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Perceptions and use of Library Resources among Undergraduate Students in an African University of Science and Technology

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Abstract

The study investigated the level of perception and use of library resources by undergraduate students, particularly those in their first year at the Federal University of Technology, Akure in Nigeria. It also identified the various information resources used by the students, especially when they visited the library. The study adopted the descriptive survey design and randomly sampled the opinions of 100 undergraduate students from three departments in the School of Environmental Technology. The study revealed that the majority of the respondents (60%) seldom use library resources. Respondents' ignorance of existing resources (12%) and their inability to use them (20%) were identified as partly responsible for this. As solutions to the challenges encountered by undergraduate students, which included lack of awareness in locating information materials (34%) and poor internet access (20%), the study recommended the provision of more library resources and increased awareness of their existence for maximal exploitation by university undergraduates.

Keywords: Library resources perception, library use, library resources awareness, undergraduate students, library resources.

INTRODUCTION

In academia, institutions of technology may be regarded as institutions of higher education, advanced engineering and scientific research. They can also be viewed as professional and vocational education institutions which specialize in science, engineering, technology or other kinds of technical subjects. The Federal University of Technology, Akure (FUTA) in Nigeria established in 1982 with three faculties or schools namely; School of Agriculture and Agricultural Technology (SAAT), School of Earth and Mineral Science (SEMS), and School of Pure and Applied Sciences (now known as School of Science (SOS)). In addition to these schools, four more were created, they include: School of Engineering and Engineering Technology (SEET), School of Environmental Technology (SET), School of Health and Health Technology (SHHT), and School of Postgraduate Studies (SPGS). This expansion has given rise to the number of courses run by the University which, is hoped will enhance scholarship and deplete the number of eligible candidates who are without tertiary education.

Tertiary institutions, including institutions of technology are primarily set up to provide knowledge and skills relevant for self-actualization and societal development. The successful achievement of this goal hinges heavily on the provision of relevant resources, including information, materials necessary for personal and collective advancement of learners within the institutions. Thus, the establishment of information institutions such

as the library becomes pertinent in order to enhance effective service delivery of higher citadels of learning.

The major objectives of university libraries include the support of teaching, learning and research through means that are in accordance with the institutions' mission and goals. With the required publicity of their resources and services, academic libraries are expected to meet the teaching and research needs of students and staff (Ekong and Ekong, 2018; Omeluzor et al., 2017; Adegun et al., 2015). Their collections must reflect the subject interests of their parent institutions (Sambo and Akpojotor, 2016). The Library of the Federal University of Technology, Akure, also referred to as Albert Ilemobade Library, endeavors to fulfill the institution's goals and objectives by acquiring relevant information materials in all the courses offered by the University. Information resources contained therein reflect most of the courses undertaken by students within the university.

STATEMENT OF THE PROBLEM

Emerging trends in information and communications technology have enhanced the flow of information across disciplinary borders, thereby expanding the frontiers of knowledge and development. In their bid to remain relevant, libraries serving as information channels struggle to keep pace with the overwhelming spread of information. A major way of achieving this feat lies in their ability to provide timely information to interested patrons through various library services. Library users should not be kept in the dark as to how or where to search for information to satisfy pressing needs. However, as Atanda and Ugwulebo (2017) indicated in their study on the awareness, access and utilization of library catalogue by undergraduate students in the Osun State University, Nigeria, the creation of awareness of existing retrieval tools do not necessarily indicate their access and use. Similarly, the presence of certain awareness creation activities in university libraries have seem to make less impact on how information resources should be perceived as some studies indicate that students still grapple with the tiresome task of accessing information resources for academic and professional use (Yamson et al., 2018; Eze and Uzoigwe, 2013). There still exists the problem of poor use of library resources in academic libraries. Some of the reasons given for this include: inadequate library materials, little or no awareness of existing resources, poor internet connectivity, and dated ICT resources and equipment, among others (Madondo et al., 2017).

Some of these challenges have deprived undergraduate students of the access to relevant information materials that are essential for the furtherance of their studies, thus, discouraging the effective use of library resources. The frustrations that

beleaguer undergraduate students in their quest for information and several other consequences that may arise thereof bring about the need to investigate the level of perception and use of library resources by undergraduate students in the Federal University of Technology, Akure, Nigeria.

