

Correlational Impact of Personal Factors on Library Use among Undergraduates in Nigerian Universities

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Abstract

Personal factors explicate the reason undergraduates behave differently when they are apparently undergoing the same experiences which has correlate impact on the use of their university libraries. This study therefore investigated the correlational impact of personal factors (age, gender, academic discipline, type of secondary school attended, level of study, previous library experiences and level of awareness) on library use by the undergraduates. Descriptive survey of the correlational type was adopted. Multistage sampling procedures through purposive sampling method were used to select five conventional federal universities and three homogenous faculties. Two departments common to the faculties were also purposively selected, while five percent of 200

to 400 level undergraduates (797) were selected from a total population of 116, 213. Instruments used were Personal factors (previous library skills ($r=0.85$) awareness of library resources and services ($r=0.93$)). Data were analysed using descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance. All Personal factors showed positive significant relationships with library use except gender and level of study (academic discipline $r=.08$, type of secondary school attended $r=.09$, previous library skills $r=.33$, level of awareness of library resources and services $r=.24$, gender $r=-.01$ and level of study $r=-.06$). The result indicates that Age ($\hat{a} = .014$, $p>.05$), gender ($\hat{a} = .012$, $p>.05$), academic discipline ($\hat{a} = .045$, $p>.05$) and level of study ($\hat{a} = .022$, $p>.05$) had no significant relative contribution while type of secondary school attended ($\hat{a} = .068$, $p<.05$), previous library experience ($\hat{a} = .198$, $p<.05$) and level of awareness ($\hat{a} = .213$, $p<.05$) had significant relative contribution. Personal factors determined library use by the undergraduates in federal universities in the North-central, Nigeria. Therefore, the stakeholders in the university library should create awareness about the importance of library through current awareness programmes in order to increase library use.

Keywords: Personal factors, Correlational Impact, Library Use among Undergraduates, Undergraduates in Nigerian Universities

Introduction

Personal factors are characteristic of undergraduates which may influence their use of the university libraries. Researchers have identified various

characteristics which could contribute to the personal factors of undergraduates that could possibly affect the use of their university libraries. These factors consist of age, gender, type of secondary school attended, level of study, academic discipline, level of awareness of library resources and services, inadequate knowledge and skills of library resources. Mason (2010) explained that undergraduates are admitted for different courses as a result their information needs, personal goals, expectations and interest differs. Nonetheless, one trait that will be shared by them is the necessity to use their respective university library for different academic activities such as; project writing, access to reserve readings, completing class assignments, seminar presentations and writing research papers.

Personal factors explain the reason different people conduct themselves differently even when seemingly in the same condition, having similar experiences. Personal factors are characteristics that are inherent in and peculiar to undergraduates and these may influence their use of the university libraries. These personal factors are multifaceted and are not limited to a single variable or discrete entity. The personal factors that may contribute to the undergraduates' level of use of their university library are type of secondary school attended, discipline, gender, age, level of study, previous library experience and level of awareness of library resources and services among many others. Omehia; Obi and Okon (2008) opined that undergraduates' characteristics which are also personal factors have effects on their usage of library materials and services. Age, academic disciplines and level of study are significant determinants of library use by undergraduates.

Daramola (2013) explained that gender difference has been a major phenomenon, which has been the centre of heated public discussion in all areas of life, ranging from political to good governance, health, social, education, religion and economics. In the area of education, gender difference has been documented in relations to teaching practice, skills acquisition, professional developments, classroom interaction and information literacy behaviour among others. Regardless of the range of research on gender matters, substantial transformation in relations to gender equivalence and accessibility to resources is still very inadequate.

Research findings in Nigerian university libraries on gender differences in library use are still not many. In the same vein, Moser (2011), described gender as a socially created relationship between male and female and should be dominant in development programmes. Although male and female students are both trained in the same schools nevertheless their experiences differ greatly.

