media to suit the information demands of their clients because they have a role to play in increasing library use by undergraduate students in the university community. Given the foregoing, university libraries can increase undergraduate use by providing necessary materials to support their teaching and research mandates, ensuring that the materials and resources are in a retrievable form, ensuring that the university libraries are properly funded so that they can provide the faculties with the information they need, ensuring adequate security of the library materials, and raising awareness of the facilities and resources that are available in relation to their various disciplines⁶.

A person who uses the library's services and resources for their own academic improvement is referred to as a user patron. Without users, library services would not exist and wouldn't be worth writing about. The main goal of library services is to fulfill the informational needs of patrons. These requirements are the internal driving forces behind cognition and action. The ultimate goal of any information retrieval system (including libraries) is to provide and transmit information that perfectly matches information demand upon request; as a result, information service providers should place

a high priority on users' information needs. Every request to a library is made out of a desire for knowledge, and the user is looking for solutions, which gives satisfaction.

Performance or communication of the service could be considered physical evidence (servicescape). For service organizations (like libraries), especially hospitality businesses, it's critical to successfully manage their physical environment in order to improve clientele and boost repeat business. A different researcher defined consumer patronage as the act of consuming something for personal use or consumption by a person, a thing, or both. Undergraduate students occasionally use the services and materials of the library. Patronage and the quality of the work done are closely related.

Patronage is the burning out of a desire to be dedicated to the library based on the perceived quality of its services or the caliber of its resources. As a result, how much a user will use the services and resources depends on how they feel about the library's physical environment (including its servicescape) and how they believe those services will enhance their personalities as individuals. In order to grow their share of patronage, libraries in the twenty-first century frequently compete for users. Physical evidence, as defined by a scholar, is the built environment, as opposed to the natural or social environment, which has artificial physical surroundings. Additionally, physical Evidence was defined as the physical environment of an organization encircling a variety of factors, such as the general layout and library design. Aspects of the atmosphere, such as temperature, lighting, colors, music, and aroma, are also included in the physical evidence. Physical evidence is significant because it affects users' behaviors in addition to their cognitive, emotional, and physiological state⁷.

2.1.2 Concept of Information Behavior

3.2. Information is typically understood to include any situations in which humans interact with their surroundings in a way that adds to or modifies their knowledge base, these modifications could be either good or bad. Thus, information behavior refers to the variety of ways in which people engage with information, particularly the ways in which they seek out and make use of information. Information behavior is another term of art used in library and information science to describe a branch of the field that conducts a variety of study kinds to comprehend how undergraduates interact with information⁸.

The standard word for the various ways that individuals engage with information nowadays is "information behavior," which specifically refers to how people seek out and use information⁹.

The concept of information need and its significance in the process of information seeking and usage are deeply understood in the field of information. The idea that information must influence information behavior is based on the user-oriented pattern assumption, which emphasizes what people think, feel, and do when they seek and use information. Information behavior includes the processes of identifying a knowledge gap, seeking information to fill the gap, and using that information to fill the gap¹⁰.

Information behaviour was defined by scholars as the recognition of an information need, the pursuit of information, and the application of that information. It's also true that a recent theory that seems to be emerging from a number of studies holds that there aren't any particularly noticeable differences between the information usage habits of contemporary academics and those of other information users. This can be attributed to various factors, like General principles, such as familiarity, accessibility, and conditions, govern information behavior; It is very difficult, if not impossible, to generalize across

disciplines or areas of study; Various researchers from various domains have different information behavior; Additional technological advancements have disassociated some previously existing disparities.

Therefore, it is possible to define information seeking behavior as the attitude or effort people put out when seeking for information to meet a need or fill a knowledge gap. Since all students are not created equal, they seek information from diverse sources, which has led researchers throughout the years to look into the many ways that individuals and groups engage in information seeking behaviors. The phrase "information seeking behavior" refers to a need that the information user, in this case pupils, felt as a result of a change that had taken place and that they wished to address or satisfy¹¹.

The act of obtaining information for one's own benefit, advancement, or updating of knowledge is known as information seeking behavior. Another academic describes it as how humans seek for and use information. Additionally, it was noted that activity frequently involves active or deliberate information seeking in order to finish coursework, get ready for lectures or seminars, and/or compose final-year research papers. Undergraduate students are described as intelligent individuals who, nevertheless, find the research process to be intimidating. It is further explained that because these students do not understand the fundamental information skills, they end up conducting their research solely by trial and error. This restricts their ability to meet their demands. A particular model indicated that issues can arise when looking for information. Another researcher adds that a user's genuine wants might not match what is practically available after engaging with information sources (like a library), either because of stock restrictions or the users own insufficiency¹².

According to some, information seeking is the only behavior that can be used to assess both the nature of the need and the availability of information. Purposeful knowledge seeking is a behavior that results from the desire to accomplish a particular objective. The person conducting the search may engage with both manual information systems—like a newspaper or library—and computer-based systems, like the World Wide Web. Therefore, it is safe to state that the library has a crucial function to play in this scenario. The primary activity of libraries, which were formed primarily to provide services rather than make a profit, is the supply of services rather than the sale of things. In order for libraries to remain relevant in the modern era, service must be geared toward meeting users' needs and values¹³.

Information seeking can also be defined as a type of information activity that is prompted by a user's information needs. Users can use both to satisfy their information needs, they may use both formal and informal sources of information or information services. In one of the related studies, information seeking means described as a situation- and person-specific action supported by information access and the most important information sources currently available. Yet, another scholar views information seeking as a deliberate action taken to fill a knowledge gap or satisfy an information need.

Users' actions when accessing information the initiatives taken by information users to acquire information become visible in the actions they take to express their information needs, seek, evaluate and select information, and finally use it.

In the traditional sense, information seeking includes efforts of information seekers to consult manual information sources (e.g. newspapers and textbooks) and/ or computer-based systems (e.g., the Internet) when they seek information. Subsequent researchers

have further expand this view by adding the use of web search engines, consulting authorities, asking friends, going to the library and watching television to the list of information sources¹⁴. Another study also mentions research, experimentation and entertainment as information sources that could satisfy information needs. In an attempt to outline the components that a definition of information behaviour should include, researchers identified context and users' mental structures or the personal dimension, which is seen as two of the core component parts that play a significant role in changing users' information-seeking behaviour¹⁵.

In a recent study which examined the models that have been created to study information behavior, information seeking was defined based on the concepts laid down in an earlier study. Following this earlier conceptualization, information seeking is defined as the purposive seeking for information as a consequence of a need to satisfy some goal, while information searching means the 'micro-level' of behavior applied by the searcher or information seeker in interacting with information systems of all types¹⁶. It is clear from this definition that information seeking is a broad concept as can be seen from its differentiation from information searching. Information search could be said to be a step in information seeking which began with the identification of information and the mental decision to seek for information. Once that decision is made it is translated to information searching.

In the process of seeking for information the individual needing information may consult various information sources in different formats such as print resources which include newspapers and text-books, digital or computerized information systems such as digital libraries, institutional repositories, scholarly databases as well as online sources such as

internet websites, blogs, online chatrooms etc¹⁷. The list of sources can also be expanded by including the use of web search engines, consulting authorities, asking friends, going to the library and watching television. Experts have recognized the fact that information seeking is a dynamic and that all information seeking activities are dependent on the situation in which information seekers found themselves. Thus, access to information influenced information seekers' action, perceived quality of, and confidence in the information source. An ever-changing information-seeking environment creates by the combination of all these factors¹⁸.

The term information seeking often is seen as a canopy all-embracing a set of related concepts and issues. Library in the world, discussions of construction and management of databases, community information needs of user community, reference services, and several other topics re the term. Though, a single, serviceable definition remains uneasy to find. As any other difficult concept, information seeking refers to diverse things to various settings. In simple definition, information seeking can be seen as the search, retrieval, recognition, and application of meaningful contents. Its seeking could be explicit or implicit, the retrieval could involve specific strategies or serendipity, the end result from information might be embraced or rejected as well, the entire experience may be carried through to a reasonable conclusion or failed in midstream, and A million several other potential results may be there. Information seeking has been seen as a cognitive exercise, as a social exercise and cultural exchange, as separate strategies employed when confronting uncertainty, and as a fundamental condition of humanity in which all individuals exist. Actually, information behaviour becomes more appropriate phrase, and not information seeking, which could be best explained the multi-faceted

relationship of information in the human beings lives, a relationship which would involve both active searching via formal information channels and other various attitudes and actions, including skepticism and uncertainty. This concept could not be meaningful if there is no need.

Therefore, in order to understand what concept of information users means, scholars asserted that it important to understand how it is situated within the general context of the rest of human needs research as well as within the evolutionary trajectory of Library and Information Science (LIS). “Needs” or “human needs” is a main concept in several disciplines. Information needs could be examined within the general context of “human needs” research so as to fully study the meaning of the term information needs.

A multidisciplinary examination of the importance of “needs” research offers an essential framework for understanding the term of “information needs” in the LIS and particularly from a user-centered perspective. Utilization of this concept will also be discovered as part of the historical development of the LIS discipline and its role in spurring new avenues of research findings in the field.

Information need can be defined that need originating from an unclear awareness of something missing and then culminating in locating information that contributes to understanding and meaning. For a person to experience an information need, there ought to be a motive behind it. From this, it may be seen that an information need is recognition that one's knowledge is insufficient to satisfy a goal that is at hand¹⁹. Information need is a person's or a group's want to search out and acquire information to satisfy an acutely aware or unconscious need. Thus, information need arises from a vague awareness of

something missing and as ending in locating information that contributes to understanding and meaning.

Information need generally means the kind of information a specific library user is looking for at a specific point in time in order to fill any gap that arises in knowledge. Information need occurs when an individual identifies a problem or information gap and develop a desire to solve the problem or bridge the information gap. Such information perceived can result into information seeking and so the formulation of request for information. Hence, information need merely refers to demand for information. It can also be seen as a requirement and wish. Information needs are numerous and systematic dynamic and not agreeable to generalization. Hence, it varies among teams, individual and society.

Information is needed due to the fact that it has a direct impact on people's lives. People require information in order to find solutions to specific questions. When a person sees a gap in his or her state of knowledge and seeks to close that gap—or, as one commentator put it, "an anomalous state of knowledge," as one commentator described it—information demands arise. Information is a logical representation of the nature of the environment in which humans live. Because each individual's information need is unique, and information demand is essentially subjective and occurs only in the mind of the seeker, all the approaches that have been adopted to study it have proved problematic.

Information is needed by various users for various objectives.

Information is required depending on the viewpoint or situation in which it is required.

The academic contexts (environment) in which lecturers find themselves affects their information demands and information-seeking behavior. Lecturers are members of an

information user group. Therefore, the primary goals of their information-seeking behavior are to acquire access to information that will help them prepare for lectures, write academic papers for seminars, workshops, or conferences, and conduct in-depth research on certain topics related to their field of study. An information needs which arises due to recognition of a gap in knowledge has been examined by various scholars due to its influencing information behaviour. Researchers in the field of information studies have created various conceptual vantage points in an effort to explain the concept of information needs. One of such perspective is that information need is cognitive in nature thus; the degree to which information users understand and describe their information needs determines how those needs are characterized. Due to this, scholars have identified four categories of information needs: visceral, conscious, formalized, and compromised needs¹. The manifestations of each level are shown in unconscious vague feelings, Statements that are unclear, formalized, or compromise between codified user needs and system capabilities (such as queries).

Similar to this, researchers categorize information demands into three categories based on how well-defined and stable/variable they are: muddled topical information needs, conscious topical information needs, and verificative information needs.

What can be inferred here is that information needs are perceived and they arise out of uncertainty; something that theorists have referred to as the Anomalous State of Knowledge. As a result, expressing information need is often difficult for information users. Contemporary researchers have referenced past works on information behaviour where scholars had extended the conceptualization of information needs to the emotive component, arguing that information needs are a condition of knowing that is

unambiguous and is marked by both hazy ideas and unease feelings. Similarly, several Researchers now contend that information needs cannot be explained without taking into consideration the context in which they arise.

Researchers seeking to understand information needs have emphasised the need to understand the situation that leads to the realization that causes an individual to realise that they need information. Towards this end, information needs is defined as gaps that emerges in physical, natural, and/or social reality. People get off-balance as a result of these gaps, and they must seek information in order to regain their sense of the world and their role within it.

In addition, Information needs are not something that humans have always had in their minds, according to those who view information needs from a social constructivist perspective. People do not always realise that they need information until they get to the point where they find they cannot proceed with the information at their disposal. As a result, people find it difficult to articulate their information needs. Rather, information needs are negotiated and co-constructed by the participants through conversations and discourses in actual information-seeking encounters.

The continuous attention being paid to the concept of information by researchers all over the world attests to its theoretical significance. Understanding information needs also has a practical application. A proper understanding of information needs enables librarians and information service providers to effectively design and develop information programs, systems, and services that are centered on users. For example, according to a study, by gathering more information about the information needs of a group of information users during search sessions, such as their familiarity with the topic, any

prior knowledge they may have about it, and their motivation for searching, researchers were able to significantly improve information retrieval performance.

In another study, the relationship between information needs and information behaviour was outlined. It was submitted that information needs can be classified into physiological, affective or emotional and cognitive needs. Each class of need drives the user to search for information from two different forms; formal information systems such as online resources or/and information exchange and transfer from other people. If the information needed is found via these resources, it ought to bridge the information gap and satisfy the perceived need. Otherwise, the user will have to look search more information. The information seeking behaviour of users is very crucial toward their needs. Therefore, information seeking behaviour can be defined as those activities an individual engages in when identifying his or her own need for information, searching for such information in any way and using or transferring of information. Information behaviour refers to the complete or totality of human behavior about the sources and channels of knowledge, including active and passive information seeking and information use. So, it includes face to face and online communication with others as well as the passive reception of information. Information seeking behaviour revolves around personal causes for seeking information, the different types of information which are being sought, and the ways and sources in which needed information is being sought. Information seeking behavior is explained in various forms, from reading printed material to research and experimentation. Scholars, students and faculty actively get current information from the many media out there in libraries, e.g. Reference Encyclopedias, journals and more currently, electronic media databases.

An individual user has several other ways for accessing his desired information. There are several factors that decide his information seeking behaviors. These factors include the time spent in search of information, knowledge about information sources, the way of expressing his information need etc.

The fundamental elements that have a significant impact on how users behave when seeking information as identified by scholars are context and users' mental structures²¹. Obviously, these components were the product of many factors that have been considered by previous researchers as influencing information seeking behaviour. For instance, it was pointed out that context has always been represented in information behaviour in different coinages such as 'frame of reference'; 'frame-works of meaning'; 'setting' and 'information use environments'⁴³. With these descriptions of context in mind, we can say that contexts involve the interaction of information users with the environment in which they work.

The context of a user includes a variety of components that may influence information seeking, including setting, scenario, background, and surroundings.

In the field of library and information science studies, context "generally means any factors or variables which are seen to affect individuals' information-seeking behaviour".

In this way, we can see apply context to what and where people are at a particular moment in time. The 'what' and the 'where' have been tagged as environment and task by information behaviour theorists.

The environment in which a user operates is expected to influence the way they search for information. The academic environment is an illustration of an information-rich setting that may influence its members' information searching; in this case, lecturers. The

socio-cultural environment, the physical environment, and the climate of the environment are some of the environmental characteristics that theories emphasize universities and lecturers' homes are two examples of the settings Wilson identified for knowledge seeking and usage by academics. The capabilities of the academic library, the information sources it gives access to, as well as the digital environment, must all be taken into account in the academic setting (environment).

Individuals' information needs vary depending on their roles and responsibilities, knowledge and experience in their particular fields of specialization and in using information systems and services, specific information needs they have, the breadth and depth of their interest profiles, and the nature of the subject or area of specialization or interest in which they are interested. Information need, information seeking, and information usage are the three components of information seeking behavior. The drive to find and receive knowledge to fulfill a conscious or unconscious need is known as an information need. A study's definition of information need also includes an individual's or group's desire to learn about and acquire information in order to satisfy a conscious or unconscious need. It went on to clarify that different people would seek information for different reasons, use different ways, and consult different places or sources depending on the type of information they are looking for. However, how each person uses knowledge varies depending on their needs²². Information seeking is similar to a communication behavior in that it is influenced by a variety of variables. People seek information for a variety of reasons, and the types of information they seek, the methods they use to find information, and the locations they look for information vary from person to person. One scholar defined information seeking behavior as the way people look for

and use information. Information need, information seeking, and information use are the three factors that influence information seeking behavior. Similar to a communication behavior, information seeking is influenced by a variety of elements²³.

2.2 Theoretical Framework

This study anchored on two theories, the first one is Wilson's 1981 Model of Information Behaviour and second one is Theory of planned Behaviour By Icek Ajzen, 1991

2.2.1 Wilson's Model of Information Behaviour

Wilson's model of information behavior (1981), which drew the elements influencing information seeking and the obstacles in the way, was published in 1981. It was argued that an individual's physiological, cognitive, or affective needs—which have their roots in personal variables, role demands, or environmental context—were what motivated them to seek out knowledge. An individual places demands on various information systems, such as the library and technological use, in order to meet their needs. The user can also get in touch with a middleman, like a relative, friend, or colleague. Any information given by any of the sources contacted is then assessed to see if it meets the demands of the person²⁴.

The idea encompassed every step involved in determining an undergraduate's information need, information seeking behavior, and information use. According to Wilson's Theory/explanation, Model's information needs arise whenever undergraduate students' academic activities change. These changes will cause information needs and information seeking behavior, which includes all actions taken by undergraduates when seeking

information and includes visiting the library, browsing the internet, talking to friends, and other activities to ensure that information needs are met.

The hypothesis further emphasized that these changes may be due to changes in their study environment, which may be due to assignments from their professors, preparation for exams, research projects, etc. atmospheric or a break in their education. Undergraduates frequently look for knowledge in response to these changes or to fill in any gaps. There are many sources of information, however an individual's choice of information source depends on them. And the information gathered will be applied to the current problem²⁵.