Research questions

The following research questions guided the study:

1). What are the various information needs of undergraduate students?
2). What are the information resources used by undergraduate students?
3). What are the factors behind non-use of library resources among undergraduate students?
4). What are the problems that inhibit the effective use of library resources by undergraduate students?

LITERATURE REVIEW

As it is with people in other parts of the world, the use of relevant information for the daily execution of plans and pursuits is a part of any African irrespective of age, strata or status. A salient component of relevant information concerns its ability to inform, enlighten or dispense knowledge. Therefore, information resources, especially such found in libraries lacking this attribute will be considered unusable. The library refers to any designated structure whose contents comprise resources that have the capacity to inform and provide knowledge. Some studies that examined the role of libraries in the development of African communities reported that the majority of community dwellers regarded the library as a quiet place to think, solve school assignments and prepare employment documents (Mchombu and Beukes-Amiss, 2015; Webb, 2012). At other instances, the library serves as a major medium to access internet information for young people in most African communities (Mchombu, 2012). According to Abdusalami, Okezie and Agbo (2013), one primary purpose of establishing libraries is to encourage "the systematic collection, organization, preservation and dissemination of knowledge and information" (p.59). In academic libraries, these functions are more profoundly executed because information resources domiciled within them cater for the promotion of innovative research on a consistent basis.

The management of libraries within universities reflects the institutions' disposition towards the library and their activities (Men and Israel, 2017). This therefore implies that the furtherance of scholarship and research in academic libraries is determined by the overall goals and objectives of their parent institutions which must include the development of a robust collection that is significantly

representative of all courses in a university's curriculum. In tertiary education, learning is incomplete without due consultation of relevant information resources. Most times, these resources have to be sought and exploited in academic libraries. However, certain studies have reported poor patronage of university libraries for academic and research work (Owusu-Ansah and Nutsupkui, 2017; Eze and Uzoigwe, 2013). A significant rationale behind this may be related to how the academic library is perceived by its clienteles as was revealed in the study of Ekong and Ekong (2018) who reported that majority of undergraduate students who patronized the library used it as a place to read their personal notes and not library books or other resources. This finding suggests a lack of awareness of library resources and services and their effective use by university students.

With the advent of information and communications technology, learning is believed to be made easier and less cumbersome. Owing to their ease of use, undergraduate students tend to rely more on electronic resources than other library materials provided by universities to meet their research needs (Sambo and Akpojotor, 2016; Cason and Scoyoc, 2006). In Das' report (2014) on the information needs and seeking habits of engineering students in the digital environment, 190 of 240 respondents consulted for the study were aware of e-resources and use them for their course work. A study on the availability and utilization of electronic resources by graduate (also known as post-graduate) students in a Nigerian university library by Edem and Egbe (2016) as cited in Omeluzor, Akibu and Akinwoye (2016) revealed a sizeable number of respondents (86.39%) who indicated that they met their information needs mainly through the use of electronic sources. All of these findings suggest that e-learning or the use of electronic resources for academic purpose positively impacts students' academic performance, however, some challenges abound during the process of their use.

In a study that examined the use of electronic information resources by undergraduate students in the Faculty of Management and Administration at Africa University, Zimbabwe, it was discovered that the majority of the participants in the study were positively responsive to the use of electronic resources in their academic pursuits. However, 70% of them identified slow or unreliable internet connectivity as a major setback in their attempt to use electronic resources. Insufficient number of workstations (15%) and inadequate skills (11%) were also highlighted as challenges hampering the effective use of electronic resources for academic advancement (Madodo *et al.,* 2017). Since the value of the library in the opinion of Jubb, Rowland and Nicholas (2013) as cited by Owusu-Ansah and Nutsupkui (2017) is influenced more by its exploitation and use than the presence of information resources and facilities, it becomes pertinent for academic libraries to think beyond just providing

information resources. More importantly, emphasis should be laid for the creation of an enabling environment to enhance the effective use of these resources. Efficiency and workability of all infrastructures within the library's domain must be guaranteed. However, funding may be an influencing factor in this regard as findings in the report of Eze and Uzoigwe (2013) reveal that 155 (94%) of 122 respondents indicated that university libraries are insufficiently funded while 114 (93%) respondents remarked on a lack of adequate infrastructural facilities as a barrier to accessing and utilizing library resources. Consequently, this implies that a dearth of financial resources for the proper equipping of academic libraries may cripple efforts by library administrations to vitalize and sustain library patronage by students and other members of the university community.