Ajayi and Ogunyemi (2011) stated that as level of study of undergraduates increase, library use increases. Library use by undergraduates increase at every successive year and there is a substantial association between academic level of students and library information resources usage. Substantial variances exist in the degree to which information materials were consulted by undergraduates at different academic levels. Library resources use increased as they move higher in their level of studies, the undergraduates at upper years spent more time in the library compared to their counterparts at lower levels of study (Agboola and Bamigboye, 2011). Undergraduates in higher level of studies tend to utilise the library materials more than those at the lower levels. This could be ascribed to the point that the higher level undergraduates have more academic responsibility and also the years of experience in the university have exposed them to the importance of library use to their academic success (Omehia; Obi and Okon 2008).

Academic disciplines of undergraduates have significant influence on the use of library materials and services. According to Omehia et al, (2008), undergraduates in the Humanities and Social Sciences are regular library users; conversely, undergraduates in the department of Arts recorded a higher frequency of library use compare to their counterparts in the departments of Sciences. Academic disciplines of the undergraduates have been found to influence their utilisation of library materials and services. Bridges (2008) reported that engineering students at the undergraduates' level were almost certainly not using resources at the virtual library compared to undergraduates in the College of Liberal Arts. O'Brien and Symons (2005) reported that science undergraduates were least expected to use the academic library's databases compared to social sciences and humanities undergraduates. However, undergraduates in the humanities department used books more than

undergraduates in other disciplines. In contrast, science undergraduates are less likely than humanities, social sciences, and professional studies undergraduates to consult with an academic reference librarian.

Many secondary or high school leavers gained admission into universities annually. There are variances in their library experiences which depend on the location and the type of secondary school they attended, the magnitude and status of the institution, their passion and intelligent quotients levels. The level of preparedness and readiness by most of the undergraduates gaining admission into the university is inadequate for the rigorous academic work. This may stem largely from lack of experience with complex academic libraries, such as university libraries and cannot comprehend how university library works and do not possess the essential skills required for a meaningful research (Mason, 2010).

Researches have revealed that the previous library experience of most undergraduates is that they are technology savvy. They have strong preferences for information on the Internet and books from their individual library instead of patronising their university libraries. Many of the undergraduates lack awareness of electronic resources before gaining admission to the university where they learnt about electronic resources and begin to use them for their academic tasks. Many undergraduates can benefit immensely from different programmes and training made available by their university library to acquire skills on the usage of library resources and services. It was however noted that the students who attended secondary schools that have school library, who have been trained, could access and use information resources effectively (Cribb and Holt, 2012). Most of these undergraduates are technology savvy as they believed that information from the Internet could meet their information needs. They invariably transfer the erroneous belief to their academic activities in the universities which have negative influence on the usage of their university libraries.

Awareness level of library materials and services is another personal factor that impacts library usage by undergraduates. Undergraduates have affirmed that they need more awareness of resources and services available in their university libraries.

Undergraduates are also unaware of academic reference librarians' educational backgrounds and expertise and how they can directly assist them (Asher; Duke and Green, 2010). Undergraduates lack awareness of the university library's online databases and other online information sources. Consequently, this makes them pay for access to online journal articles that are freely available to them via their university library (Vondracek, 2007). When undergraduates are acquainted with the available library materials and services, they may be encouraged to use them. Subsequently, once they know the benefits of the library, this would allow them to have a good perception, thus further increasing the tendency of future usage of library materials and services (Teoh and Tan, 2011).

Statement of the Problem

University libraries are established to support teaching, learning, research and also to meet their institutions' missions and goals. Thus, the stakeholders in the universities libraries expended a lot of funds on library resources and services. The stakeholders aimed to increase knowledge base and improve on national development through the contributory efforts of university libraries in meeting the information needs of the university communities. The investment could be justified, if the level of library use is increased. Nevertheless, literature and observation have indicated that there is underutilisation of library resources and services in most university libraries in Nigeria.