Wilson's theories information-seeking behavior arises from the user's perception of a need, which can take many different forms.

For instance, the user may develop requirements for formal information systems (such as libraries, on-line services, or information centres). The assertion above clarifies the developing information need of an individual which will lead to making a demand on available information systems if there is an identifiable information need to be met. At this phase the individual displays varying behaviour based on the kind and the level of prior knowledge and the skill that he/she possesses that assists in making useful information choices. In the context of this research, lecturers' research information need is also refer to secondary because if they do not have need to conduct researches, no information need will arise. But, once they realize the need for research, they soon realise that they do not know all the published works in their area of interest so they start to 'make demand on formal and informal information systems'.

Wilson model recommends classifying the primary information requirements as physiological, cognitive, or emotive. In addition, he looks at how these demands are affected by the individual, the role that person's job or life must play, or the settings (political, economic, technical, etc.) in which that life or work takes place. Several scholars have praised the Wilson is regarded as one of the top theoretical information-seeking models.

They admit that the idea of information, information needs, information seeking, and information use is deeply ingrained in the model. However, it was pointed out that despite the fact that it does not closely examine specific job tasks, events, or contexts, the model is aware of a wide range of elements influencing information behavior.

Another group of researchers observed that the Documentary information sources, which make up the majority of information sources, are given little to no weight in the model.

Wilson claims that the model only applies to specific jobs for which the information sought is applied because it does not account for the information seeking behavior of a particular group of people. Moreover, the model ignores the questions of sources, characteristics and personal preferences of users and it also generalize information seeking without considering the type and scope of information sources or the suitability of the accessible information to fit information users' needs.

Wilson's information behaviour model has flaws that make it unsuitable for this study since it does not adequately address the application and sharing of information among experts. Additionally, the approach disregards individual information preferences, disregards the issue of individuals, and undervalues documentary sources. The model

does not additionally take into consideration the success or failure of information use as a result of satisfaction or non-satisfaction relevance job outcomes.

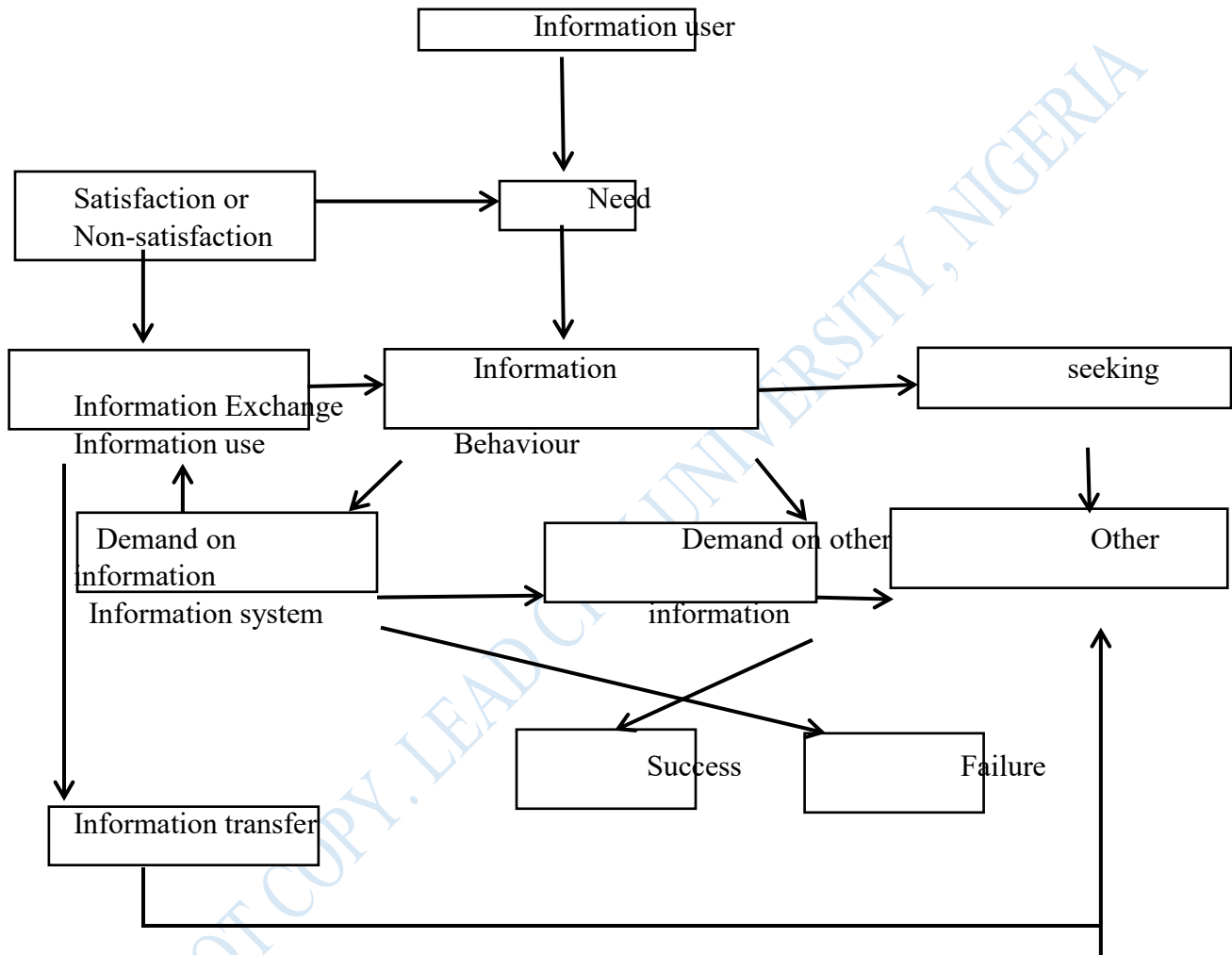


Figure 2.1 Wilson's Model of information Behaviour

Wilson's (1981) model of information behavior

R. Willson & L. M. Given. *I'm in sheer survival mode": Information behaviour and affective experiences of early career academics*. **Library & Information Science Research**, 42(2), 2020, 101014²⁶.

2.2.2 Theory of Planned Behaviour by Icek Ajzen

The Principle of Planned Behavior, 1991. Theory of Planned Behavior emergent suggests that a person's behavior is determined by his or her intention while making a decision and the perception is determined by norms and that person's attitude and will anticipate the behavior that will follow from his or her objective. Simply said, The Theory of Planned Behavior (TPB) is TRA modified. The TPB was created as a result of the realization that, contrary to what was found in TRA, behavioral intention cannot be the only element influencing behavior. Therefore, according to the Theory of Planned Behavior, behavioral intention and perceived behavioral control can be utilized to directly predict behavior. The inclusion of perceived behavioral control as a third variable to attitude toward a behavior and subjective norm as factors influencing behavioral intention makes the TPB different from the TRA in this way.

The Hypothesis of Planned Behavior is a theory that links one's beliefs and behavior. It asserts that behavior is instantaneously determined by behavioral intents and under specific circumstances perceives behavioral control influences. The theory of planned behavior's model presupposes that customers weigh the costs and advantages of many options before selecting the one that will maximize their predicted net benefits. Planned behavior theory is a member of the so-called class of "rational choice models." It is based on these fundamental presumptions:

The best paradigm for analyzing human behavior is that of individual self-interest; rational behavior results through cognitive deliberative processes; The most crucial variables are internal, particularly the mindset²⁷.

The policy changes that result from this approach are quite simple. The goal of the library should be to guarantee that users have access to enough knowledge to make wise decisions.

Rational choice models have received extensive criticism while being well-known and frequently employed. The key arguments and claims that form the foundation of this critique are as follows. Human behavior is incredibly complicated and includes selfish as well as social, moral, and altruistic behaviors, as is widely known. The majority of the time, environments for social and collective decision-making as well as other contextual elements shape behavior. These elements continuously influence and limit personal taste²⁸.

Routines and habits, or what Scholar called "procedural rationality," avoid cognitive deliberation and undercut a fundamental tenet of the concept. Affective or emotional reactions seem to confuse rational thought. In marketing theory, for instance, it is well understood that customers form emotional bonds with consumer goods, i.e., users form emotional bonds with library resources. The Theory of Planned Behavior explicitly proposed that the three practically independent determinants of attitude toward the behavior, subjective norm, and perceived behavioural control can predict behavioral intention to perform behavior (library patronage or access and use of information resources in the library).

Undergraduate impression of the simplicity or complexity of carrying out the behavior of (information system) interest is referred to as perceived behavioral control. A person's level of self-efficacy or confidence in their ability to carry out an activity is perceived as this (access and use of and use library resources). Gender variations in the adoption and

use of ICT (information systems) in the decision-making process have been studied using the Theory of Plan Behaviour. The TPB was found to be a reasonably accurate gauge of behavioral intention (purpose) and library use in decision-making for both men and women.

According to this theory (Theory of Plan Behavior), users will use an information system if there is evidence that it will help them with their academic endeavors and if they have the skills necessary to access it. For instance, if a library user is familiar with using the catalog card and other methods to access information resources in the library. The study's conclusions showed that there are noticeable gender variations in how information and communication technology is used (information system e.g Library). It was determined that the TPB offers a comparatively good measure for describing behavioral intention and ICT (information technology) usage for undergraduates in deciding whether or not to use libraries²⁹.

2.3 Review of Empirical Studies

2.3.1 Library Patronage by Undergraduates

When participants in a study to examine information needs and information seeking behavior of distance learners in a university were asked to indicate how frequently they used the library for various purposes, it was discovered that seventy six per cent of the total respondents frequently used the library to provide answers to their assignments. Updating knowledge, resolving an immediate problem, and exam preparation were the other three major reasons for library use by the participants. Students who participated in the poll rarely used libraries and other resources to find out about entertainment. When

the respondents to a scholarly study on information seeking behavior and reading preferences of special library users in Bhopal city were asked if they used libraries, the results showed that the majority of readers use libraries, with seventy three per cent of respondents saying they always use libraries and twenty six per cent saying they use libraries occasionally³⁰.

According to a study conducted in Ibadan North Local Government of Nigeria to determine why undergraduates use academic library resources, seventy seven percent of respondents said they went to the library to read newspapers and magazines for assignments, while sixty per cent and fifty per cent of respondents said they went to the library for exams, leisure, and other purposes. The conclusion that the undergraduate students primarily use the academic library for homework and reading newspapers and magazines may be drawn from this data. The findings of a study looking into how medical students at a tertiary medical college in Chattogram used the library showed that sixty eight percent of respondents used the library for self-study, thirty seven percent of respondents used the library specifically to refer texts, and thirty six percent of respondents used the library for group study. Twenty three respondents used the library to collect past question files³¹.

According to research done to determine why undergraduates seek information, seventy nine percent of respondents said they did so to improve their academic performance, sixteen percent said it helped them develop personally, fifty percent said they did it so they could read ahead of the lecturers, and thirty three percent said it helped them with their job performance.

The findings showed how frequently undergraduates visited libraries.

Out of the three hundred respondents, thirty one per cent visit the library every day, nine per cent visit once a night, forty eight per cent visit once a week, and eleven percent visit once a month.

And the outcome of their information-seeking revealed that sixty per cent of respondents use the library to prepare for exams, thirty three per cent use it to enrich knowledge, six per cent use it to prepare for competitive exams, and five per cent use it for entertainment³².

One hundred twenty-one respondents to a survey to establish the reason medical students at the University of Ibadan seek information said they firmly agreed that they do so for their assignments and academic projects. Three point thirty seven respondents have a mean score, three point twenty eight respondents have a mean score, three point nineteen respondents have a mean score, and they are looking for material to assist their project write-ups, their research projects, and their professional competence. However, two point eighty-two mean score of the respondents look for information to participate in social activities like Facebook and other similar sites, as well as two point eighty two mean score of the respondents look for information to stay up to date on new developments and innovations.

According to this study, medical students at the University of Ibadan primarily seek information for assignments, academic projects, project writing assistance, research work assistance, professional competence, and also to facilitate peer information exchange and the creation of educational materials. The survey also indicated that medical students at the university of Ibadan in Nigeria's college of medicine have information needs. The results showed that, with a mean score of three points fifty-two, one hundred and twenty-

nine of the respondents strongly agreed that they needed specific medical information, followed by three points thirty-four of the respondents who indicated a need for research information, three points thirty-three of the respondents who indicated a need for social information, three points thirty-one of the respondents with a need for reference information, and two ninety-three of the respondents with a need for information³³.

According to a scholar, library customers should recognize the value of library visit, because of their numerous academic endeavors and successes. Every librarian's goal is to please their customers. In this survey two point four respondents visit library regularly, two point four respondents visit library once in a while three point one respondent visit library during the exams only and two point of the respondents visit library twice a week correspondingly. From the findings, it can be inferred that those who utilize libraries for academic purposes do not do so regularly; rather, they visit the libraries sometimes and also before tests. Therefore, it is reasonable to conclude that few people use the libraries³⁴.

The results of a study on why people use libraries showed that four point fourteen was the mean value of respondents who frequently used libraries for class assignments, three point sixty six was the mean value of respondents who frequently visit libraries to read books from the collections, three point fifty nine was the mean value of respondents who frequently visit libraries to prepare for exams, and three point thirty three was the mean value of respondents who also frequently visited libraries for other purposes³⁵.

According to seventy four point nine percent and eighty point two percent of the respondents, respectively, first-year and fourth-year undergraduates need information most for assignment-related purposes as well as for knowledge improvement. The semester registration and debate purposes were the least important reasons for requesting

information. When it comes to semester registration, where it is assumed that students will need information to enable them to register early and settle in for lectures, the low need for information in the area of debate is concerning. This is because the majority of students do not necessarily participate in debates³⁶.

Users' use of the library demonstrates their desire to find and research the knowledge they need. The more students who use the library, its resources, and services, the more effectively they are used. As a result, the researcher has information about the frequency and motivation of students' library visits. The visit to the library is dependent on the facilities' readiness and suitability for the needs of the research researchers. In the study students were asked to list how often they visited the library. Overall, fifty five percent of the total respondents said they visited the library every day, thirty four percent said they visited once a week, and the other respondents said they visited once every two weeks, occasionally, or once a month. The majority of UG respondents, with fifty two point seventy three percent and UG forty seven point twenty seven percent, visit the library every day, according to the responses. Thirty-four percent of the replies indicated that UG and PG students visit once each week. The remaining respondents go to the library sometimes, once every two weeks, or twice a week. The results demonstrate that respondents who are undergraduate students visit the library more frequently than respondents who are postgraduate students. According to a cross section of respondents who were interviewed, postgraduate respondents put in more hours at the hospital working on clinical practice projects. They may visit the library less frequently because of this³⁷.

It was unexpected to learn from the study that undergraduates do not visit the library to read the books that are there, as the majority of respondents- one hundred and twenty eight undergraduates—visit the libraries during exam season to read their books, and ninety two of the respondents also use the Internet services at the libraries. This indicates that the information resources the library has obtained are not appropriate for or in line with the needs of the users.

This result was consistent with Oliviera's suggestion that the creation of information resources in academic libraries should be "user driven": As suggested by the students, this is a development in 21st-century libraries where opinions and perspectives of library users are acquired and used to decide what changes to make, what services to offer, or what services to emphasize more³⁸.

The survey's findings indicated that the majority of respondents—seventy seven—visited libraries to stay current on topics of interest. This was followed by sixty seven respondents who went to libraries for academic assignments and lectures, sixty two respondents who went to libraries to prepare for competitive examinations, and thirty-six respondents who went to libraries for career-related reasons. In this study, the majority of respondents seventy eight percent used information for academic purposes; this was followed by sixty percent respondents who used information for assignment purposes; fifty one percent, respondents who used information for their final year research; and fifteen percent, respondents who used information for other purposes along with those for which they were seeking the information fifty three percent of respondents use the information for enjoyment, and fifteen percent use it for current events and inventions³⁹.

At Bowen University Teaching Hospital (BUTH), Ogbomoso, a study was conducted to determine the purpose of information seeking by clinical medical students. Of the total respondents, forty nine percent disagreed that they used the library specifically to research materials for their assignments, while twenty eight of the respondents agreed. And twenty eight point four percent of the respondents denied that they sought information to read more about their lecture, whereas thirty nine point six percent of the respondents believed they did so. In this study, sixty five respondents stated that they went to the library primarily to prepare for their subject. The findings also show that thirty nine respondents go to the library to get information when preparing for competitive exams, while fifteen respondents stated that they went to the library to update their knowledge and conduct research, and two respondents stated that they went to the library to provide guidance to others. In this study, respondents who used libraries for educational purposes accounted for one hundred and sixty six respondents, those who used them to enrich their knowledge for one hundred respondents, those who used them to prepare for competitive exams for eighteen, and those who used them for recreational purposes for sixteen respondents⁴⁰.

In a different study, participants were asked about the types of information they frequently needed in an effort to understand their information demands and information-seeking behavior. It was discovered that two hundred thirty respondents wanted information about their academic semester for their semester work, including information on the schedule of the semester, report writing tasks, internships, midterm and final exams, and research work. According to the investigation, the respondents frequently need all of the aforementioned types of information to complete their academic tasks. The

second group of respondents are those who required information about jobs, which is crucial from the perspective of Balochistan. Balochistan is the largest province in the nation, however there are little employment prospects there. One of the biggest tasks after graduating is finding employment. Therefore, the majority of respondents require information specific to their field industry. Those that required complete information are highly visible. The fact that ninety respondents said they wanted political information is intriguing. And it is clear from this work that Balochistan University, which is the first mother university in the province, has a glorious past and made significant contributions to the development of literacy. One of the Pakistani provinces most impacted by terrorism in recent years is Balochistan. This may be the cause of the University of Balochistan's undergraduate students' interest in politics.