Students' perception of library resources affects their use of such materials for academic activities. This may be evidenced in the format preferred by academic library patrons. An experiment conducted by Ackerman and Goldsmith (2011) and reported by Tanner (2014) centered on students' learning pace via digital and paper resources. The study revealed respondents' ease of use of printed resources for academic purposes. The experiment showed that the group of students who used pen on paper and studied from printed texts had a performance of 72.3% while their electronic-learning counterparts scored 63.2%. This is to say that students performed better academically when they read or study using printed information resources. In another study conducted by Yamson, Appiah and Tsegah, (2018), findings showed a high use of print resources as 134 of 236 respondents sought information more from print resources than electronic materials while 101 participants in the study occasionally preferred seeking information from electronic resources for their academic work. These findings therefore allude to the fact that in spite of widespread knowledge of electronic resources, printed information sources may never go into extinction owing to their convenience in use.

For any academic library to provide adequate and qualitative services there is a need for the library to be equipped with relevant and quality information resources in both print and electronic format (Buhari, 2016). According to him, these resources include those highlighted by Popoola and Haliso (2009) namely; textbooks, journals, indexes, abstracts newspapers and magazines, reports, video recordings, internet/email, CD ROM databases, computers and other forms of storage devices. Information resources that are relevant in establishing fundamental principles in major disciplines, especially for undergraduate students should be made available in libraries to satisfy their information needs.

However, in this era of information overload, many undergraduate students are overwhelmed with a deluge

of information resources and lack retrieval skills that may facilitate access to relevant information materials. What may be more challenging, maybe their ignorance of library use, which is further exacerbated by few or no library awareness activities on how to effectively access and use library resources. A total reversal of the situation will require the concerted effort of library personnel to wholly publicize library resources and services to the full advantage of users or undergraduate students so that maximal exploitation of library resources and services may be achieved. Hence, the need for the investigation into the level of perception and use of library resources by undergraduate students at the Federal University of Technology, Akure Library.

MATERIALS AND METHODS

The descriptive survey design was adopted for the research. The design investigated the present nature or condition of the phenomenon under study. Descriptive research design largely involves the collection of data on prevailing circumstances with the intention to describe and interpret findings gathered (Salaria, 2012). On the other hand, the survey research method is used to collect data (either in verbal or written communication form) from a representative sample of individuals or respondents from a target population (Mathiyazhagan and Nandan, 2010). The survey method of inquiry accentuates the descriptive research design in that it allows for the systematic collection of information relating to the present status, practices, beliefs, processes, trends or relationships among people.

Population, sampling and sampling procedures

The target population for the study comprised undergraduate students, mostly in their first year in three departments in the Faculty or School of Environmental Technology (SET) at the Federal University of Technology, Akure. The departments include; Surveying and Geo-informatics, Architecture, and Urban and Regional Planning. Of the two 2,050 first year students admitted for the 2017/2018 academic session, a sample size of 100 students was selected for the study. The simple random sampling technique was used to select these students from the three departments of interest.

Data collection method and analysis

A total number of 100 questionnaires were distributed among entry level students during a class instruction session in the three departments in the School of Environmental Technology (SET). All of them were returned and found useful. The questionnaire comprised 15 questions which included queries on respondents' background; their preferred choice of information resources and their awareness level of existing library resources (see Appendix 1). Inquiries on probable sources of information consulted by respondents and the challenges they encounter in the process were also made. The questionnaires distributed and returned during the study were verified and edited to ensure they were correctly and completely filled. The questionnaires were then coded and fed in the computer to facilitate analysis. Data collected from the study was organized through descriptive statistical methods to help analyze and interpret the data obtained. The analysis was facilitated by the use of Statistical Package for Social Sciences (SPSS).

RESULTS

Data collected from the study focused on the information needs of undergraduate students and their level of awareness regarding library resources they may seek to meet these needs. Information about their background and media through which these information resources are obtained in the library were sought. Information on challenges experienced during access and use of the information sources by first year students was gathered from all 100 respondents that participated in the study.