Despite all the advantages associated with the use of university libraries, studies have shown that their use by undergraduates in Nigeria is not as high as expected. The reasons for the underutilisation of library resources and services may not be unconnected with personal factors of undergraduates. Nevertheless, if the likely impediment to library use like personal factors is removed or brought to the barest minimum, there may be an increase in library patronage. Against this background, this study examined the correlational impact of personal factors on library use among undergraduates in Nigerian universities in North-central, Nigeria.

Research Questions

The study sought answers to the following research questions:

1. What are the personal factors of the undergraduates in federal universities in North-central, Nigeria?
2. What is the correctional impact of personal factors on library use among undergraduates in North-central, Nigeria?

Hypothesis

1. There is no significant relationship between personal factors and library use among undergraduates in North-central, Nigeria
2. There is no significant relative contribution of personal factors to library use by undergraduates in North-central, Nigeria

Literature Review

Stone and Collins (2013) did a research at the University of Huddersfield to find out if demographic characteristics such as age, gender, ethnicity and country of origin have an influence on library use by the undergraduates; the findings revealed that there is a relationship between demographic characteristics and library use. The library use by mature students is higher than their colleagues who are not mature and there is a minute but significant difference in their use of library. Specifically, e-resources were highly used outside the school premises and low usage of the campus-based library while country of residence is more essential than ethnicity in its relationship with library use. There is a major difference which is very significant in the synergy between the results of students who are of Chinese ethnicity and students who reside in China. There is useful evidence revealed by the study that affirmed that there is a relationship between demographic variables and numerous dimensions of library use among the respondents. Most of the times, the influence of the demographic variables is insignificant, but it may however show some level of significant on library usage by the students.

Back home in Nigeria, Daramola (2013) investigates gender differences in the usage of academic resources at the Federal University of Technology Akure University Library, Nigeria. Results from the research showed differences in gender, age, marital status, internet access, and use of advisory services in the library. The results showed

that married women used the library resources less than their male counterparts even though they fall within the same age cohorts. Likewise, young and mature males used internet facilities, electronic books and reference sources more than females. There was evidence from the findings that there is no significant difference in the use of textbooks and library loans by both males and females. In contrast, most females used advisory services compared to their male counterparts. Fiction and nonfiction magazines were utilised more by females than males. The researcher recommended that females be conversant with internet facilities to move with the recent ICT wave to bridge the gap between males' and females' differences in using information resources.

Tella and Mutula (2008) researched gender differences in computer literacy among undergraduates and its effect on library use at the University of Botswana, South Africa and opined that students with advanced computer skills were more disposed to access and make use of library facilities. They further reported differences in computer literacy of female and male undergraduates at the University of Botswana. Similarly, Steinerova and Susol (2007) investigated the information behaviour of students and lecturers in sixteen academic libraries in Slovakia. The findings revealed that men preferred to use the Internet as the primary source of information. Men also emphasised free electronic resources more than women, who regularly use licensed resources. Likewise, Manda and Mulkangara (2007) also reported a relationship between gender and the use of e-resources in a study done at the University of Dares, Salaam, Tanzania, and that male postgraduate students tend to use e-resources more than their female counterparts. The findings further revealed that although there was control in the students' attitude towards using and training e-resources, the association between gender and e-resources was upheld.

Bassi and Camble (2011) investigated gender differences in the use of electronic resources in university libraries in Adamawa state Nigeria revealed that the purpose of use of electronic resources differ between male and female students. The most common purposes of use are for research, assignments, and writing of project/thesis/dissertation while every user requires specific resources to meet

his or her information needs. The study also revealed that search skills were majorly acquired by students of both gender through friends, classmates and library instructions. This could be the reason why gender could not be a factor that determines the way students acquire search skills, since students relate and share their experiences with friends and classmates. However, the findings indicated that there is difference in the attitudes of students towards the use of electronics resources between both genders, the female students do not use e-resources as much as their male counterparts.