According to results of a different study seven thousand three hundred respondents need information specifically related to their course of study, ninety respondents need information on self-development, forty five respondents need information on current events, and twenty five respondents want information on career development and scholarships. All respondents are interested in information about health, politics, and football, just like we are.

It was discovered through a different study on the value-chain of library users, which evaluated how undergraduates at Ahmadu Bello University in Zaria used the libraries there. Out of the total of three hundred eighteen respondents, it was found that one hundred and eighteen percent, or forty percent, of respondents primarily visited libraries during the exam period to read their books, as evidenced by their responses. The remaining ninety two percent respondents, or twenty eight percent, visited libraries to use

the Internet. It is surprising, though, that they did not visit libraries to read the books there. This shows that the demands of library users are not taken into account when purchasing resources. This conclusion is related to Oliviera's assertion that "user driven" creation of information resources in academic libraries. The 21st-century tendency in libraries is to gather user feedback and use it to decide what improvements should be made or what services should be emphasized more, based on the suggestions of the students.

The findings make it clear that the help desk is frequently used by the respondents, as confirmed by the fifty-four percent of respondents who said they regularly used the library. whereas only twenty point five percent of the respondents said they had never used a library. Thirty eighty four percent of the respondents indicated that they used textbooks frequently. Although textbook consumption is much lower than help desk usage on a daily basis, it outpaces help desk usage when usage for the week, the month, the quarter, and the year are all factored in. Textbooks received the lowest rating under "never used" of all library materials, which suggests that the majority of respondents actually utilize textbooks. On a daily basis, dictionaries and Internet access came in second and third, with twenty eight percent of the total and twenty one percent respectively. The utilization of other library materials, such as digital collections, thesis/dissertations, journals, and CD-Roms, did not fare as well, with daily usage as low as seven and six percent respectively. These items received a similarly high rating under "never used." The projector received the lowest ratings for usage as a library resource since it was never used and received the highest ratings for never being used⁴¹.

In an effort to better understand undergraduates' motivations for seeking information, it was found that sixty-four point six percent of respondents sought information for general awareness, fifty-two point two percent for preparing readings, four three point seven percent for conducting research, and twenty-five point five percent of respondents sought information for purpose. Regarding the objective of patronage. In a study on the impact of user requirements and satisfaction on undergraduates' use of reference services, respondents' mean scores of two point two indicated that the majority of respondents used the library for class assignments and exams, while the mean score of the respondents also used the library for research⁴².

When a study was done to determine why undergraduate students visit libraries, the results revealed that the majority of respondents—ninety five percent—visit libraries primarily to use reference materials. This is followed by respondents who visit libraries to complete assignments, who made up ninety seven percent of respondents, and those who visit libraries to study for exams, who made up a close second with nine. The least common reasons for library visits were to utilize social media and download e-books. The main conclusions of this study showed that textbooks were the least frequent reason for Lagos State University undergraduate students to visit the library, while long essays, also known as projects, which are past students' projects submitted to the library, journals, and magazines, were the most frequently used library information sources. Students from LASU primarily used the library to view movies, check their e-mail, and utilize social media⁴³.

Researchers have studied law students' information-seeking patterns in the digital sphere. The need for knowledge has a significant impact on research, teaching, and learning

methodologies around the world. The conversion of data into digital form has become simple and effective thanks to modern technology. It has changed the ways in which information can be accessed, retrieved, and used. Students from two law schools in Mumbai were chosen for this study, and a questionnaire was distributed at random to collect responses. The study focuses on how often people visit libraries, why they go there, how they look for information, whether they know how to use computers, how long they spend looking for information, and how difficult it is to find information. The survey's findings demonstrate that books remain the most trustworthy sources of knowledge. The online database is familiar to the majority of pupils. However, the students facing problem of information overload on internet and short of skills to search information. Hence, the result suggests that formal training course shall be conducted to make the most efficient use of information resources and services⁴⁴

According to this study on undergraduates in a Nigerian university, seventy eight percent of the surveyed of respondents used the library for academic purposes, sixty three percent of respondents used the library when given an assignment as part of their course of study, fifty one percent of the total of respondents used the library specifically for their final year research, and fifteen percent of respondents used the library for social purposes. Study on Information Needs and Information Seeking Behavior of Students in College of Nursing and Midwifery Gombe, Gombe State, reveals that the majority of respondents sought information primarily for reading and research, while only eighty four respondents sought information to stay current on current events and to prepare for exams, leaving a very small number of respondents who were seeking information to complete their

assignments. The majority of respondents, which is the most significant component of their research, visit libraries for reading and research purposes⁴⁵.

According to the results, the majority of respondents, or eighty five percent of respondents, used the library to consult or borrow study materials relating to their course curriculum, while seventy eight percent of respondents said they mostly used the library for general knowledge or to prepare their class notes.

Nearly fifty percent of respondents said they used the library to prepare projects, project reports, or MS-PowerPoint presentations, followed by forty two percent of respondents who said they prepared assignments, twenty six percent of respondents who prepared for seminars and conferences, nineteen percent of respondents who kept themselves updated, and fourteen percent of respondents who prepared for declamation contest participation⁴⁶.

According to a study, undergraduate students in the humanities at three universities in Nigeria utilized search methods that were consistent with Ellis' six search techniques. They were asked to agree or disagree with various claims. The outcome demonstrated what: fifty-five point six percent of respondents said they used professors and other people as a starting point to find academic information; fifty-four point eight percent said they chained (searched through the references at the back of consulted books) to find relevant materials; and sixty-five point two percent said they browsed the library's collections to find pertinent information materials. Others include: sixty percent indicated using differentiating strategy (choosing among the well-known sources by noting the differences in characteristics and value of the information); fifty seven percent two percent) of the respondents indicated using monitoring (using the card catalogues, lists on library notice boards); and fifty four percent indicated using extracting strategy, which

involves using the library card catalogue as a search strategy to retrieve pertinent materials. According to the study, the majority of respondents—ninety three percent—are undergraduate students who are looking for academic information. This is followed by four percent of respondents who are looking for personal information, and two percent of respondents who claimed they were looking for sports information. The replies showed that undergraduate students preferred academic information above other types of information, such as personal and athletic information, in order to compose their course assignments, prepare for class discussions, seminar papers, and prepare for exams and assessments.

According to the study, undergraduate students employed the following search tactics to find information: starting with lecturers or peers, perusing library collections on the shelves, chaining with references from books' endnotes, distinguishing, monitoring, and extracting (using the card catalogue). A student who was interviewed stated, "I need information to compose my assignments, prepare for my presentations, seminars, and write my final year project," which demonstrated the critical requirement for academic material (Undergraduate student-four Hundred Level- Niger Delta University). This result is consistent with earlier academic studies that found that students frequently engage in active or purposeful information seeking due to the pressure to finish papers, assignments, and final-year research projects. The study's conclusions showed that students had information needs related to their academic pursuits⁴⁷.

A study was done to look into undergraduate library use and marketing at private universities in Oyo State, Nigeria. According to the findings, the respondents' primary motivations for visiting libraries are as follows. Generally speaking, two point seventy

seven percent of respondents said they used the library to stay up to date on their academic progress, two point sixty three percent said they went there to complete assignments, two point sixty three percent said they went there to read for fun, and two point fifty-five percent said they went there specifically to look up a quick fact; One forty seven respondents said they visit the library to use its restrooms, two point fifty four respondents said they visit the library to find information materials for term papers or projects, two point zero three respondents said they visit the library to use electronic information resources, and one point seventy respondents said they visit the library to use free internet facilities. The findings of this study are consistent with a study in the carried out in previously which stated that library users make good use of print information resources on purpose for both educational and recreational purposes. However, it was important to pay attention to the low-scoring electronic resources and internet services because, according to researchers, Nigerian university libraries spend a significant portion of their annual budgets on subscriptions to electronic information resources. Thus, it is important to note that electronic information resources are rarely used⁴⁸.

According to this study, respondents had a strong demand for academic information. Sixty-four and one percent of all responders attest to this. Personal development information, employment information, worldwide information, and health information are additional information needs of respondents, but they are equally important as academic information⁴⁹.

A study on the information-seeking behavior of undergraduates at a Nigerian university found that seventy tree percent of respondents used information to improve their academic performance, sixteen percent to support personal development, fifty three

percent to prepare ahead of time for lectures, thirty three percent to strengthen their health ethics, and sixty three percent used information to complete assignments and course work⁵⁰.

It has been shown that the three main reasons final-year students use libraries to find information are to conduct research, advance their careers, and complete projects. Eighty two percent of respondents from UNILORIN, seventy five percent from AL-HIKMAH, and seventy percent from KWASU, respectively; fifty-four percent of UNILORIN final-year students who responded said they looked in libraries for information about career development; sixty one percent from AL-HIKMAH; fifty one percent from KWASU; and fifty three percent said they were working on a project, respectively. This is consistent with the result that fifty percent of respondents seek information when conducting research, in addition to seeking information for other purposes such as problem-solving, staying current, and the requirement to produce an article or research paper⁵¹.

One hundred eighty seven of the undergraduate medical students who participated in this study said they read medical textbooks there; one hundred eighty said they consult medical materials for research; two hundred said they used the library for studying; forty-eight point five said they read the newspaper there for up-to-date information on health issues; and eighty one point three percent of the respondents said they study there. Forty eight point one percent of respondents visit libraries to utilize abstracts, forty eight point seven percent of medical students visit libraries to consult reference materials, and forty eight point one of respondents visit libraries to borrow and return health-related information resources. But fifty five point percent of respondents (undergraduates) said they never consult monographs in the medical library⁵².

The results showed that respondents with a mean score of four point thirteen used books in the library most frequently, followed by those with a mean score of three point thirty-three who used reference materials, those with a mean score of two point ninety one who used newspapers, those with a mean score of two point seventy seven who used fiction books, and those with a mean score of two point seventy five who used reference materials. Almost half of the respondents spent between five and ten hours per week in the library, while nearly three-quarters spent less than five hours per week there, according to a study that looked into the information-seeking behaviors of users at private higher technical education libraries in Chandrapur District⁵³.

The University of Medical Science, Ondo students used library information resources for a variety of reasons, according to a study done by a scholar. According to the analysis, the majority of respondents—ninety eight percent of respondents—agreed that they use library resources to get general information, followed by ninety five percent of respondents who said they use libraries for exams, ninety five percent of respondents who said they use libraries for assignments, and ninety two percent of respondents who said they use libraries for research, respectively. The findings also reveal that respondents who use library information sources to find out about sports have the lowest response rate, with just forty seven respondents. Although the majority of respondents—fifty nine percent—agreed that they use library information resources only infrequently, followed by thirty one percent who said they do so regularly, the results of the survey on frequency of library use reveal that the majority of respondents do utilize library information resources⁵⁴. The results of the investigation into the frequency of library use by medical students at a tertiary medical college in Chattogram showed that respondents who were

visiting libraries only when necessary were fifty five percent of students, thirty eight percent of respondents visited libraries daily, ten percent of respondents visited libraries twice or three times per week, and respondents who were spending one to three hours per week in libraries were ten percent⁵⁵.

Ten point four percent of the respondents used library resources on the premises daily, according to the results. twenty four percent of those surveyed use library resources on a weekly basis. Thirty-eight international student respondents utilize library facilities on a monthly basis, seventeen points four use library resources on a quarterly basis, and twenty-nine never use library facilities at all. This demonstrates that the majority of international students use the libraries' resources, with seventy nine percentage points of those surveyed doing so on the premises of the libraries, as opposed to twenty nine percentage points of those surveyed who never do so⁵⁶.

Based on the frequency of library use, the Ladoke Akintola University, Ogbomosho faculty members' library usage results show that the majority of respondents used the library at least once a day, with sixty-seven point one percent of respondents agreeing in affirmative, and thirty-two point nine percent) of respondents saying they never used the library on a daily basis. Twenty-one hundred and twelve (sixty point six percent) of the respondents, or another major group of respondents, visited the library four to five times per week. This result appeared to be on the high side when contrasted to the respondents who visited the library one to three times per month, who had a patronage rate of twenty eight percent—the lowest on the scale. This shows that, generally speaking, Ladoke Akintola University students used the library frequently for their research and teaching activities. According to the results, fifty respondents from the federal university of

agriculture in Abeokuta primarily utilize the internet. With thirty eight responses, textbooks are the second most often utilized information source, followed by thirty five respondents for newspapers and magazines. Therefore, it can be inferred from the results that the three information sources that undergraduates at the two universities utilized the most were newspapers, magazines, and online textbooks, while the three least used sources were print journals, dissertations, and reference books. In a different study, respondents were asked how often they visit the university library in a semester. Based on their responses, it was determined that fifty six point one percent of the respondents visit the library frequently, thirty four point one percent said they visit the library occasionally, and nine point six percent said they visit the library only once per semester⁵⁷.

According to their findings, respondents used the library once a week, twenty two percent used it four to five times out of the total responses they received regarding Information Needs and Information Seeking Behavior of Foreign Students in University of Delhi, five hundred and fifty two respondents visited the library several times during the semester, and four hundred and four respondents used it once or twice a week, according to thirty three respondents. In addition to this, one male respondent visited the library once or twice a year when he needed information, and sixteen of the respondents used the library one to three times per week on average.

Another study was done on demographic factors and undergraduate students' use of the libraries at South West Nigerian universities. The study looks into how frequently undergraduate students use the libraries at South West Nigerian universities. This study shows that undergraduate students frequent libraries with a fairly high frequency.

Twenty-six point six percent of respondents visited the library daily, thirty-six point six percent visited it two to three times a week, and thirteen point one percent visited it once a week out of the total respondents (undergraduates).

In addition, nine point three percent of respondents visited the library once a semester, seven point four percent visited the library once every two weeks, and five point six percent visited the library on a regular basis. Research was done on how undergraduates in Nigeria's Ibadan North Local Government used academic libraries' resources and services. The data from the respondents reveals the educational level of the respondents. According to the findings of this study, three hundred level students make up more than thirty three percent of the respondents, followed by students at the hundred level (twenty nine percent), two level (twenty seven percent), and four hundred level (eleven percent), respectively. This suggests that the highest proportion was at the three hundred level. The results of this study showed that undergraduate students use academic libraries at a level that indicated that 44% of respondents visit libraries on a weekly basis, twenty five percent of respondents visit libraries on a daily basis, and six percent of respondents visit libraries sporadically and monthly. This shows that most undergraduate students visited the university library on a weekly basis. According to the study, undergraduates considered the university library to be a hub for learning. This resulted from a huge weekly turnout for the library's services and resources⁵⁸.

In order to improve and personalize library services, a study was done to look at how fundamental science researchers seek out information. For this study, basic science researchers at a university medical school participated in semi-structured interviews. In order to access a highly technological database, researchers employ well-known internet

search engines. They interacted mainly with coworkers and colleagues in their laboratories and were quite sociable. The findings indicate that the researcher had a favorable opinion of the library, and that using its resources can be boosted by forging connections with key departmental people⁵⁹.

The behavior of faculty members at Mumbai's commerce institutions' information- and communication-technology (ICT) environments has been examined. They concentrate on information demands, methods used to find information, the environment's involvement, the time element, issues, satisfaction, and the user-system interaction. The advancement of IT has made it possible to access information resources in a variety of ways and formats. These days, readily accessible electronic information sources like CD-ROMs, databases, web-OPACs, and the Internet have largely superseded print-based products. Information-seeking behavior has been impacted by the expansion of information on the Web. According to the results, the majority of respondents use the internet and email, while just a small percentage utilize CD-ROMs and databases. Internet is thus referred to as the information superhighway's support system. By offering services like current awareness, libraries should encourage user⁶⁰.

The information need and information seeking behavior of social science researchers at M.B.P.G. College in Haldwani, Uttarakhand, was attempted to be studied. The survey was performed to learn more about the library's holdings, effectiveness, material organization, services, usage of the internet, search engines, and other information resources, as well as the need for and use of information. The ninety eight research academics' responses to a questionnaire were used to gather data. For their research-related needs, libraries were favored by fifty percent of students. Subject specialists and

library staff prefer unofficial information sources. Majority Only ten percent of students are unaware of the internet, whereas ninety percent of students utilize it. E-journals are the best information source, according to sixty percent of users, but surprisingly, seventy percent of users think that electronic form is not handy good user satisfaction rates: fifty percent of users said they were happy with the library's services, and others suggested orientation programs to raise awareness of e-resource and library services⁶¹.

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It is evident from the findings of Information Seeking Behavior (Isb) Of Tertiary Level Chemistry Students that the majority of male students—eighty percent—and female students—seventy five percent—visit college libraries. Four percent of male and five percent of female students said they did not attend the library every day, however some

did. Sixteen male students and nineteen female students said they did so to some level. This demonstrates that the majority of undergraduate chemistry students prefer to visit the library to stay current so that they can see the display of new arrivals each day. While a minimum of six percent of male students and twenty four percent of female students stated they visited encyclopedias, seventy two percent of male students and seventy six percent of female students said they did so to some level, and twenty two percent of male students said they did not. It is determined that both male and female pupils show little interest in learning about encyclopedias⁶³.

LIS students at the Islamic University of Bahawalpur conducted a study to examine the prevalence and purposes of library use. When analyzing the results to determine the frequency of library patronage, it was found that the majority of respondents—forty three percent of them—visit the library once a month, followed by thirty two percent of them who visit twice a week and fourteen percent of them who visit the library every other week.

They responded as follows: twenty one respondents said they used online resources for their own research and assignments, followed by eleven respondents who said they used them to write articles. Nine respondents said they used online resources for research, and fourteen point seventy-five and twenty one point twenty-three percent said they used them for other purposes.

The majority of research scholars, or sixty-three of them, have stated that they prefer to conduct research. This is in contrast to other responses, such as thirty-six for dissertation or project work, while eleven respondents have stated that they use e-resources for four additional purposes, making up the remaining eleven of the respondents⁶⁴.