Table 1 shows the status of select undergraduate students from three departments in the School of Environmental Technology at the Federal University of Technology, Akure. Of the 100 respondents in the study, 97% were in their first year (100 level) while 3% of them were second year (200 level) students who were admitted through direct entry into the university. Most respondents (76%) were teenagers while only 24% of them were young adolescents. In the table, respondents indicated their gender revealing a total of 80% males and 20% females. The wide margin strongly affirms the general belief that very few females are inclined to taking up vocational training in science related fields.

Research question 1: What are the various information needs of undergraduate students?

This research question was answered by computing the mean scores of the responses of library users on their information needs. These scores were ranked and presented as shown in table 2 below.

Regarding the information needs of respondents, table 2 shows the various information needs of undergraduate students and the frequency at which they seek information to meet these needs. 56 respondents with an average mean of 4.96 sought information on education daily. Information on entertainment is closely sought by respondents as the table reveals an average mean of 3.99. Respondents are also shown to seek information on health/social welfare (3.01) and politics/current affairs (2.90) respectively.

Table 1. Status of respondents

General Information Faculty/School	Frequency	Percentage
School of Environmental Technology	100	100
Department		
Survey and Geo-informatics	22	22
Architecture	31	31
Urban and Regional Planning	47	47
Level[a]		
100	97	97
200	3	3
Gender		
Male	80	80
Female	20	20
Age group		
14-19	76	76
20-26	24	24

[a] Level signifies school year; 100 level refers to first-year and 200 level refers to second-year students.

Table 2. Information needs of respondents

Information Need	Daily	Weekly	Twice a week	Monthly	Occasionally	Never	Mean
Health/social welfare	11	16	5	9	46	10	**3.01**
Entertainment	29	17	14	11	24	3	**3.99**
Education	56	19	9	3	9	2	**4.96**
Politics/current affairs	16	11	3	9	40	20	**2.90**

Table 3. Sources of information used by respondents

Information Sources	Frequency	Percentage
Internet sources	89	89
Family and friends	32	32
Books bought in bookshops	15	15
At a newspaper stand by the road side	10	10

Research question 2: What are the information resources used by undergraduate students?

In answering research question 2, frequency counts were also conducted and the percentage for every item was analyzed and ranked in the order of respondents' access level to information sources.

In table 3 above, respondents' preferred sources of information were highlighted. 89% depend on internet sources for information. 32% of them rely on family and friends for pertinent information. 15% of the respondents patronize bookshops for information while 10% of the respondents visit newspaper stands by road sides for information. The findings also suggest that most of the respondents seldom think of consulting the library for information resources to meet their information needs.

The students were asked how often they visited the library. Table 4 shows their responses indicating that only 3% of the respondents visited the library up to three times in a week. 4 (or 4%) of respondents patronized the library two times in a week while 2 (or 2%) of the respondents used the library at least two times in a month. 29 (or 29%) respondents occasionally use the library to meet their information needs while majority of the respondents (60 or 60%) disclosed that they had never visited the library. This account revealed that not very many undergraduate students use the library. It also showed how poorly the students use the university library for academic purposes.

Table 4. Frequency of university library visit

How often	Frequency	Percentage
Daily	0	0
Three times in a week	3	3
Twice in a week	4	4
Twice in a month	2	2
Occasionally	29	29
Never	60	60

Table 5. Respondents' reasons for non- use of library resources

Response	Frequency	Percentage
I am too busy to visit the library	13	13
I find it difficult to access library materials	11	11
I didn't know the library has materials in my area of study	6	6
The library materials are not current	2	2

Table 6. Reasons for non-use of library catalogue

Response	Frequency	Percentage
It is time consuming	4	4
I don't know how to use it	20	20
I don't know the catalogue exists	12	12
I find the book shelves easier to use than the catalogue	17	17

Table 7. Respondents' methods of accessing information resources in the library

Response	Frequency	Percentage
I use the catalogue	8	8
I go straight to the shelves	36	36
I make enquiries from the library officer's desk	23	23

Table 8. Perceived importance of information resources in the library

Information resources	Very important	Important	Neutral	Unimportant	Mean
Internet sources	83	11	4	0	**3.81**
Books	85	12	1	0	**3.86**
E-mail	15	27	48	5	**2.55**
Newspapers	6	30	44	16	**2.27**
Journals	4	27	41	21	**2.15**
Face to face with fellow students	53	41	3	0	**3.52**

Research question 3: *What are the factors behind non-use of library resources among undergraduate students?*

Result of this research question was indicated via the use of percentages revealing significant reasons for respondents' non-use of library materials at the library. Ranks were also accorded to these responses as presented in the tables below. People usually have reasons for using information or information resources.