Emiri (2015) conducted research on the effect of demographic factors on the use of online public access catalogue (OPAC) by undergraduates in two universities in Southern Nigeria. The findings revealed that there are more female users of the OPAC compared to their male colleagues. Undergraduates who have advanced in their level of study (300-400 level) could use OPAC more than others who are at the lower level of study, this could be because these higher level students are more conversant with OPAC and have used more years in the university. There are no significant differences in the effect of demographic factors such as age, gender and study level in the OPAC usage in the two universities. Sivathaasan (2013) also surveyed to ascertain if there is any significant variance between the personal factors of undergraduates and the use of library facilities in the main library of the University of Jaffna, Sri Lanka. The results indicated that personal factors such as gender and year of study have a negative relationship with the use of library facilities. On the contrary, subject discipline is positively associated. The results showed that there is no significant difference between gender, level of study and subject specialisation in the use of library facilities. The statistics showed no significant variance between the perception of male and female students involving the library facilities available at the main university library; however, the male respondents used the library facilities more than their female counterparts. There is no significant variation in the use of library facilities between 200-level and 300-level students. The results showed no significant difference between students' subject disciplines (finance, accounting, marketing and human resources management) and the use of library facilities. Averagely, students studying human

resources management affirmed that they enjoyed library facilities more than those studying other disciplines.

Quadri (2013) examined the effect of demographic factors on the use of online library resources by undergraduates in two private universities in south west, Nigeria. The findings indicated that there is a significant correlation between the undergraduate level of study in both universities and the usage of online library resources. The relationship between the gender of the undergraduates in Babcock and Redeemer universities and the use of online library resources was very weak. The result on the age of the undergraduates in both universities and the use of online library resources indicated a highly significant level of correlation. However, there was a feeble relationship between the religious conviction of the undergraduates in both universities and the usage of online library resources.

Fati and Adetimirin (2015) studied OPAC awareness as a factor influencing OPAC use by undergraduates in two federal universities in South-West Nigeria. The results indicated that most of the undergraduates had a high level of OPAC awareness. It was also established that despite the fact that the respondents had a high level of OPAC awareness, the use of the OPAC by the students is very low as the preponderance of the respondents did not use the library OPAC at all. The study's result further showed a significant modest positive correlation between undergraduates' OPAC awareness and their usage of OPAC.

Anyaoku (2015) carried out a survey to evaluate undergraduates' awareness and use of medical library resources in the College of Health Sciences, Nnamdi Azikiwe University, Nigeria. The findings indicated that majority of the respondents affirmed that the main purpose of the library is in the provision of information and research resources. This can be regarded as good and positive perception from the students for the reason that they described the Medical Library's main functions correctly. There is high awareness of print resources compare to other information resources in the library while a high percentage of the respondents affirmed that they are aware of the availability of books in the library. Similarly, a high number of the respondents were also aware of the availability of journals, newspapers and

encyclopedia in the Medical Library. However, there is generally poor awareness of the availability of electronic resources in the Medical Library with about 60% of the respondents affirming that they are not aware or sure that electronic resources exist in the Library.

Alade, Iyoro and Amusa (2014) investigated the library usage characteristics of undergraduates in a Nigerian university and established that prior knowledge and skill in the use of library at school or college level have positive influence on undergraduate library use. The respondents' school library use has fairly significant effect on the respondents' use of academic library in their institution. One hundred and seventy three respondents (52%) confirmed this. However, 121 respondents (37%) reported that school library uses have influence on their use of library, and 38 respondents (11%) indicated it has any influence. The findings further revealed that another factor that could positively influence use of university library by undergraduates is library instruction or user education programme. They concluded their study by affirming that school library use experience and library instruction programmes positively influence library use of the undergraduates which implies that these two factors were positively disposed to in the study. Bridges (2008) also examined the relationship between undergraduates' academic disciplines and library use. The findings of this research offered insights about the comparisons of undergraduates by academic disciplines and their library use. The findings indicated that even though engineering students did not show any difference from their counterparts in other departments in their use of the physical library, they were probably likely to make use of the online library resources less when likened to other students from the department of liberal arts. The findings revealed that engineering students do not receive as many assignments that require virtual library use of journals and databases when compared with liberal arts students, who are often engaged in extensive researching and subsequent writing of papers. The study also revealed that comparing students of agricultural science department with their counterparts in science, health and human science, and liberal arts are probably less likely to use the physical library.