Evaluation of library materials utilization and services in private universities in Nigeria was the title of a study that was undertaken. When the frequency of library use by undergraduates was taken into account, the results showed that fifty three percent of respondents at Babcock University said they visited the library every day, twelve percent said they visited once per week, fifteen percent said they visited three times per week, and seventeen percent said they visited occasionally. Additionally, it was discovered that twenty percent of respondents at Babcock University visited the library twice each week. While twenty five percent of respondents said they visited the library daily at Covenant University, Twenty-five percent of respondents visit the library three times each week, twenty-five percent visit once per week, thirty-two percent use the library rarely, and ten percent use the library twice per week. Seven and a half percent of respondents visit the library once a week. But at Redeemer University, sixty two percent of respondents say they use the library every day, fifteen percent say they use it once a week, twelve percent say they use it twice a week, and ten percent say they use it three times a week. While attending Lead City University, twenty seven percent, five percent of respondents utilized the library daily, five percent once per week, ten percent twice weekly, seventeen percent, five percent three times weekly, and forty percent infrequently. The study's findings showed that the four institutions' libraries' resource and service usage was below average⁶⁵.

Patronage of the library at Ladoke Akintola University in Ogbomosho. based on the respondents' distribution The majority of respondents—two hundred and thirty five—agreed affirmatively that they visited the library at least once every day, and it was also revealed that one hundred and fifteen respondents—who made up the remaining one

hundred and fifteen—never visited the library on a daily basis. Two hundred and twelve respondents visited libraries frequently, typically four to five times per week. This response seemed on the high side compared to the least frequent users of the library (ninety eight percent of respondents), who visited one to three times per month. This suggests that Ladoke Akintola University students generally frequented the library for their academic and research needs. The results showed that twenty five point sixty nine percent of respondents used libraries once every two weeks, followed by twenty point twenty one percent who used libraries every day. In addition, seventeen point forty eight percent of respondents reported using libraries two to three times per week, and fifty point eighty eight percent of respondents said they used libraries once a week⁶⁶.

The results of a study on how users perceive the services of a university library, in this case the University of Calabar, revealed that forty seven percent of respondents used the library frequently, two hundred respondents occasionally visited the library for their academic work, and hundred respondents said they used the library daily. In addition, six hundred of the respondents indicated they never utilized the library, while ninety said they just seldom went there. The findings demonstrate that patrons are more appreciative of using libraries for their information needs⁶⁷.

In another study on library use frequency conducted at PAMO University Library, it was discovered that fifty-three percent of respondents used libraries daily, followed by twenty-six percent who used libraries once a week, nine percent who used libraries twice a month, eight percent who used libraries monthly, and two percent and one percent who used libraries infrequently or never. The analysis made it very evident that PAMO University of Medical Sciences' medical students frequent the library. In a different study,

respondents were asked to indicate how often they visited the library. According to the study's data, the largest group—forty three percent of respondents—visited the library once a week, followed by twenty six percent of respondents who said they visited the library several times a week and twenty four of respondents who said they visited the library several times a month. This demonstrated that none of the respondents that never went to the library. This demonstrated that respondents are aware of the significance of libraries⁶⁸.

Thirty-five percent of respondents at Babcock visited the library every day, twelve point five percent did so once every five working days, fifteen percent did so three times every five working days, and seventeen point five percent did so occasionally, according to the evaluation of library materials usage and services in private universities in Nigeria. Additionally, it was revealed that twenty five percent of respondents visited the library at Covenant University virtually every day while twenty percent of respondents at Babcock University visited the library twice in five working days. Twenty-five percent of respondents visit the library three times per week, seven and five percent of respondents visit the library once every five working days, thirty-two and five percent of respondents said they occasionally use the library, and ten percent of respondents said they visit the library twice every five working days. According to the results, sixty five point five percent of respondents from Redeemer University visited the library every day, fifteen point five percent did so once every five working days, and twelve point five percent did so twice every five working days of the week and fifteen percent of respondents said they used the library occasionally while attending Lead City University. Twenty seven point five of respondents said they used the library daily, five percent said they used it once a

week, ten percent twice in five working days, and seventeen percent said they used it three times in five working days. Forty percent of respondents from Lead City University who were polled said they occasionally used the library, and five percent of them said they utilized it three times in five working days⁶⁹.

In a study on students' use of library resources and self-efficacy, the frequency of library use was measured. Twenty percent of respondents from K.U. visited their library every day, fifty percent did so once or twice a week, eighteen percent did so once or twice a month, and twelve percent visited just once or twice. While thirty one percent of respondents from Thapathali College use the library daily, twenty two percent use it weekly, and twenty two percent use it monthly, Additionally, twenty two percent of respondents visit libraries once or twice. Similar to NCCS, twenty seven percent of respondents use libraries daily, forty four percent weekly, fifteen percent monthly, ten percent occasionally, and four percent never. It is clear from the overall results that the majority of respondents (twenty eight percent) visit their individual libraries on a daily basis, thirty eight percent do so on a weekly basis, and only a small percentage (eighteen percent) do so on a monthly basis. and ten percent of the respondents doing it once or twice, while even fewer respondents, two percent, claim they have never visited a library⁷⁰.

The University of Calabar's undergraduate students were asked how often they visited the library, and the results reveal that photocopying services were most frequently used (by one hundred and two respondents), followed by lending services (by twenty six percent of respondents), reference services (sixteen percent of respondents), and lending services (by sixteen percent of respondents), and that use of books for reading (by eleven of

respondents). With the conclusion that undergraduates have a fundamental understanding of library services, as evidenced by their use of the various library services⁷¹.

The Kenneth Dike Library user patronage research found that thirty-two percent of respondents used the facility's extended hours twice a week, twenty-nine percent of respondents did so once per month, and only six point nine claimed to do so. This finding indicated that library users commonly made use of the extended library function. Due to the varied needs of the users, library and information services have expanded beyond their typical hours of operation in the modern era. As a result, it is necessary for academic libraries to increase usage by expanding their facilities to accommodate users' needs around-the-clock⁷².

In an investigation by a scholar to ascertain the frequency of library use among undergraduate students in federal universities in south-west Nigeria, the results showed that the majority of respondents, with fifty-three percent, do so almost every day of the week, while nineteen percent said they do so about six times a week, and twenty-eight percent said they do not. With the results of this study, there is little doubt that the university library is important despite technological advancements that make information available elsewhere. The library still has a duty to provide information⁷³.

A study was done on the faculty at the Kumasi Law School in Ghana to learn more about their information-seeking habits. They put a lot of emphasis on the options, types, and uses of information as well as the problems that researchers run into when looking for information. According to the findings, seventy five percent of faculty members desired to read for background information, sixty five percent desired to gain pertinent materials for their research projects, and fifty six percent desired to keep their knowledge up to date.

With respective percentages of ninety three percent, eighty one percent, eighty eight percent, and textbooks, the instructor found law reports, law journals, and textbooks to be the most useful information sources. Sixty-eight percent of lecturers use libraries daily to obtain information.

Seventy five of the respondents visit libraries every day, according to the findings. The library is visited by one hundred and twenty two respondents twice to three times per week. Eight of the participants say they go to the library two to three times per month. In contrast, twenty-eight faculty members said they went to the library two to three times per week. This suggests that undergraduate students utilize the library more frequently than faculty. This is in line with the conclusions of earlier study. According to the survey, reading for exams and making copies of materials are the two top reasons undergraduate students visit libraries, with percentages of eighty eight and ninety two, respectively. OPAC usage among students is more common than among professors. In particular, just ten percent of teaching staff and sixty one percent of students use OPAC to find materials on the shelves. While students were up front reading newspapers, faculty members were found to be reading both print and online journals. The library is more frequently used by students than by faculty⁷⁴.

Seventy six percent fifty three percent of respondents to this research visit libraries on a daily basis, compared to twelve percent twenty four percent of respondents who visit libraries regularly and nine percent of respondents who visit libraries only infrequently or when they have a specific need. In a study on the frequency at which respondents visit libraries each week at the Federal University of Technology Oweri, the findings revealed that thirty percent of respondents visit libraries no more than once per week. The study

was titled "Provision of Games: A Strategy for Enhancing Sustainable Library Patronage by Students." Twenty-six point three respondents, who claimed to visit libraries twice every five working days, but eighteen point two respondents, who claimed to visit university libraries three times per week, while fourteen point one respondents claimed to visit universities no more than four times per week, but ten point six respondents claimed to visit universities every day of the week. This demonstrated that more than a third of respondents visited the university library no more than twice in a week⁷⁵.

The results indicate that two hundred ninety three respondents—or thirty percent—said they visit libraries for more than three purposes. One hundred and seventy-nine respondents—or twenty two percent of the respondents—said they visit libraries to use reference materials, borrow books, and read their note books. This is a positive indicator of library use. Sixty eight of the respondents visited the library for reference, to borrow books, and to conduct online searches, while one hundred two respondents went there for research and to borrow books. Sixty-eight respondents visited the library for reference materials, to borrow books, and to conduct internet searches before sixty-five respondents claimed to have just attended for reference purposes. Seventy-two respondents went to the library to borrow books. The results showed that the respondents' use of the library is encouraging, and the results of the survey on the frequency of library visits by undergraduate students showed that the majority of respondents—fifty nine percent of the total—visited the library on a daily basis, while twenty two of the respondents went only when they had to. The results also demonstrate that respondents who visited the library once every five working days are comparable to those who attended more than once every five working days of the week. This study's findings showed that library use is

widely accepted among the respondents, as evidenced by the fact that sixty three of respondents visit libraries regularly and twenty three do so only when absolutely necessary⁷⁶.

In terms of using library resources, forty five respondents said they did so at least once every five working days of the week at the Kisii University Library in Kenya; fifty three said they visited the library at least once a month to read a book; nearly half said they used the library's resources every day of the week; and only two said they rarely read the library's information resources. Ninety nine of the respondents, or fifty-seventy-eight percent, utilized information resources in the library daily, and forty-nine respondents used library materials once a week, according to data of library resources read during the previous six months. Undergraduate students at the University of Ilorin in Ilorin, Nigeria, were asked to complete an assessment of their information needs and information-seeking behavior.

And the results show that sixty-four point six percent of respondents seek information for purposes of general awareness, fifty point two percent for purposes of reading preparation, forty-three point seven percent for purposes of research, and twenty point five percent for purposes of writing seminar papers and making presentations. When asked how often they visit the university library throughout a semester, fifty six point three percent of the respondents claimed they do so regularly. Thirty-four percent of respondents said they go to the library occasionally, while nine percent indicated they have only gone once.

In terms of user information needs, the results show that seventy nine percent of respondents do not believe that search strategy abilities are a requirement for information.

Finding the right information was cited as a need for information by forty four percent of respondents, and the use of the OPAC for research was not cited as a need for information by fifty point seven percent of respondents. This finding may be explained by the fact that the vast majority of responders still lack the search strategy expertise necessary for their academic breakthrough⁷⁷.

The research reveals that forty seven percent of respondents use library information sources to find information on sports, the topic with the lowest response rate. The majority of respondents (fifty point nine) said they occasionally utilize the library's information offerings. The next group of respondents—thirty percent of whom said they frequently utilize the library's information resources—comes next. The Respondents use library information resources frequently, to the tune of seventeen point seven percent. Additionally, according to the analysis, none of the respondents said they never use the library's resources. The study found that, at fifty point four percent, textbooks were the most frequently used library information sources⁷⁸.

2.3.2 Information Behavior of Undergraduates

Statistics on the purpose of library use among Landmark University students showed that, with a mean score of three points sixty-seven, seventy three percent of the students strongly agreed that they read for academic purposes. The average score for passing exams is three points thirty-four, and the average score for personal knowledge is three points thirty-three. Additionally, three point thirty mean respondents said they read to finish assignments, three point twenty five mean respondents said they read to stay educated or current, and two point eighty six mean respondents said they read to stay in

touch with friends and coworkers. Finally, a two point fifty four mean score of respondents read sources to gather information for a lengthy article. The results showed that many of the respondents read for purposes that were intellectual in nature. We can confidently state that respondents have a positive purpose for using library information resources and services based on the mean score of two point fifty four on a four-point scale from the inquiry into the purpose of patronizing library information resources. Although additional research on library use and academic success may be required to learn more about respondents' library use⁷⁹.

Analyzed research on Iowa State University's veterinary medicine students to draw conclusions on how they used the library and how they looked for information in the technological age. The expansion of the library's electronic resources and patrons' information-seeking habits were the subjects of the study. Student activities in the library, information-gathering resources, and resources anticipated for demands in further education Students treat textbooks and handouts as sources of current information; they use the library for photocopies, office supplies, and coursework study. When students look for information outside of their textbooks, they favor computerized indices and other electronic sources. Nearly sixty percent of students utilize the Internet to find the most recent information. The use of electronic resources by students in a problem-based learning system was on the rise. To meet future needs, the digital world has created new opportunities for information professionals⁸⁰.

According to another academic study, libraries play a completely different role in health and medical science than they do in general. It involves more than only gathering, processing, and granting access to information resources. They are tasked with a variety

of tasks to correlate the requirements, including research, curriculum-based learning, and point of care. Four hundred thirty faculty members and one hundred thirty nine postgraduate students from twelve dental institutes in Karnataka participated in this study. According to this poll, ninety four point four percent of users say they prefer to utilize the internet for their information needs, and sixty four point four percent of users said they were satisfied with how they used the internet and e-resources. The majority of dentistry colleges' libraries are determined to be well-equipped but still contain traditional printed materials, according to this survey. There is a mismatch between the library's collection and the information-seeking behavior of the user⁸¹.

According to research on the information needs of university students enrolled in distance learning, when respondents to a survey were asked to indicate their information needs, those who indicated a need for information about their field of study received a mean score of four out of fourteen, followed by those who indicated a need for information about job opportunities with a mean score of three out of eighty-eight. The additional information needs that students regularly sought out were information on career development, education scholarships, and information on continuing their education. This result proved that students' primary information needs were for information connected to their academic careers⁸².

Researchers have looked into the information-seeking habits of AjayiCrowther University students in South Western Nigeria. The information was acquired via a survey given to five hundred students. The library was found to be the most popular location for students to search for and utilise information resources for academic purposes. Additionally, they expressed gratitude to the library for being able to meet their needs⁸³.

The sources nurses consulted and their information needs described the nurses' information-seeking behavior. Information requirements and behavior of the demography of nurses may be affected by factors like age, years of experience, educational background, time spent in and around the workplace, and working environment. One hundred percent of respondents in a study on the information needs of nurses at the Port-Harcour teaching hospital of the rivers state university agreed that they needed information on professional development, personal development, patient management, personal hygiene, drug therapy, diagnostics, and disease outbreak. The study supports a prior study on satisfying nurses' information needs for successful health service delivery in the federal medical center in Oweri, Imo State, and found that nurses needed information to maintain and manage patients as well as to increase their clinical knowledge⁸⁴.

In a research project to ascertain nurses' information requirements and information seeking behavior. The majority of the interviews were semi-structured. According to the study, midwives were highly information-conscious and required a wide range of information, but psychiatric nurses were found to be much less so⁸⁵.

According to results of a different study looking into the information habits of medical students at the University of Ibadan, the majority of respondents used the Internet to access information, followed by two point seventy-five mean respondents who used textbooks and two point seventy-one mean respondents who used journals, two point fifty-nine mean respondents who interacted with peers, and two point fifty-six mean respondents who used journals. The average response was two points twenty one, two points fifteen, and two points zero one, indicating that respondents obtained their

information from conference papers, medical CD-ROMs, and libraries, respectively. However, respondents with a one point forty one mean score and those with a one point ninety one mean score both stated that they had never used HINAR or MEDLINE. Therefore, the findings indicated that medical students at the University of Ibadan routinely utilized the Internet, printed resources, peer communication, reference materials, seminars, and lecturers when seeking knowledge.

Out of the total population of one hundred and sixty-two, the study found that eighty-six respondents were the highest, and they preferred text books for their information needs. This was followed by respondents who preferred accessing online resources, with seventy-eight respondents choosing this option, which was forty one point forty one. e-resources, which were ranked second, had fifty-five respondents who said they prefer reference books to fill their information needs, while fifty-two respondents said they prefer newspapers, and they were ranked third, fourth, and fifth, respectively. Twenty-three respondents relied on scholarly journals, whereas forty three percent respondents relied on theses or dissertations. respondents used abstracts and indexes as a source of information. Twelve respondents relied on CDs or DVDs, nine respondents relied on databases, and those three groups were ranked sixth, seventh, eighth, and ninth, respectively. Two respondents preferred government reports, and they were ranked tenth. Fourteen respondents also use other resources in addition to the aforementioned ones⁸⁶.

The findings from the scientific work confirm that most undergraduates chose to consult text books, e-resources, internet resources, reference books, and newspapers; as a result, they have the advantage. And in a study conducted in Khyber-Pakhtunkhwa, Pakistan, the analysis of the data revealed that sixty-three percent of regular respondents and fifty-

six percent of undergraduate distance students respondents indicated that their primary information needs were based on information on subjects related to their course of study, while thirty-eight percent of regular respondents and sixteen percent of undergraduate distance students respondents indicated that their primary information needs were based on other topics. Thirty-three percent of regular students and forty percent of distance learners who completed the survey said they needed information on job opportunities, forty-two percent of regular students and twenty percent of distance learners said they needed information on career development, and thirty percent of regular students and twenty percent of distance learners said they needed information on continuing their education after completing a graduate program. This finding makes it abundantly evident that regular and distance learners' primary information needs—for which they consisted. There is an urgent need for information on programs for empowering people as well as for enjoyment, personal health care, campus security, and safety. Here, it is evident that pupils do not place a high priority on learning activities' information demanded information—were related to their courses of study⁸⁷.