Similarly, reasons abound when information resources are under-utilized or not utilized as is the case shown in Table 5. 13 (13%) respondents claimed to be too busy to visit the library. Following closely in ranking are respondents (11 or 11%) who claimed to experience difficulty in accessing library materials. 6 (6%) are unaware of existing library resources relevant to their fields of study while the least number of respondents (2 or 2%) indicated lack of current information resources as their reason for not visiting the university library.

Table 9. Perceived importance of library services

Information resources	Very important	Important	Neutral	Unimportant	Mean
Physical book collection	58	27	1	1	**3.61**
Electronic book collection	50	27	9	2	**3.38**
Library database	18	43	22	2	**2.87**
Reference services	18	41	18	8	**2.78**
Assistance from library personnel	33	28	20	6	**3.01**
Space to read/study	65	18	5	1	**3.61**

Table 10. Challenges in library information resource use

Response	Frequencies	Percentage
Inadequate current textbook	15	15
Shortage of reading spaces in the library	16	16
Lack of awareness of where to locate information materials in the library	34	34
Uncooperative attitude from library officers	10	10
Poor Internet access	20	10

Respondents' major reasons for not using the library catalogue are shown in table 7. Majority of the respondents (20 or 20%) claim ignorance of its use. This is closely followed by the record of 17 (17%) respondents who claim to use the book shelves better than the library catalogue. The table also showed that 12 (12%) respondents are unaware of the catalogue's library existence. Findings from tables 6 and 7 strongly indicate lack of adequate instructional sessions on proper use of library resources by undergraduate students at the Federal University of Technology Akure, library.

In accessing information materials in the library, table 6 shows various ways respondents obtain relevant resources to meet their information needs. Majority of the respondents (36 or 36%) go straight to pick library materials from the shelves. (23 or 23%) of the respondents seek help from library officers on how to get library resources while very few respondents (8 or 8%) make use of the library catalogue.

Findings from the study, as shown in table 8, revealed various resources used by respondents according to their perceived level of importance. In tackling school assignments, most respondents at the average mean of 3.86 perceive the use of books as a more regular and reliable source of academic information. Next in ranking is the use of internet sources (3.81) as valuable sources for accessing intellectual information. Interactions with fellow students (3.52) are considered as an important means of exchanging information relevant for school work. The relevance of the use of e-mail (2.55), newspapers (2.27) and journals (2.15) in conducting academic tasks is shown in their respective levels of importance.

Table 9 reflects the level of importance respondents attach to various services in the library especially as it affects their use of library resources. Majority of the respondents at the average mean of (3.61) were of the opinion that the physical book collection and the provision of adequate space for studyplay a very important role in enabling them access and use pertinent information for their school work. Access to adequate books in electronic format (3.38) is also considered by respondents as a necessary service to enable them use the library effectively. This is closely followed by the act of seeking support from library personnel (3.01). Unhindered access to the library's database (2.87) and the provision of reference services (2.78) subsequently follow as services few respondents consider as being helpful in their use of library resources.

Research question 4: What are the problems that inhibit the effective use of library resources by undergraduate students?

In response to research question 4, frequency counts and percentages were used to indicate challenges in the use of library resources according to respondents' perceived levels of their severity. Ranks were given to the responses as presented in table 10 below:

Table 10 reveals the challenges encountered by undergraduate students during the use of information resources in the library. Users' ignorance (34%) regarding the location of existing library materials is revealed as a major hindrance to the use of library resources. This is closely followed by poor access to internet sources (20%). Findings also indicated inadequate reading space (16%) and insufficient current textbooks (15%) as inhibitors of effective use of library resources. Lack of support from library personnel in accessing library materials (10%) is shown as a problem as this may discourage users from exploiting information

materials in the library.