Additionally, when trying to explore information behavior and substance use among undergraduates at Babcock University in Ogun State, Nigeria, According to one definition, information behavior is related to wants and seeking. According to this study's majority of respondents (twenty eight and twenty nine percent of respondents), the admission, registration, tuition, and accommodation processes are things they both need and want to know more about. Additionally, respondents said that they had received knowledge about how to perform well in school, academic empowerment, psychological

support, social support, and medical treatment, as well as their understanding of the implications for their own health⁸⁸.

According to the findings of this study, which was carried out by a researcher to examine university undergraduate students' information-seeking behavior and its implications for the quality of higher education in Africa, undergraduate students' primary information needs were academic in nature, with a response rate of sixty four percent. Personal development information, employment information, health information requirements, and global information are additional requirements by the students but are not as crucial as the academic information needs of undergraduate students⁸⁹.

When the purpose of library use was investigated, the findings showed that seventy eight percent of respondents used the information for academic purposes, sixty three percentage points for assignments, fifty percent for final year research projects, fifteen percent for relationship issues, and fifteen percent for other purposes, fifteen percent of the respondents use it for entertainment, however.

Thirty one percent of respondents indicated that reading lists was their primary source of information, and seventy eight percent of respondents used Google Scholar to find their information, according to scholarly findings on the investigation of undergraduate students' information behavior. Three point sixty three of the respondents used Google or other search engines and printed textbooks, forty five percent of the respondents used e-books, and thirty one percent indicated that reading lists was their primary source of information. sixteen percent of the respondents consult sources other than their families.

A few inferences may be made from the study, including the following: University

students are aware of the value of knowledge, as evidenced by the fact that the majority of them look for information to raise their academic standing⁹⁰.

In another study carried out in Kongi State University on information need and information seeking behavior of undergraduate students of Agricultural science, The finding revealed that the major information need of majority respondents fifty three point three per cent of agricultural science students was information for assignments. This finding was in supports with the findings of Yahaya who established that information need of final-year undergraduate students in the North-central zone of Nigeria was for examinations, research papers, and class assignments. it was gathered majority of undergraduate students of Agricultural science need information to do their assignment thirty percent of responded need information for development on their subject knowledge, sixteen of the respondents need information for their research work while zero point six percent of respondents were said to need information for intellectual development⁹¹.

Academic development and current affairs ranked at the top of the list of the final-year students in the three institutions chosen for the study's other research project on the information demands and information seeking behavior of students at three universities in Kwara State. Eighty seven percent of respondents from KWASU, eighty five percent from UNILORIN, eighty two percent from AL-HIKMAH University, and sixty-nine percent from KWASU said they needed information for academic development. Seventy-nine percent of respondents from UNILORIN and seventy-nine percent from AL-HIKMAH said they needed information on current affairs. This result was consistent with the research of Ajiboye and Tella, which found that sixty four point one percent of

respondents sought out information for their academic advancement. While one point three of respondents indicated that radiography information was not always required, two point zero of respondents indicated that hospital policies information need and two point three of respondents indicated that medicolegal information need. The study's findings thus confirm that students' information demands were mostly focused on academics, with laboratories, personal health, and news about research and medicine coming in second and third. Hospital policies, radiography, and medicolegal were not things that college students were particularly obliged to know⁹².

According to a study conducted at PAMO University to examine the information needs of medical students, the majority of respondents had a three point two mean score for academic information needs, three point two for laboratories information needs, three point one for personal health information needs, and two point one for information needs related to research and medical news. While one point three of respondents indicated that radiography information was not always required, two point zero of respondents indicated that hospital policies information need and two point three of respondents indicated that medicolegal information need. The study's findings thus confirm that students' information demands were mostly focused on academics, with laboratories, personal health, and news about research and medicine coming in second and third. Hospital policies, radiography, and medicolegal were not things that college students were particularly obliged to know.

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Based on an examination of the survey responses, it can be determined what kinds of knowledge undergraduate students require. Fifty one percent of respondents said they wanted information about development tools urgently, while forty three percent said they thought the same information was important. Thus, knowledge of development tools is thought to be the most crucial information required by undergraduate students.

Information on how to do a literature review, on the other hand, obtained the lowest rating and was deemed less significant by the students. Only thirty eight percent of respondents said the knowledge is crucial to their ability to conduct their research, according to the survey⁹⁴.

It was clear from a separate study on the information needs and search habits of veterinary medicine students at a Nigerian institution that the majority of undergraduates had an academic information need, with eighty seven out of hundred respondents scoring it as important or very important. This corroborates Tilahun and Natarajan's findings, which claimed that veterinary students mostly looked for academic content to further

their education. The study also showed that eighty five point four percent of respondents needed information for their professional development. While seventy five percent of respondents indicated that they needed information for self-improvement, sixty two percent of respondents indicated that they needed information for job opportunities, fifty percent of respondents indicated that they needed information for current events, and sixty nine percent of respondents indicated that they needed information for scholarship purposes, respectively, fifty four percent and fifty two percent of respondents indicated that they needed information for current events. Whereas sixty two percent of respondents never look for political information, which is more than half of respondents. According to these studies, the information that respondents from the veterinary field most frequently need is for academic objectives, professional development, self-improvement, and current awareness.

Comparing the results, it is clear that the respondents' greatest information needs are in the area of personal development. The investigation found that forty-two respondents from both universities needed information for personal development, and the Federal University of Agriculture, Abeokuta respondents' greatest information needs were revealed to be for personal development and problem-solving by thirty respondents.

In a similar vein, twenty respondents strongly agreed that they needed information to keep their knowledge current. Additionally, twenty respondents strongly agreed that they needed information to prepare for exams. According to forty two respondents from Obafemi Awolowo University in Ile-Ife, the most common information needs are for problem-solving and personal growth. In addition, forty-three respondents indicated that

information for exam preparations is another important area of their information needs, while twenty-five respondents said they need information to update their knowledge⁹⁵.

Two hundred twenty respondents needed information on the academic semester, including information on the semester schedule, assignments, report writing, exam, midterms, and research work, according to the findings of a survey conducted to better understand undergraduates' information needs in remote areas. This result demonstrates that the vast majority of knowledge required by undergraduates relates to how to carry out their academic obligations. The next-highest number of respondents—one hundred and two—said they wanted information about jobs, which was important from Balochistan's point of view⁹⁶.

This study found that one hundred and fifty three respondents used libraries for academic preparation, one hundred thirty six for research, and one hundred and eighteen for leisure. This indicates that while the majority of respondents preferred to be involved in general knowledge, class preparation, and research activities, they were generally less involved in leisure activities⁹⁷.

The results of a study on the context of visual information seeking showed that the system's poor reactivity was a significant issue in the visual search. Although the visual layout made it easy to find information, it took longer to type a search word in the search box and press enter than it did to click on several terms repeatedly from broad to specific. Some users reportedly found their task frustrating since the aesthetic interface lacked the capabilities they needed. A multifaceted categorization system's user interface is also frequently slow to respond⁹⁸.

Despite the advantages of the visual search, some participants stated that they preferred other databases. This brought to light the possibility that a user's past search preferences might have an impact on their present or future search behaviors as well as how they interact with the system. The ease or difficulty of a user's interaction with the interface depended on how comfortable they were with the visual search. The significance of user behaviors in information seeking has been emphasized in a number of earlier research. Eighty-six point six percent of the respondents said they primarily used books and articles to find information. Discussions with peers came in at number two with seventy-nine point five respondents, followed by the library catalog and OPAC at forty-seven point four, supervisor consultation at thirty-nine point seven, subject-area expert consultation at thirty-nine point seven, indexing and abbreviations at thirty-nine point seven. The University of Delhi's library system is very extensive, thus in order to meet the demands of its patrons, the libraries are divided into four categories: the Central Library (mainly for the arts and humanities), the Central Science Library, the Ratan Tata Library, and departmental libraries.

According to the survey, forty five respondents from the Federal University of Technology in Abeokuta accessed information primarily through personal internet subscriptions. Thirty five respondents access electronic databases, and thirty respondents use electronic journals as their primary means of information access. Forty three out of the responders were women. Twenty-two point nine percent of respondents at Obafemi Awolowo University in Ile-Ife said they got their knowledge from electronic databases and electronic journals, which they accessed mostly through personal internet subscriptions. This demonstrated that undergraduates from both universities access

material mostly through their personal data subscriptions rather than through institutional wifi or print journals⁹⁹.

Ninety two and eight percent of respondents use the internet and its resources, eighty two and four percent use lecture notes, seventy four percent ask a fellow student a question, sixty two and three percent use databases and CD-Rom searches, and sixty one and four percent use the resources of the university library. However, it has been found that thirty two percent of respondents do not ask library employees for assistance¹⁰⁰.

Ninety three point two percent of the respondents use the veterinary medicine library to find information; seventy eight point three percent of the respondents consult their personal collections; seventy point zero percent of the respondents ask the library staff for help; sixty-two point five percent of the respondents use the Internet; and a small percentage of the respondents use personal collections and personal computers. Fifty six point seven per cent of the respondents said they looked for books on the library shelves directly. A total of fifty one respondents also use references to find the information they need¹⁰¹.

Another study found that eleven percent of respondents used lecture notes, sixty three percent used the Internet, five percent used books or textbooks, and seventeen percent said they used the library when looking for information. Compared to responders who sought information online, this is incredibly low. In a separate study on the assessment of information seeking behavior of physically challenged students in a few Nigerian tertiary institutions, it was found that a larger percentage of respondents (one hundred percent) sought educational information, while a smaller percentage (seventy eight point percent) sought financial or economic information, and none of the respondents indicated that they

did not seek any information. The research also finds that twenty six percent of respondents don't look for financial or economic information. The percentage of respondents who sought political information was seventy seven percent, whereas the percentage of respondents who did not seek political information was twenty two percent. Eighty eight and two percent of respondents said they looked for health information, whereas eleven and eight percent of respondents said they didn't. Seventy three point eight percent of respondents sought information on jobs, while twenty six point two percent of respondents did not seek job information, according to the study's findings. Seventy three point eight percent of respondents sought information on sports, while twenty six point two percent of respondents did not. Additionally, eighty point seven percent of respondents said they looked for information on self-development, Eighty five percent of respondents sought national or local information, while the percentage of respondents who did not do so was nineteen and a half percent. Thirteen and a third percent of respondents said they did not seek information on self-development. The study's findings show that sixty seven point seven percent of respondents sought global information, compared to thirty one point eight percent of respondents who did not. The majority of respondents sought educational information, with one hundred percent of respondents, followed by health information (eighty eight percent), and self-development information (eighty six percent), with hundred percent of respondents.

Google is the top search engine used by respondents, followed by Google Scholar with nineteen per cent of respondents and Yahoo with ten percent of respondents. These decisions were in line with the findings of research done by Vezzosi, which showed that Google and Google Scholar were the most popular search engines used by students to

find material online. Another study on students' methods of information access at the Federal University of Technology in Abeokuta and the Obafemi Awolowo University in Ile-Ife found that thirty two percent of respondents mostly access information through personal internet subscriptions, twenty five percent through electronic databases, and twelve percent through electronic journals. While twenty two percent of the respondents represented a different way for undergraduates to get knowledge, according to the survey. Since a significant portion of the study's respondents were undergraduate students, this indicates that they did not rely on the institution's wifi to obtain information¹⁰².

The study's analysis of library patrons at Mother Teresa Women's University in Kodaikanal's information seeking behavior in regard to respondents' preferences for various information sources revealed that among the study's total of one hundred and twenty five respondents, the majority were said to prefer only books with fifty six of them, followed by respondents who preferred periodicals with twenty four of them, and Therefore, it can be determined that books and journals had the most preference, while theses, project work, and conference proceedings received the least. From the discussion above, it was evident that most respondents used books for their examination purposes¹⁰³.

According to this research, sixty-three percent of respondents use Google or other search engines and printed workbooks to satisfy their information needs, forty-five percent of respondents use e-books when looking for information, thirty-one percent of respondents use their reading list as their primary source of information, seventy-eight percent of respondents use Google scholar to satisfy their information needs, thirty-eight percent of respondents use Wikipedia, Other sources of information are used by sixteen percent of

respondents. According to the results above, Google has the most respondents, followed by e-books. According to a study conducted by the University of Wisconsin, Milwaukee on information seeking behavior among undergraduate students engaged in twitter in the year, undergraduate students used twitter as a social communication forum in their academic activities as well as to communicate with their lecturers¹⁰⁴.

In a study to determine information needs and seeking behavior of medical students at the College of Medicine, University of Ibadan, Nigeria, seventy two of respondents, with a mean score of three points and fifty two, strongly agreed that they needed specific medical information. This was followed by the need for information on research activities, with a mean score of three points and thirty four, and then the need for specific medical information, with a mean score of three points and thirty four, respectively. And responders who required reference information had a mean score of three points thirty one, while those who required generic medical information had a mean score of two points ninety one. While respondents needed the least amount of information on personal development, scoring two point seventy three on a scale of one to ten, and needed the most knowledge on sports and fashion, scoring two point eighty three. According to the study's findings, medical students at the University of Ibadan require information for research, references, social issues, and general medical knowledge¹⁰⁵.

The information seeking behavior of the college of nursing and midwifery Gombe reveals that forty-three point six percent of the respondents seek their information by visiting the library, followed closely by thirty-eight point nine percent of the respondents who look up to the library staff when seeking information sources, while ten point four percent of the respondents speak to their friends when seeking information, and six point nine

percent of the respondents speak to their friends when seeking information. Only five percent of those polled were undecided. This result indicates that the majority of respondents were willing to use the college library for information rather than other sources.

And the results of their information needs revealed that fifty-six point one percent of respondents requested information pertaining to their courses or field of expertise. Twenty-four point four percent sought general knowledge information, twelve point two percent sought information in a specialized field, five point two percent sought information for leisure, and two point one percent were undecided. This means that the majority of students go to the library to find information on their courses. Students often seek information about their subject of study or area of concentration¹⁰⁶.

According to a survey undertaken to identify the information needs of nurses, all respondents agreed that they needed information on the following topics: patient management, professional development, diagnostic, medications therapy, disease outbreaks, and personal cleanliness.

The findings back up a previous study conducted in Imo State on meeting the information needs of nurses for effective healthcare delivery at the federal medical center in Owerri, which discovered that nurses needed information to care for and manage patients, as well as to improve their clinical knowledge¹⁰⁷.

2.4 Conceptual Framework

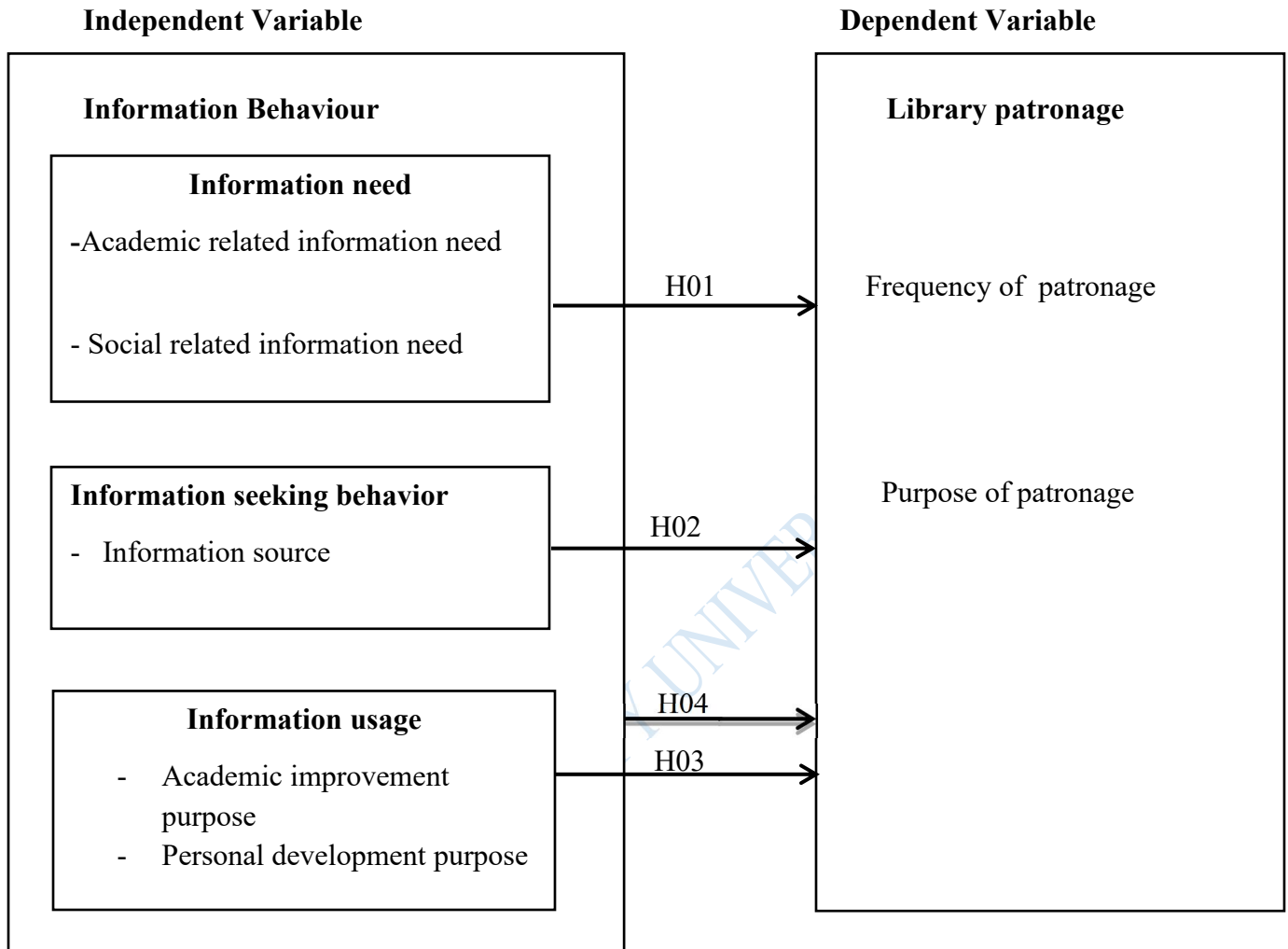


Figure 2.2 Conceptual Framework on Influence of Information Behaviour on Library Patronage. Source: adapted from T.E. Smith, et al, (2018), Wootton, R. (2013) and Smith R. (2001)

Source: Self-Constructed Conceptual Framework for the Study (2022)

The preceding conceptual framework in Figure two reflects how information behavior influence library patronage among undergraduate students in private universities in Oyo State. The figure 2.2 revealed that the model comprises two variables: information behavior (independent) and library patronage (dependent). Library patronage is a

dependent variable and is measured by two indicators: the purpose of library patronage and the frequency of library patronage, both of which are relevant to this study and were adapted from the theory of Plan Behaviour.