DISCUSSION

Results from the study revealed the information needs of the undergraduate students that participated in the study. Information on education was highlighted as the predominant need of respondents with an average mean of 4.96. This finding aligns with that of Iwara (2015) who investigated the information needs of post-graduate students and the library resources and services available to them in the Institute of African Studies at the University of Ibadan, Nigeria. According to her report, the predominant information need met whenever respondents used the library centered on academic information (54.8%). The next most sought information was on entertainment with an average mean of 3.99. Information on health/social welfare (3.01), politics or current affairs (2.90) were also sought by the respondents in the library. Respondents' preferred information resources were identified in the study. Most of the respondents (89%) depended on internet sources to get information. In this era of information technology, this comes as no surprise as some studies report similar findings on high use of internet or electronic resources by university students for both academic and non-academic resources (Das,2014; Edem and Egbe ,2016; Sambo and Akpojotor, 2016).

Regarding the frequency of visits to the library, very few of the students patronize the library regularly. 3(3%) of the respondents visit the library about three times in a week while 2(2%) of the respondents patronize the library at least twice in a month. Findings showed that 29 (29%) of the respondents occasionally used the library while majority of the respondents (60 or 60%) admitted to never visiting the library. The report showed that very few undergraduates use the university library and utilize its resources.

A harvest of reasons was highlighted as respondents' non-use of library resources. 13(13%) respondents owed their reason for non-use of library resources to busy academic schedules. 11(11%) of them experienced difficulty in accessing library materials. Some of the respondents (6 or 6%) lack knowledge of the existence of library resources relevant to their fields of study while 2 (2%) indicated the lack of current information resources as their reason for not patronizing the library.

The library catalogue is the systematic list of a library's holdings. Effective utilization of the library catalogue enhances access and use of library resources. However, the study revealed that majority of the students (20 or 20%) do not use the catalogue owing to ignorance of how it is used. 17(17%) respondents go directly to the book shelves while 12(12%) of them totally lack knowledge of the catalogue's existence. The results suggest the paucity or absence of orientation programs regarding the use of the library and the need for increased efforts in conducting more library instructional sessions in order to enhance awareness level of library resources among library patrons.

Methods of accessing information resources were identified in the study. Majority of the respondents go directly to the shelves to obtain information materials. 23 (23%) respondents make enquiries at the desk of the library officer on duty while very few respondents (8 or 8%) use the catalogue to access library materials. The study showed the use of various information resources as they are perceived by respondents. The use of books as a relevant information source attracted the average mean of 3.86.

Respondents indicated internet sources (3.81) as the next valuable source for accessing information. Interaction with fellow students (3.52) was considered as an important means of acquiring academic information. Findings showed that email (2.55), newspapers (2.27) and journals (2.15) were used by respondents to meet their academic needs.

Library services enhance the use of information by patrons. In the study, physical book collection (3.61) and adequate space for study (3.61) were considered essential services that aid academic work. This may be comprehensible as previous studies reported enhanced performance of learners after their preferred use of print resources to electronic information materials (Yamson, Appiah & Tsegah, 2018; Ackerman & Goldsmith, 2011). Provision of information resources in electronic format ranked next in importance by respondents in enhancing effective use of the library. In order of preference, respondents viewed seeking support from library personnel (3.01), enjoying unhindered access to library database (2.78) and the provision of reference services (2.78) as library services that may support their use of library resources.

The study also highlighted the challenges that may hamper the use of library resources by respondents. User's ignorance of existing library materials (34%) ranked the highest among challenges that respondents face in their attempt to access information materials. Respondents claimed that they were not aware that most library materials existed. Poor internet access (20%) was also identified as a hindrance to proper use of the library.

This is congruent with the findings of Madodo *et al.,* (2017) who reported poor and unreliable internet connection as a major hindrance to electronic resources use. Other challenges respondents faced in their bid to patronize library resources and services included inadequate reading space (16%), insufficient current textbooks (15%) and little or no support from library personnel in accessing library materials.

CONCLUSION

Most undergraduate students use library materials especially textbooks to meet their academic needs and to complement their school work. However, some of them especially first year students have not enjoyed the maximal use of the library owing to little or no awareness of existing information resources. This negatively affects their level of use of library materials and consequently discourages them from continuously using library resources even all through their academic stay in the university. More publicity of library resources and services among other awareness creation activities should be encouraged. Moreso, the provision of current information materials including electronic information resources will attract more users particularly thefirst-year students to the library and will help to improve their perception of the library and its services.