And Information behavior is an independent variable is also an umbrella variable with the following indicators; Information need, Information seeking Behaviour and Information usage that were derived from Wilson's model of information behavior, and its indicators are as follows; academic related information need and social information need as indicators for information need, and for information seeking behavior we have information source, as an indicator, while information usage has academic improvement purpose and personal development purpose as indicators. And they were all taken from literature¹⁰⁸.

The model illustrated how information need, information seeking behaviour and information usage influence library patronage among undergraduates

2.5 Summary of Literature Reviewed

This chapter reviews relevant literature to this study, highlighting scholars' perspectives on the issue of this research, which is the information behavior and library patronage of undergraduate students in private universities in Oyo State, Nigeria. The review explains the meaning of information behavior, the significance of library patronage, and how it affects library service.

The review also discussed the relationship between information behavior (independent variable) information need, information seeking behavior, and information consumption

and library patronage of undergraduate students (dependent variable) purpose of patronage, and frequency of patronage.

In addition, the review defined information behavior as an umbrella variable that includes information need, information seeking behavior, and information utilization. This literature discusses the definitions of information behavior, information need, and information seeking behavior, as well as how these impact library patronages. The review identified students' information demands as academic related information, personal development related information, career development related information, health related information, clinical diagnosis information, and so on. It also investigated the frequency with which undergraduate students visited libraries.

None of the works evaluated treated information behavior and library patronage combined, and the effect of information behavior on undergraduate library patronage was not discussed in the reviewed literature, which is the gap the researcher is attempting to fill in this study.

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Chapter Three

Methodology

This chapter of the study provided information mainly on the methodology used by researcher based on the following sub-heading; research design, population of the study, sample and sampling technique, instrument for data collection, validity of research instrument, reliability of research instrument, method of data collection and method of data analysis.

3.1 Research Design

The study adopted descriptive survey research design to investigate influence of information behaviour on library patronage of undergraduate students in private universities in Oyo State.

Descriptive survey research design refers to the type of research set out to provide an accurate profile of situations, people or events. The design is helpful as data is systematically and scientifically collected from a sample of population through the use of scale opinion questionnaire, after which inferences is deduced. This research design is fit as it helpful to reveal the influence of information behavior on library patronage by undergraduates in private universities in Oyo State, Nigerian.

3.2 Population of the Study

The population of the study is eight thousand six hundred and fifty nine (8,659) undergraduates in seven private universities in Oyo state, namely; Ajayi Crowther University, Atiba University Oyo, KolaDaisi University Ibadan, Lead City University Ibadan, Dominion University Ibadan, Dominican University Ibadan and Precious

Cornerstone University Ibadan. Based on the data collected from Human Resource Unit (HR) and Students Affair Unit of Universities (2021/2022 Session. This number forms the population for the study (Table 3.1). Undergraduates in all the seven universities is 8,659. This number forms the population for the study (Table 3.1).

Table 3.1 Population of Undergraduate students in Private Universities in Oyo State

S/N	University	Population
1.	AjayiCrowther University	2,450
2.	Atiba University	556
3.	Dominican University	415
4.	Dominion University	324
5.	KolaDaisi University	718
6.	Lead City University	4140
7.	Precious Cornerstone University	380
	Total	8659

Source: Human Resource Unit (HR) and Students Affair Unit of Universities (2021/2022 Session)

Source: Field survey 2022

3.3 Sample Size and Sampling Technique

The sample size for this study is three hundred and sixty eight (368) undergraduates of the private Universities in Oyo State. The sample size for the study was selected using the Krejcie and Morgan, (1970) table for sample size.

Sampling is a process that allows a researcher to scientifically choose who or what is included in an investigation. Literature is of the view that sampling involves selecting

units (e.g. people, organizations) from a population of interest so that one may fairly generalize the results of a study¹.

Table 3.2 Sample for Determine Sample Size of a Known Population

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 and Morgan (1970) Sample size Determinant

The three hundred sixty eight copies of the questionnaire produced and distributed to all the private universities in Oyo State according to the proportion sampling as revealed in Table 3.3 in each university, the copies of the questionnaire was administered by using sampling technique which gave eligible respondents equal chance to be selected or participate in the study as revealed in Table 3.3

Table 3.3 Proportion Sampling Calculation for Sample Used

S/N	Name of Institution	%of total population	Calculated no for each sample
1.	AjayiCrowther University	$\frac{2450 \times 100}{8659} = 28\%$	$\frac{28 \times 368}{100} = 103$
2.	Atiba University, Oyo	$\frac{556 \times 100}{8659} = 6\%$	$\frac{6 \times 368}{100} = 22$
3.	Koladaisi University, Ibadan	$\frac{415 \times 100}{8659} = 4\%$	$\frac{4 \times 368}{100} = 15$
4.	Lead City University, Ibadan	$\frac{380 \times 100}{8659} = 4\%$	$\frac{4 \times 368}{100} = 15$
5.	Precious Cornerstone University,	$\frac{718 \times 100}{8659} = 8\%$	$\frac{8 \times 368}{100} = 29$
6.	Dominion University, Ibadan	$\frac{4140 \times 100}{8659} = 47\%$	$\frac{47 \times 368}{100} = 173$

$$7. \text{ Dominican University, Ibadan, } \frac{324 \times 100}{8659} = 3\% \quad \frac{3 \times 368}{100} = 11$$

100%

368

Table 3.3: Sample size Distributions of the Undergraduates in Private Universities in Oyo State.

Table 3.4 Sample Size

S/N	University	Population	Sampling Size
1	Ajayi Crowther University	2,450	103
2	Atiba University	556	22
3.	Dominican University	415	15
4.	Dominion University	324	11
5.	KolaDaisi University	718	29
6.	Lead City University	4140	173
7.	Precious Cornerstone University	380	15
	Total	8659	368

Source: Krejcie and Morgan (1970) Sample size Determinant

3.4 Instrument for Data Collection

Structured questionnaire was the data collection instrument used in this study. The questionnaire was chosen as the data collection instrument because it is appropriate considering the nature of the data, the research design, analysis require number of respondents and their dispersion time. The questionnaire is tagged Information Behaviour and Library Patronage by Undergraduates in Private Universities in Oyo State, Nigeria.

The study adopted the Likert scale design which allowed the researcher in listing options where respondents selected from. The instrument is made up of four sections.

Questionnaire Title: Information Behaviour and Library Patronage by Undergraduates in Private Universities in Oyo State, Nigeria.

Section A: This section contains the demographic information of respondents which is self-developed. The bio-data of respondents will be measured through five factors, level of study, Faculty, Department, Age, Gender and Religion.

Section B: Which is library patronage that is purpose and frequency of library patronage among undergraduates and it contained eight (9) questions adapted from the literature. It has four likert scale type. The respond format for the level of purpose of library patronage is: Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2, Strongly Disagreed (SD) =1. Example of the statement include: what is the purpose of library patronage of undergraduate students?¹ . i. For research project. ii. For exams and test etc. Example 2. How often do you patronize library? i. Weekly ii. Monthly.

Section C: Information need of undergraduate students. This section contains eighty (8) items on information need of undergraduate students in private universities in Oyo State. The instrument was adopted from literature. It has four likert scale type. The respond format for level of information need is: Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2, Strongly Disagreed (SD) =1

Section D: Information seeking behavior of undergraduates in private universities in Oyo state and it contains nine (9) questions. Based on information sources patronising by undergraduate students in private university in Oyo State². The instrument was adopted

from literature. It has four likert scale type. The respond format for level of information need is: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

Example: What are your information sources? i. Library books, ii. Internet etc.

Section E: Information usage of undergraduates, purpose of usage based on academic improvement and personal development of undergraduate. It contain seven (7) items, four (4) items based on academic improvement of undergraduates and three (3) items based on personal improvement of undergraduate students. The instrument was adopted from study⁴. It has four likert scale type. The respond format for level of information need is: Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD). Example based on academic improvement: In what way have you engaged in the use of information? i. For seminar presentation etc.

Based on personal development: For mental development etc.

3.5 Validity of Research Instrument

To ensure face and contents validity of the research instrument, a copy questionnaire was submitted to the researcher's supervisor and other lecturers in the Department of Information Management of this university, who read through and make necessary corrections and determined appropriateness and precision of the instrument. After criticism and corrections by the experts, comment and suggestions were given which was used to improved the quality of the drafted questionnaire.

3.6 Reliability of the Instrument

The instrument was subjected to reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was conducted through a pilot study using twenty five (25) copies of the questionnaire which was administered to the undergraduates of Adeleke University, Ede, Osun State, Which is not part of the population of the study. Reliability tests result shows the following values; information need 0.65; information seeking behaviour 0.73 and information usage 0.75; purpose of patronage 0.80, frequency of patronage 0.82.

3.7 Method of Data Collection

A primary data was collected and used to address the objective of the study through a structured questionnaire in line with existing literatures.. A letter of introduction was given to researcher from the Department of Information Management, Lead City University which was used to gain permission to conduct the survey in privates universities in Oyo State, this letter was presented to librarian and questionnaire also was dropped with the library staff to be administered to undergraduates as they comes to read in the library. A total number of three hundred sixty eight copies of the questionnaire was administered to undergraduates through the assistance of library staffs throughout the seven private universities in Oyo State. Library staff of each of the following universities assisted the researcher to administered questionnaire to the undergraduates in Ajayi Crowther University, Atiba University, KolaDaisi University, Lead City University, Dominion University, Dominican University and Precious Cornerstone University The

copies of the questionnaire was retrieved from respondents by library staff after completion. The administration of the questionnaire took four weeks.

3.9 Method of Data Analysis

The data collected was analyzed using descriptive statistic such as frequency counts, percentages, and standard mean deviation as well as inferential statistics. Research questions were analyzed using descriptive while the hypotheses were analyzed using regression analysis. Hypotheses one and two were analyzed using simple linear regression while the third and forth hypotheses was analyzed using multiple regression analysis.

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Endnote

¹R. V. Krejcie, & D. W. Morgan (1970). *Determining sample size for research activities. Educational and psychological measurement*, 30(3), 607-610.

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⁵K. Chaokromthong, & N. Sintao. *Sample Size Estimation using Yamane and Cochran and Krejcie and Morgan and Green Formulas and Cohen Statistical Power Analysis by G* Power and Comparisons. Aphet International Journal*, 10(2), 2021 76-86.

Chapter Four

Results and Discussion of Findings

This chapter dealt with data presentation, analysis, and interpretation of the results. The analysis is guided by the specific objectives and the hypotheses that were formulated in the study. The first section shows the presentation of the demographic details of the respondents using tables showing percentages and interpretation below the tables. Section two presents inferential statistics and discussion of findings comes at the later end of the chapter. The results presented were based on the research questions and hypotheses, which the study set out to answer and examined. Data was analyzed using SPSS version 25.

4.1 Presentation of Data

A total of three hundred and sixty-eight (368) copies of questionnaire were administered, and three hundred and seventy-three (373) copies were returned. After sorting the copies of the questionnaire, three hundred and thirty-seven (337) copies were certified as duly filled and considered usable. The useable questionnaire represented an 86.4% response rate. The high response rate was recorded as the researcher administered the instruments with the help of trained research assistants who put concerted efforts into reaching out to the undergraduate students in the selected universities and request them to participate in the study. The response results are presented in Table 4.1.

Table 4.1: Response Rate

Response Rate:	Frequency	Percent (%)
Returned and used	337	86.4%
Not Returned/Returned but not used	53	13.6%
No of distributed Questionnaire	368	100%

Source: Field Survey, 2022

Table 4.2 Demographic Information of Respondents

Items	Frequency	Percentage	
Gender	Male	105	31.2%
	Female	232	68.8%
Age	16-20years	263	78.0%
	21-25years	66	19.6%
	26-30years	8	1.5%
Educational level	100L	118	35.0%
	200L	93	27.6%
	300L	69	20.5%
	400L	30	8.9%
	500L	27	8.0%
Institutions	Lead City University	117	34.6%
	Dominican University	12	13.9%
	Dominion University	9	
	Precious Cornerstone University	11	3.8%
	Kola Daisi University	25	15.9%
	Ajayi Crowther University	96	18.9%
	Atiba University	54	12.9%

Source: Field Survey Results (2022)

Table 4.2 presents the demographic and personal profile of respondents used for this study. Demographic and personal profile of respondents as shown in Table 4.2. Profile of gender indicated that 105 respondents representing 31.2% were male while 232 respondents representing 68.8% were female, indicating that most of the respondents were female. Demographic and personal profile of respondents as shown in table 4.2 by age revealed that 263 respondents representing 78.0% were between the ages of 16-20years, 66 respondents representing 19.6% were between 21-25years, 8 respondents representing 1.5% were between 26-30years, and 3 respondents representing 0.9% were between 31-35years, indicating that most of the respondents were between 16-20years. Also, 118 respondents representing 35.0% were 100L students, 93 respondents representing 27.6% were 200L students, 69 respondents representing 20.5% were 300L students, 30 respondents representing 8.9% were 400L students, and 27 respondents representing 8.0% were 500L students. Furthermore, 117 respondents representing 34.5% attends Lead City University, 47 respondents representing 13.9 % attends Dominican University, 11 respondents representing 3.8% attends Precious Cornerstone University, 54 respondents representing 15.9 % attends Kola Daisi University, 64 respondents representing 18.9% attends Ajayi Crowther University, and 44 respondents representing 12.9 % attends Atiba University.

4.2 Response to the Research Question

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

Table 4.3: Level of Library Patronage Among Undergraduate Students in Private Universities in Oyo states Oyo State, Nigeria

Frequency of Use	Daily	Weekly	Monthly	Never	Mean
How often do you made use of the library	60 (17.8%)	79 (23.4%)	114 (33.8%)	84 (24.9%)	2.34
Purpose of Use	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
I patronize the library to get information for research project	17 (5.0%)	33 (9.8%)	79 (23.4%)	208 (61.7%)	1.58
I patronize library to get information for exam and test	37 (11.0%)	124 (36.8%)	109 (32.3%)	67 (19.9%)	2.39
I patronize library to get information assignment and course work	31 (9.2%)	82 (24.3%)	129 (38.3%)	95 (28.2%)	2.15
I patronize library to use reference materials	39 (11.6%)	52 (15.4%)	100 (29.7%)	146 (43.3%)	1.95
Weighted Mean					2.02
Grand Mean					2.18

Table 4.3 presents data on the level of library patronage among undergraduate students in private universities in Oyo state. Level of library patronage is measured by frequency of patronage and frequency of patronage. According to results in Table 4.3. 17.8% of respondents patronize the library daily, 23.4% weekly, 33.8% monthly, and 24.9%

reported that have never patronized the library. On average, the mean score for frequency of library patronage has a mean of 2.34. This indicates a low frequency of library patronage. The second measure is purpose of patronizing the library. Results also indicated that 5.0% of respondents strongly agreed that they patronize library to get information for research project, 9.8% agreed, 23.4% disagreed, and 61.7% strongly disagree. On average, the respondents indicated that they patronize library to get information for research project has a mean of 1.58. Results also indicated that 11.0% of the respondents strongly agreed that they patronize library to get information for exam and test, 36.8% agreed to this while, 32.3% disagree, and 19.9% strongly disagreed. On average, the respondents indicated that they patronize library to get information for exam and test has a mean of 2.39. Results also indicated that 9.2% of the respondents patronize library to get information assignment and course work, 24.3% agreed, 38.3% disagreed, and 28.2% strongly disagreed. On average, the respondents indicated that they patronize library to get information assignment and course work has a mean of 2.15. Results also indicated that 11.6% of respondents strongly agreed that they patronize library to use reference materials, 15.4% agreed, 29.7% disagreed, and 43.3% strongly disagree. On average, respondents indicated that they patronize library to use reference materials has a mean of 1.95. The weighted mean of purpose of patronizing the library has a mean score of 2.02 which is regarded as low according to the decision. Overall, the grand mean for level of library patronage is 2.18. this shows that the level of library patronage among the respondents is low

Research Question Two: What are the Information Needs of Undergraduate Students In Private Universities In Oyo State

Table 4.4: Information Needs of Undergraduate Students In Private Universities In Oyo State.

Academic Related Information	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
I need information for my coursework	19 (5.6%)	53 (15.7%)	134 (39.8%)	131 (38.9%)	1.88
I need information for my assignment	77 (22.8%)	114 (33.8%)	71 (21.1%)	75 (22.3%)	2.57
I need information for final year project	26 (7.7%)	42 (12.5%)	128 (38.0%)	141 (41.8%)	1.86
I need information for exam and test	123 (36.5%)	74 (22.0%)	94 (27.9%)	46 (13.6%)	2.81
Weighted Mean					2.28
Social Related Information					
I need information for group discussion with colleagues	92 (27.3%)	69 (20.5%)	106 (31.5%)	70 (20.8%)	2.54
I need information on how to relate with my colleagues	70 (20.8%)	140 (41.5%)	58 (17.2%)	69 (20.5%)	2.63
I need information on how to make friends	106 (31.5%)	82 (24.3%)	114 (33.8%)	35 (10.4%)	2.77
I need information on how to contribute to my community development as a student	74 (22.0%)	100 (29.7%)	100 (29.7%)	63 (18.7%)	2.55
Weighted Mean					2.62
Grand Mean					2.45

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Source: Field Survey, 2022.

Table 4.4 presents data on the information needs of undergraduate students in private universities in Oyo State. Information need is measured under academic improvement and personal development. Under academic improvement, results also indicated that 5.6% of respondents strongly agreed that they need information for course work, 15.7% agreed, 39.8% disagreed, and 38.9% strongly disagreed to the item. On average, the respondents indicated that they need information for course work has a mean of 1.88. Results also indicated that 22.8% of the respondents strongly agreed that they need information for assignment, 33.8% agreed, 21.1% disagreed while 22.3% strongly disagreed to the item. On average, the respondents indicated that they need information for assignment has a mean of 2.57.

Results also indicated that 7.7% of the respondents strongly agreed that they need information final year project, 12.5% agreed, 38.0% disagreed, and 41.8% strongly disagreed. On average, the respondents indicated that they need information for final year project has a mean of 1.86. Results also indicated that 36.5% of the respondents strongly agreed that they I need information for exam and test, 22.0% agreed, 27.9% disagreed, and 13.6% strongly disagreed. On average, the respondents indicated that they I need information for exam and test has a mean of 2.81. Overall the mean score for information needs for academic improvement is 2.28. Going by the decision rule, there is low level of information needs for academic improvement among the student.

On the information need for personal development, 27.3% of respondents strongly agreed that they need information for group discussion with colleagues, 20.5% agreed, 31.5% disagreed, and 20.8% strongly disagreed. On average, the respondents indicated that they need information for group discussion with colleagues has a mean of 2.54. Results also

indicated that 20.8% strongly agreed that they need information on how to relate with my colleagues, 41.5% agreed while 17.2% disagree, and 20.5% strongly disagree. On average, the respondents indicated that they need information on how to relate with colleagues has a mean of 2.63. Results also indicated that 31.5% of the respondents strongly agreed that they need information on how to make friends, 24.3% agreed, 33.8% disagreed, and 10.4% strongly disagreed. On average, the respondents indicated that they need information on how to make friends has a mean of 2.77.

Results also indicated that 22.0% of the respondents strongly agreed that they need information on how to contribute to community development as a student, 29.7% agree, 29.7% disagree, and 18.7% strongly disagree. On average, the respondents indicated that they need information on how to contribute to my community development as a student has a mean of 2.55. Overall, the weighted mean of information need for personal development is 2.62.

Also, the grand mean is 2.45. This indicated a low level of library information needs among the respondents. It also indicates that the respondents mostly need information for personal development

Research Question Three: What is the Information Seeking Behaviour of Undergraduates of Private Universities Oyo State.

Table 4.5: Information Seeking Behaviour of Undergraduate Students of Private Universities Oyo State.

Information Sources	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
Academic journals	106 (31.5%)	165 (49.0%)	46 (13.6%)	20 (5.9%)	3.06
Internet Sources	90 (26.7%)	178 (52.8%)	52 (15.4%)	17 (5.0%)	3.01
Library	100 (29.7%)	145 (43.0%)	73 (21.7%)	19 (5.6%)	2.97
Textbook	91 (27.0%)	159 (47.2%)	58 (17.2%)	29 (8.6%)	2.93
Handout	52 (15.4%)	202 (59.9%)	73 (21.7%)	10 (3.0%)	2.88
Friends	87 (25.8%)	107 (31.8%)	116 (34.4%)	27 (8.0%)	2.75
Electronic resources (Database Information)	39 (11.6%)	192 (57.0%)	81 (24.0%)	25 (7.4%)	2.73
Lecturers	43 (12.8%)	107 (31.8%)	158 (46.9%)	29 (8.6%)	2.49
Social Media	55 (16.3%)	79 (23.4%)	135 (40.1%)	68 (20.2%)	2.36
Weighted Mean					2.80

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Source: Field Survey, 2022.

Table 4.5 presents data on information seeking behaviour of undergraduate students of private universities Oyo State. The results shows that 31.5% strongly agree that they use academic journals, 49.0% agree, 13.6% disagree, and 5.9% strongly disagree. On average, the respondents indicated that they use academic has a mean of 3.06. Results also indicated that 15.4% of respondents strongly agree that they use handouts, 59.9% agree, 21.7% disagree, and 3.0% strongly disagree. On average, the respondents indicated

that they use handouts has a mean of 2.88. Results also indicated that 26.7% of the respondents strongly agree that they use internet sources, 52.8% agree, 15.4% disagree, and 5.0% strongly disagree. On average, the respondents indicated that they use internet has a mean of 3.01. Results also indicated that 11.6% of the respondents strongly agree that they use electronic resources such as database information, 57.0% agree, 24.0% disagree, and 7.4% strongly disagree. On average, the respondents indicated that they use electronic resources (database information) has a mean of 2.73. Results also indicated that 27.0% of respondents strongly agree that use, 47.2% agree, 17.2% disagree, and 8.6% strongly disagree. On average, respondents indicated that they make use of textbooks has a mean of 2.93.

Furthermore, results in Table 4.5. shows that 29.7% of respondents strongly agree that they prefer to use the library, 43.0% agree, 21.7% disagree, and 5.6% strongly disagree. On average, the respondents indicated that they prefer to use the library has a mean of 2.97. Results also indicated that 12.8% of respondents strongly agree that they prefer to seek information from lecturers, 31.8% agree, 46.9% disagree, and 8.6% strongly disagree. On average, the respondents indicated that they prefer to seek information from lecturers has a mean of 2.49. Results also indicated that 16.3% of the respondents strongly agree that they seek information from social media, 23.4% agree, 40.1% disagree, and 20.2% strongly disagree. On average, the respondents indicated that they seek information from social media has a mean of 2.36. Results also indicated that 25.8% of the respondents strongly agree that they prefer to seek information from friends, 31.8% agree, 34.4% disagree, and 8.0% strongly disagree. On average, the respondents indicated that to seek information from friends has a mean of 2.75. Overall, the weighted mean for

information seeking behaviour of the respondents is 2.80. Also, in term of preferred sources of information the highest is Academic journals (Mean = 3.06) followed by Internet Sources (Mean = 3.01), and Library (Mean = 2.97), lecturers (Mean = 2.46) and social media (Mean = 2.36) are the least preferred sources of information.

Research Questionnaire 4: What is the Information Usage of Undergraduate Students in Private Universities in Oyo State

Table 4.6: Information Usage of Undergraduate Students in Private Universities in Oyo State

Item	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
Academic Related Information Need					
I use information for research work	51 (15.1%)	188 (55.8%)	61 (18.1%)	37 (11.0%)	2.75
I use information for examination and test	88 (26.1%)	114 (33.8%)	101 (30.0%)	34 (10.1%)	2.76
I use information to perform prepare for seminar presentation	32 (9.5%)	121 (35.9%)	133 (39.5%)	51 (15.1%)	2.40
I use information to know how to write final year project	60 (17.8%)	115 (34.1%)	116 (34.4%)	46 (13.6%)	2.56
Weighted Mean					2.62
Social Related Information Need					
I use information to develop my mental capability	79 (23.4%)	117 (34.7%)	89 (26.4%)	52 (15.4%)	2.66
I use information for my spiritual growth	74 (22.0%)	124 (36.8%)	89 (26.4%)	50 (14.8%)	2.66
I use information learn new language	78 (23.1%)	107 (31.8%)	106 (31.5%)	46 (13.6%)	2.64
General awareness	65 (19.3%)	102 (30.3%)	118 (35.0%)	52 (15.4%)	2.53
Weighted Mean					2.62

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high.

Source: Field Survey Results (2022)

Table 4.6 presents the data on level of information usage among the respondents. Information usage is categorized under academic improvement and personal development. For academic improvement, 15.1% of respondents strongly agree that they use information for research work, 55.8% agree, 18.1% disagree, and 11.0% strongly disagree. On average, respondents indicated that they use information for research work has a mean of 2.75. Results also indicated that 26.1% of respondents strongly agree that they use information for examination and test, 33.8% agree, 30.0% disagree, and 10.1% strongly disagree. On average, the respondents indicated that they use information for examination and test has a mean of 2.76. Results also indicated that 9.5% of respondents strongly agree that they use information to perform prepare for seminar presentation, 35.9% agree, 39.5% disagree, and 15.1% strongly disagree. On average, the respondents indicated that they use information to perform prepare for seminar presentation has a mean of 2.40. Results also indicated that 17.8% of the respondents strongly agree that they use information to know how to write final year project, 34.1% agree, 34.4% disagree, and 13.6% strongly disagree. On average, the respondents indicated that they use information to know how to write final year project has a mean of 2.56. the weighted mean of the aspect of information use for academic improvement is 2.62 which indicate a moderate level of use in this regard.

For the use of information for personal development, results indicated that 23.4% of the respondents strongly agree that they use information to develop their mental capability, 34.7% agree, 26.4% disagree, and 15.4% strongly disagree. On average, the respondents indicated that they use information to develop my mental capability has a mean of 2.66. Results also indicated that 22.0% of respondents strongly agree that they use information

for spiritual growth, 36.8% agree, 26.4% disagree, and 14.8% strongly disagree. On average, respondents indicated that they use the information for my spiritual growth has a mean of 2.66. Results also indicated that 23.1% of respondents strongly agree that they use the information to learn a new language, 31.8% agree, 31.5% disagree, and 13.6% strongly disagree. On average, the respondents indicated that they use information to learn a new language has a mean of 2.64. Results also indicated that 19.3% of respondents strongly agree that they use the information for general awareness, 30.3% agree, 31.5% disagree, and 13.6% strongly disagree. On average, the respondents indicated that they use information for general awareness has a mean of 2.53. For the dimension of information use for personal development, the weighted mean is 2.62 which also translated to a grand mean of 2.62 for information use.

4.3 Presentation of Research Hypotheses

4.3.1 Ho1: There is no Significant Influence of Information Needs on Library

Patronage Among Undergraduate Students in Private Universities in Oyo State

Table 4.7a-c: Influence of Information Needs on Library Patronage Among Undergraduate Students in Private Universities in Oyo State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.329 ^a	.118	.112	.50390

a. Predictor: (Constant), Information need

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.284	2	5.142	20.251	.000 ^b
	Residual	84.809	334	.254		
	Total	95.093	336			

b. Dependent Variable: Library Patronage

c.

d. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.190	.166		7.164	.000
	Information Need	.248	.059	.252	4.213	.000

a. Dependent Variable: Library Patronage

Source: Field Survey Results (2022)

Table 4.7a-c presents the results of the simple linear regression analysis for the influence of information needs on library patronage among undergraduate students in private universities in Oyo State, Nigeria. From the results in Table 4.7a, information needs has a significant but weak relationship with library patronage by undergraduates in private universities in Oyo State, Nigeria ($R = 0.329$, $p < 0.05$). The coefficient of determination (Adj. R^2) of 0.112 shows that information needs explains 11.2% of the changes in library patronage of undergraduates in private universities in Oyo State, Nigeria, while the remaining 88.8% variation in library patronage by undergraduates in private universities in Oyo State is explained by other variables not investigated in this study.

Also, Table 4.7b presents the results of ANOVA of regression test which revealed that information needs has a significant influence on library patronage by undergraduates in private universities in Oyo State, Nigeria. This can be explained by the F-value (20.251) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that information needs significantly influenced the library patronage by undergraduates in private universities in Oyo State, Nigeria.

Furthermore, the results of regression coefficients in table 4.7c, revealed that at 95% confidence level, a unit change in information needs will lead to a 0.248 increase in the library patronage by undergraduates in private universities in Oyo State, Nigeria, given that all other factors are held constant. Based on this result (Adj. $R^2 = 0.112$, $F(1, 335) = 20.251$, $p = 0.000$), this study rejects the null hypothesis one (H_01) which states that there will be no significant influence of information needs on library patronage by undergraduates in private universities in Oyo State, Nigeria.

4.3.2 Ho2: There is no Significant Influence of Information Seeking Behaviour And Library Patronage Among Undergraduate Students in Private Universities in Oyo State

Table 4.8a-c: Influence of Information Seeking Behaviour on Library Patronage Among Undergraduate Students in Private Universities in Oyo State
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.292 ^a	.085	.077	.51104

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.127	3	2.709	10.373	.000 ^b
	Residual	86.966	333	.261		
	Total	95.093	336			

a. Dependent Variable: Library Patronage

b. Predictors: (Constant), Information seeking Behaviour

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.419	.215		6.610	.000
	Information seeking behaviour	.214	.060	.201	3.558	.000

a. Dependent Variable: Library Patronage

Source: Field Survey Results (2022)

Table 4.8a-c presents the results of the regression analysis for the influence of information seeking behaviour on library patronage by undergraduates in private universities in Oyo State, Nigeria. From the results in Table 4.8a, information seeking

behaviour has a significant but weak relationship with library patronage by undergraduates in private universities in Oyo State, Nigeria ($R = 0.292$, $p < 0.05$). The coefficient of determination (Adj. R^2) of 0.077 shows that information seeking behaviour explains 7.7% of the changes in library patronage of undergraduates in private universities in Oyo State, Nigeria, while the remaining 92.3% variation in library patronage by undergraduates in private universities in Oyo State is explained by other variables not investigated in this study.

Also, table 4.8b presents the results of ANOVA of regression test which revealed that information seeking behaviour has a significant influence on library patronage by undergraduates in private universities in Oyo State, Nigeria. This can be explained by the F-value (10.373) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that information seeking behaviour significantly influenced the library patronage by undergraduates in private universities in Oyo State, Nigeria.

In addition, the results of regression coefficients in table 4.7c, revealed that, at 95% confidence level, a unit change in information seeking behaviour to a 0.214 increase in the library patronage by undergraduates in private universities in Oyo State, Nigeria, given that all other factors are held constant. On the basis of this result (Adj. $R^2 = 0.077$, $F(1,335) = 10.373$, $p = 0.000$), this researcher rejects the null hypothesis two (H_02) which states that there will be no significant influence of information seeking behaviour on library patronage by undergraduates in private universities in Oyo State, Nigeria

4.3.3 Ho3: There is no Significant Influence of Information Usage on Library Patronage of Undergraduate Students In Private University in Oyo State.

Table 4.9a-c: Influence of Information Usage on Library Patronage of Undergraduate Students In Private University in Oyo State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.329 ^a	.108	.103	.50390

a. Predictor: (Constant), Information Use

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.284	2	5.142	20.251	.000 ^b
	Residual	84.809	334	.254		
	Total	95.093	336			

a. Dependent Variable: Library Patronage

b. Predictor: (Constant), Information Use,

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.190	.166		7.164	.000
	Information Use	.248	.059	.252	4.213	.000

a. Dependent Variable: Library Patronage

Source: Field Survey Results (2022)

Table 4.9a-c presents the results of the linear regression analysis for the influence of information use on library patronage by undergraduates in private universities in Oyo

State, Nigeria. From the results in Table 4.9a, information use has a positive but weak significant relationship with library patronage by undergraduates in private universities in Oyo State, Nigeria ($R = 0.329$, $p < 0.05$). The coefficient of determination (Adj. R^2) of 0.103 shows that library marketing explains 10.3% of the changes in library patronage of undergraduates in private universities in Oyo State, Nigeria, while the remaining 89.7% variation in library patronage by undergraduates in private universities in Oyo State explained by other variables not investigated in this study.

Table 4.6b presents the results of ANOVA (overall model significance) of regression test which revealed that information use has a significant influence on library patronage by undergraduates in private universities in Oyo State, Nigeria. This can be explained by the F-value (20.251) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that library marketing significantly influenced the library patronage by undergraduates in private universities in Oyo State, Nigeria.

In addition, the results of regression coefficients in table 4.9c, revealed that at 95% confidence level, a unit change in information use will lead to a 0.248 increase in the library patronage by undergraduates in private universities in Oyo State, Nigeria, given that all other factors are held constant. Also, at 95% confidence level, On the strength of this result (Adj. $R^2 = 0.103$, $F(1, 334) = 20.251$, $p = 0.000$), this researcher rejects the null hypothesis one (H_01) which states that there will be no significant influence of information use on library patronage by undergraduates in private universities in Oyo State, Nigeria.

4.3.4 Ho4: There is no combined influence of information needs and information seeking behaviour on library patronage among among undergraduate students in private universities in Oyo State

Table 4.10a-c: Combined Influence of Information Needs and Information Seeking Behaviour On Library Patronage Among Among Undergraduate Students in Private Universities in Oyo State
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.312 ^a	.097	.092	.50698

a. Predictors: (Constant), Information Needs, Information Seeking Behaviour, Information Use

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.247	2	4.624	17.989	.000 ^b
	Residual	85.846	334	.257		
	Total	95.093	336			

a. Dependent Variable: Library Patronage

b. Predictors: (Constant), Information Needs, Information Seeking Behaviour

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.103	.199		5.553	.000
Information Seeking Behaviour	.242	.068	.221	3.583	.000
Information Needs	.158	.075	.131	2.124	.034
Information Use	.127	.050	.177	2.532	.012

a. Dependent Variable: Library Patronage

Source: Field Survey Results (2022)

Table 4.10 a-c presents the results of the multiple regression analysis for the influence of information needs, information seeking behaviour and information use, on library patronage by undergraduates in private universities in Oyo State, Nigeria. From the results in Table 4.8a, information needs and information seeking behaviour has a significant but weak relationship with the library patronage by undergraduates in private universities in Oyo State, Nigeria ($R = 0.312$, $p < 0.05$). The coefficient of determination (Adj. R^2) of 0.092 shows that information needs and information seeking behaviour explains 9.2% of the variation in library patronage of undergraduates in private universities in Oyo State, Nigeria, while the remaining 91.8% variation in library patronage by undergraduates in private universities in Oyo State is explained by other variables not investigated in this study.