RECOMMENDATIONS

In order to effectively meet the information needs of undergraduate students at the Federal University of Technology Akure, this study recommends the following:

- There should be adequate provision of information resources that covers all subject areas in the library.
- Federal University of Technology, Akure Library should facilitate internet access by providing all the infrastructure and accessories required to establish strong internet connectivity so that users including first-year students can benefit from existing or new information and communications technologies.
- Apart from orientation programs held at the beginning of new academic sessions, the library administration should allow for regular formal or informal orientation sessions and other functional awareness creation activities in order to publicize available library services and resources and enlighten patrons on how these information resources can be easily accessed. Publicity regarding this should be done in various schools or faculties and departments to inform first year students of the library's operations and to encourage them to use the library.
- Regular in-house training and re-training sessions especially on professional ethics should be held for library personnel. This is believed will help to uphold professional ethics, boost confidence in library staff members and re-define the perception held by patrons regarding librarians and the library.
- The university administration should provide funds to equip the library with adequate and appropriate furniture, equipment and resources. This will enable the library to meet up with the specifications for present day ICT driven libraries that accommodate more relaxed and conventional ways of study. Furthermore, it will attract students including those in their first year and researchers to use the library for academic or research purposes.

DECLARATION OF CONFLICTING INTERESTS

The author declares no conflict of interest.

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Appendix 1

General information

(1) **Faculty:** _____
(2) **Department:** _____
(3) **Level:** 100 level ( ) 200 level ( )
(4) **Gender:** (a) Male ( ) (b) Female ( )
(5) **Age Group:** (a) 14-19 (b) 20-26 (c) 27-31(d) 31-35 (e) 36 and above

Information needs

(6) How often do you seek information on these topics?

Topic	Daily	Weekly	Twice a week	Monthly	Occasionally	Never
Health/social welfare						
Entertainment						
Education						
Politics /current affairs						

Library resources access and use
(7) From where do you get information resources on the topics stated in question No. 6?
(a) from the internet ( )
(b) family and friends ( )
(c) from books I buy in the bookshop ( )
(d) at newspaper stands by the road side ( )
(e) Others, please specify_____
(8) How often do you consult the University library for information?
(a) daily ( )
(b) thrice in a week ( )
(c) twice in a week ( )
(d) twice in a month ( )
(e) occasionally ( )
(g) never ( )
(9) If you ticked option *(g)* in the question above, what is your reason for not using the University Library?
(a) I didn't know the library has materials in my area of study ( )
(b) I am too busy to visit the library( )
(c) the library materials are not current ( )
(d) I find it difficult to access the library materials ( )
(e)Others, please specify_____
(10) How do access information resources in the library?
(a) I use the catalogue ( )
(b) I go straight to the shelves ( )
(c) I make enquiries from the library officer's desk ( )
(d) Others, please specify_____
(11) If you ticked option (b) or (c) in question 9 above, why don't you use the catalogue?
(a) It's time consuming ( )
(b) I don't know how to use it ( )
(c) I don't know the catalogue exists ( )
(d) I find the book shelves easier to use than the catalogue ( )
(e) Others, please Specify_____

Library resources perception

(12) How important are the following information resources in helping you with your school work?

Information Resources	Very important	Important	Neutral	Unimportant
Internet sources				
Books				
E-mail				
Newspapers				
Journals				
Face to face with a fellow student				

(13) How important are the following library services in meeting your information needs?

Library Services	Very Important	Important	Neutral	Unimportant
Physical book collection				
Electronic book collection				
Library database				
Reference service				
Assistance from library personnel				
Space to read/study				

(14) Which of these challenges do you encounter when trying to use information resources in the library?
   (a) Inadequate current textbooks ( )
   (b) Shortage of reading spaces in the library ( )
   (c) lack of awareness of where to locate information materials in the library ( )
   (d) uncooperative attitude from library officers ( )
   (e) No internet access ( )
   (f) Others, please specify_____

(15) What aspect of library service will you want the University Library to improve on?
   (a) provide more books ( )
   (b) create more reading space ( )
   (c) provide more lectures on how to use the library ( )
   (d)provide strong internet service ( )