Table 4.10b presents the results of ANOVA (overall model significance) of regression test which revealed that information needs and information seeking behaviour has a significant influence on library patronage by undergraduates in private universities in Oyo State, Nigeria. This can be explained by the F-value (17.989) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that information needs and information seeking behaviour significantly influenced the library patronage by undergraduates in private universities in Oyo State, Nigeria.

In addition, the results of regression coefficients in table 4.10c, revealed information needs and information seeking behaviour had significant relative effect on student library patronage., ‘Specifically, the analysis showed that at 95% confidence level, a unit change in information seeking behaviour will lead to a 0.242 increase in the library patronage by undergraduates in private universities in Oyo State, Nigeria, given that all other factors

are held constant. Also, at a 95% confidence level, a unit change in information needs will lead to a 0.158 increase in library patronage by undergraduates in private universities in Oyo State, Nigeria given that all other factors are held constant. Also, at 95% confidence level, a unit change in information use will lead to a 0.1127 increase in library patronage by undergraduates in private universities in Oyo State, Nigeria given that all other factors are held constant. In addition, of the independent variables examined, information-seeking behaviour has the highest relative effect. It is on the strength of this result (Adj. $R^2= 0.092$, $F(2,334)= 17.989$, $p= 0.000$), this researcher rejects the null hypothesis three (H_03) which states that there will be no significant combined influence of information needs and information seeking behaviour on library patronage by undergraduates in private universities in Oyo State, Nigeria.

4.4. Discussion of Findings

Research question one focused on identifying the level of library patronage among the students by measuring the frequency and purpose of using the library. The responses revealed that the frequency of library use among the students is low. The breakdown of the findings showed that very few of the students visit daily with the majority visiting the library monthly. Also, the purpose of using the library is low according to the decision rule. However, the breakdown of the responses showed that the students mostly visit the library to prepare for tests and examinations and to get information on class assignments and coursework. Students using the library for these purposes attest to the relevance of the library. The combination of frequency and purpose of use showed that library patronage among the students is low. The reason for low level of library use among the

students is due to their preference for online resources compared to printed resources which they have come to associate with libraries. There seems to be a perception among undergraduates that the academic library only house dusty, outdated books not relevant to their needs

The finding of this study is consistent with that of related studies who also reported a low frequency of library use among students in private universities in South-west Nigeria. In addition to this, a study also reported that students at the University of Ibadan only patronize the library during examination periods and rarely visit the library any other time¹. This is however contrary to the findings of another scholar who reported that students and lecturers in Ghana are frequent library users. This calls for effective promotional strategies by Nigerian libraries³

Similarly, a study conducted among engineering students in India revealed the frequency of library visit among undergraduates. It was found that majority of the students visit the library once a week, followed by those who visit the library once a month and those who visit daily. And the result of their purpose of seeking information revealed that majority of the respondents are using the library to prepare for examination, to enrich knowledge, and for entertainment⁴.

The second research question seeks to find out the information needs of the respondents. The findings revealed that the students mostly need information for social use with few of them indicating that they need information for academic improvement. The breakdown of the analysis showed that the academic information needs of the students centered on examinations, test and course assignments. They rarely use the library resources for project writing and course work. On the other hand, they need information for personal

development such as making friends and improve interpersonal relations. The reason for low demand for information resources to meet academic need can be traced to the undergraduate curriculum which does not emphasises research and self-directed study. Undergraduates can therefore get away without doing any rigorous research.

The finding of this study is contrary to what was found by researchers who investigated the information need of medical students at the college of medicine, University of Ibadan, Nigeria. The study also found that they need specific medical information, social information, reference information need. The least information needed by medical students of the University of Ibadan was information for personal development⁵. In another study conducted among Indian students, it was found that both first and final year undergraduates most information need is for improving knowledge and for doing assignment ⁶.

In another study conducted in Gombe State, Nigeria, it was found that majority of the respondents need information for reading, research, to keep update with the current happenings and for the purpose of writing examinations⁷. All these point to the fact that undergraduates have information needs that the library can meet and when they indicate that they do not need information from the library, then the library must appraise its collection and services.

Research Question three found answer to the information seeking behaviour of the respondents. It was found that their preferred sources of information, in order of popularity are, academic journals, internet sources and the library. Lecturers and social media are the lowest. The information seeking behaviour of the respondents shows the relevance of the library to the students. That library ranked third behind academic

journals and internet source is a good sign as the library provides both academic journals and internet sources. The preference for internet resources is global among students and other information users. The reason is not far-fetched; internet resources are easily accessible, editable, and have no closing time. It also conforms with the way modern students work as they can easily copy and paste information from digital resources.

This is supported by in a study conducted to examine the information-seeking behaviour of Basic Science researchers to develop and customize library services. The study found that the respondents use internet search engines instead of the highly technical scholarly databases. Result shows that respondents expressed a positive attitude towards the library. Although most of them did not use the library regularly, the findings indicated that the use of library services can be increased by developing relationships with library personnel⁸.

The test of hypothesis one revealed that information need has a positive and significant relationship with library patronage by undergraduates in private universities in Oyo State, Nigeria. This is supported by findings from other studies. A study conducted by researchers in Chicago found that users are shifting to the use of electronic resources. It was found that respondents prefer to access electronic databases from their offices instead of library. Health sciences faculty use a large variety of digital databases to fill their information need⁹. This means that when the information needs of the users can be met elsewhere, they would not patronize the library^{10, 11, 12}.

The test of hypothesis two also revealed that information seeking behaviour has a positive and significant influence on the library patronage by undergraduates in private universities in Oyo State. The study found that the information-seeking behaviour of the

students affects the level of library patronage. This is logical as the information-seeking behaviour determines where students look for information. Those who have a preference for the internet would not use the library unless they know that the library has internet access and they can get what they need online. Indeed, information and communication technology has made it so easy that students can access information on their mobile phones. As a result, many of them no longer bother to seek for more information.

This is supported by a study conducted in university of Ilorin where it was found that students who prefer the university library as their main source of information often visit the library compared to those who prefer the internet¹³. Similarly, a study conducted in Landmark University, Omu-Aran found that when students move beyond the textbooks to seek information, they prefer computerized databases and other electronic resources. Nearly sixty per cent of the students use the Internet for locating latest information. Use of electronic resources was higher among the students than using the library. The digital environment has made available new opening for information professionals to serve future requirements¹⁴.

The test of the third hypothesis also revealed a significant combined influence of information needs and information-seeking behaviour on library patronage by undergraduates in private universities in Oyo State, Nigeria. However, the multiple regression analysis showed that information-seeking behaviour is a more significant predictor of library patronage than information needs. This finding can be explained in the line that information need prompts students to seek for information but it does not determine where or format of the information they would use. Therefore, information seeking behaviour which focuses on where the students seek for information and what

format of information they are likely to seek for is the most important determinant of library patronage. If they perceived the library as the easiest and the most relevant information source, they would use the library. Otherwise, the students will chose another source of information

This finding is important because it indicates that academic libraries should reposition themselves such that they become the most preferred sources of information among students. The ability to provide the most relevant and quality resources and services is important to improve library patronage. For instance, a study found that users are often frustrated in their attempt to use digital library portals especially when the user interface does not have the functionality they require. Also, a slow response time is common when browsing the interface of many library OPAC¹⁵.

In another study, it was found that the majority of students prefer to browse and use the internet and its resources instead of using the library. Others use lecture notes, while some ask their fellow student question when they need information. It is was also reported that a large number of students who visit the library do not seek assistance from library staff¹⁶. This suggests some issues with the interaction of library staff with the users. Students are more likely to ask questions from librarians when they see them as friendly and approachable. Otherwise, they will avoid them for fear of being embarrassed and when they face any challenge using the library, they will stay away. It is only students who enjoy using the library that can form a habit of using the library.

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Chapter Five

Conclusions

5.1 Summary of Findings

The findings of this study can be summarized as follows

- i. The responses revealed that frequency and the purpose of using the library are low resulting in overall low level of library patronage among the students. However, the breakdown of the responses showed that the students mostly visit the library to prepare for tests and examinations and to get information on assignments and coursework.
- ii. The study also found that the students mostly need information for personal development with few of them indicating that they need information for academic improvement. The breakdown of the analysis showed that the academic information needs of the students centered on examinations, test and course assignments.
- iii. Furthermore, the study found the preferred sources of information among the students, in order of popularity, are, academic journals, internet sources, and the library. The information-seeking behaviour of the respondents shows the relevance of the library to the students.
- iv. The test of hypothesis one revealed that information need has a positive and significant relationship with library patronage by undergraduates in private universities in Oyo State, Nigeria.

- v. The test of hypothesis two also revealed that information-seeking behaviour has a positive and significant relationship with library patronage by undergraduates in private universities in Oyo State. The study found that information-seeking behaviour of the students affects the level of library patronage.
- vi. There is a combined influence of information needs and information-seeking behaviour on library patronage by undergraduates in private universities in Oyo State, Nigeria. However, the multiple regression analysis showed that information-seeking behaviour is a more significant predictor of library patronage than information needs. ‘

5.2 Conclusion

The academic library is fast becoming the second choice among information users, especially undergraduates. Most undergraduates would take the internet as their first choice of information sources. This is not entirely the fault of the library but due to a shift in the information behaviour of undergraduates. The preference for online information resources is understandable as information users have always demonstrated the trend of going for the most accessible resources. It is left for the library as a dynamic institution to find a solution that will ensure that it remains relevant even in the information age

Currently, the attention may be on the internet as the main source of information but university libraries have the enduring ability to consistently meet the information needs of their clientele. Many of the students would like to use the library once they can obtain the information they need as easily as they could find something similar on the internet.

5.3 Recommendations

Based on the findings and conclusions reached in this study, the following recommendations are made;

- i. Library promotion activities should be increased in the periods when the students are not writing examinations to let them know that they also need to use the library for personal development and to enrich their knowledge.
- ii. The library should take all necessary steps to ensure a balanced collection capable of meeting both the need for academic improvement and the personal development of the students. A good strategy that can be used is community analysis
- iii. The library management should focus on the provision of electronic information resources and ensure that these resources are accessible beyond the library's normal opening hours.
- iv. It is important for the library to evaluate the information needs of the students and ensures that it provides the relevant information resources to meet these needs. In this regard, users should be fully involved in the collection development process.
- v. It is recommended that the library emphasizes quality library collections and user-friendly services that can attract undergraduate students so that they see the library as their preferred source of information.
- vi. There is a need for regular evaluation of library services with inputs from the students about what can be improved. This will enhance the ability of the library to attract more students and boost library patronage.

5.4 Contribution to Knowledge

This study has contributed to knowledge by filling the knowledge gap regarding the level of library patronage in private university libraries in Oyo State. Specifically, it has made a conceptual, theoretical, and empirical contributions to the body of knowledge in the field of librarianship.

Conceptually, the study has broadened the understanding of concepts such as information-seeking behaviour, library patronage, and information needs. It has also created a conceptual framework that combines variables of the study such as information need, information-seeking behaviour, and library patronage and shows the connection between the variables. Theoretically, the study has further validated the Wilson Information seeking model and the institutional theory in the context of information use among undergraduates in private universities. Empirically, the study has collected primary data to achieve the research objectives and answer the research questions. The data used in this study is available for the use of other researchers.

5.5 Suggested Areas for Further Studies

This study has focused on the influence of information needs and information-seeking behaviour on the patronage of the library by undergraduates in private universities in Oyo state. Future researchers can consider the following areas;

- i. A comparative study of library use among students in public and private universities in Oyo state.
- ii. Influence of library orientation on the information seeking behaviour of undergraduate students

- iii. influence of information needs and information seeking behaviour on the patronage of library by undergraduates in private universities in Nigeria

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Appendix

Questionnaire

**Department of Library and Information Science
Faculty of Communication and Information Science
Lead City University, Ibadan
(QISBERAP)**

Dear Respondent,

I am a Master degree student of the above-named Department. The following questionnaire is designed to investigate Information Behaviour and Library patronage among Undergraduate students in private Universities in Oyo State. Your answers will be processed anonymously and none of the answers can be considered right or wrong. Kindly fill this questionnaire truthfully.

Thank you.

.....

Adeniran, Samson Abiodun

SECTION A: Bio Data

1. Name of Institution: _____
2. Faculty: _____
3. Department: _____
4. Level: 100 () 200 () 300 () 400 () 500 ()
5. Age: 16-20 () 21- 25 () 26-30 () above 30 ()
6. Gender: Male () Female ()
7. Religion: Christianity () Islam () African Traditional Religion ()
8. SECTION B: What is the purpose of library patronage by undergraduate students.

The statement in this section concerns library patronage of undergraduate students as observed by the private universities. Using the four-point Likert scale provided below. Please tick the appropriate choice that indicates your opinion on level of utilization of information.

Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2, Strongly Disagreed (SD) =1

	For what purpose do you patronize library?	SA	A	D	Sa
		4	3	2	1
1.	I patronize library to get information for research project				
2.	I patronize library to get information for exam and test				
3.	I patronize library to get information assignment and course work				
4	I patronize library to use reference materials				
	Frequency of library patronage				
	How often do you made use of the library				
5.	I use library daily				
7.	I use library weekly				
8.	I use library monthly				
9.	I never use the library				

9. Section C: Information Needs of Undergraduate Students

The statement in this section concerns information need of undergraduate students as observed by the private universities in Oyo State. Using the four-point Likert scale

provided below. Please tick the appropriate choice that indicate your opinion on level of you demand on the following information need.

Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2, Strongly Disagreed (SD) =1

S/N	What are your information needs as an undergraduate student?	SA 4	A 3	SD 2	D 1
	Academic Information Need				
1.	I need information for my course work				
2.	I need information for my assignment				
3.	I need information for final year project				
4.	I need information for exam and test				
5.	I need information for group discussion with colleagues				
	Social Information Need				
6.	I need information on how to relate with my colleagues				
7.	I need information on how to make friends				
8.	I need information on how to contribute to my community development as a student				

Section D: Information Seeking Behaviour Of Undergraduate Students

The statement in this section concerns information usage of undergraduate students as observed by the private universities. Using the four-point Likert scale provided below.

Please tick the appropriate choice that indicates your opinion on level of utilization of the following information sources.

Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2, Strongly Disagreed (SD) =1

	What are your information sources	SA 4	A 3	SD 2	D 1
1.	Academic journals				
2.	Handout				
3.	Internet				
4.	Electronic resources (Database Information)				
5.	Textbook				
6.	Library				
7.	Lecturers				
8.	Social Media				
9.	Friends				

Section E: Information usage of undergraduate students

The statement in this section concerns information usage of undergraduate students as observed by the private universities. Using the four-point Likert scale provided below.

Please tick the appropriate choice that indicate your opinion on level of utilization of information.

Strongly Agreed (SA) = 4, Agreed (A) =3, Disagreed (D) =2, Strongly Disagreed (SD) =1

	In what way have you engaged in the use of information	SA	A	SD	D
		4	3	2	1
	Academic improvement				
1.	I use information research work				
2.	I use information for examination and test				
3.	I use information to perform prepare for seminar presentation				
4.	I use information to know how to write final year project				
	Personal development				
5.	I use information to develop my mental capability				
6.	I use information for my spiritual growth				
7.	I use information learn new language				
8.	General awareness				

Bio- data

Personal Data

Full Name: Samson Abiodun ADENIRAN
Address: Ajayi Crowther University
Email: samsonabiodun10@gmail.com
Date of Birth: 10th December, 1983
Place of Birth: Ogbomoso, Oyo State
State of Origin: Oyo State
Nationality: Nigerian
Religion: Christianity
Mobile Number: 08164054596
Marital Status: Married
Next of Kin: Mrs Adeniran OlubukolaBisi
Address: 36, Peace House Elera Junction
Settlement Road Ilora, Oyo.
Phone Number: 08168821966

Educational Background

The Apostolic Primary School Alagurodo, Ogbomoso:

First School Leaving Certificate (1988-1994)

The Apostolic Grammar School Ogbomoso

Senior Secondary School Certificate (2002)

Shepherd Secondary School, Ire-Adu

National Examination Council (2008)

Oyo State College of Education, Oyo

Nigerian Certificate in Education (2008)

University of Ibadan

Bachelor of Library and Information Studies (2017)

Lead City Univerisity, Ibadan

Masters of Library and Information Science (2020 still on-going)

Working Experience with Dates

Organisation: (i). Shekinah Medical Center Owode, Oyo

Role: Clark Cashier

Date: (2008- 2012)

(ii). Ajayi Crowther University Laundry, Oyo.

Role: Manager

(iii). Ajayi Crowther University, Oyo.

Role: Library Officer

Date: (2018- till date)

Research Work/ Academic Publications

Unpublished Manuscripts:

- A Bibliography on Cassava (Manihot Esculenta) Plant Production in the South – Western Nigeria 2007-2013 (Unpubloished)
- Information Behaviour and Library patronage among Undergraduate Students in Private Universities in Oyo State.
-

Major Conferences, Seminars and Workshops Attended

- Nigerian Library Association (NLA) 2016 at OlajireOlaniran Conference Hall, Ajayi Crowther University, Oyo.
- A1-Day Staff Development Training Seminar (Ajayi Crowther University, Oyo) (2018)
- 5-Day Training for Library Staff Members on the Application of KOHA (i.e An Open Source Integrated Library System) January, 2020 at T.Y. Danjuma Library, Ajayi Crowther University, Oyo.
- Nigerian Library Association (NLA) 2021 at Emeralds Conference Hall, Lead City University, Ibadan
- 3-Day Training for Library Staff Members on the Application of KOHA (i.e An Open Source Integrated Library System) 2021 at Federal College of Education Oyo, Oyo State.

University Compliance Certificate

This is to certified that this thesis by **Samson Abiodun ADENIRAN** with Matric No. LCU/PG/002074 in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Signature

Date

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