Methodology

The study adopted the descriptive survey of the correlational type. The population of the study consists of all the undergraduates in all the federal universities in North-central, Nigeria. (Table 1). The primary sampling units are all the seven federal universities in the North-Central geo-political zone in Nigeria. Multistage sampling technique was adopted for this study. Four stages were involved. First stage was to purposively select the five conventional universities in the zone, namely: University of Jos, University of Abuja, University of Ilorin, Federal University, Lafia and Federal University, Lokoja. Conventional universities were selected to enable the researcher to select homogenous faculties and departments. Purposive sampling technique enables researchers to use their research experiences, preference or verdict in selecting the sample they think could represent the population. (Welman, Kruger and Mitchell, 2005).

The second stage was to select homogenous faculties in all the five conventional federal universities in the zone. Purposive sampling method was adopted to select three homogenous faculties from the five federal universities namely; Science, Humanities/Art and Social Science. Thus, making a total number of three faculties. (Table 2). The third stage was to select two departments from each of the three faculties using purposive sampling techniques. The departments are; Chemistry and Microbiology from Faculty of Science, English and History from Faculty of Humanities/Art, Political Science and Economics from Faculty of Social Science respectively. Thus, making a total number of six departments selected purposively.

The second stage was to select homogenous faculties in all the five conventional federal universities in the North-Central, Nigeria. (Table 1.). Random sampling method was adopted to select three homogenous faculties from the federal universities namely; Science, Humanities/Art and Social Science. Thus, making a total number of three faculties. The third stage was to select two departments from each of the three faculties using random sampling method. The fourth stage which is the final stage was the selection of five percentage (5%) of the total estimated population of the

undergraduates from each department in the faculties selected.

Therefore, the sample size is seven hundred and ninety-seven (797).

The questionnaire was collated, coded and analysed. The Statistical Packaged for Social

Sciences (SPSS) was used for the data analysis. Descriptive statistics such as percentage mean and standard deviation were used to analyse research questions. Hypotheses were tested using inferential statistics like correlational analysis and multiple regression analysis.

Table 1: Population of the study

S/N	University	Acronym	Year of Estb.	Type	No of Under-graduates
1	University of Ilorin, Ilorin	UNILORIN	1975	Conventional	20,084
2	University of Jos, Plateau	UNI JOS	1975	Conventional	18,733
3	Federal University of Technology, Minna, Niger	FUTM	1983	Specialised	13,000
4	Federal University of Agriculture Makurdi, Benue	FUAM	1988	Specialised	13,137
5	University of Abuja, Abuja	UNIABUJA	1988	Conventional	40,000
6	Federal University, Lafia, Nasarawa	FULAFIA	2011	Conventional	7409
7	Federal University, Lokoja, Kogi	FULOKOJA	2011	Conventional	3450
	TOTAL				116,213

Source: Universities websites

Table 2: Sample size

S/N	University	No. of Under-graduates	Science		Social Sciences		Humanities /Art		Total	Sample size 5%
			Chemistry	Microbiology	Political Science	Economics	English	History		
1	UNILORIN	20,084	624	650	652	758	843	651	4178	208
2	UNI JOS	18,733	316	470	582	702	750	250	3070	154
3	UNIABUJA	49,436	811	871	1,127	1,027	1,092	1,072	6000	300
4	FULAFIA	7409	200	256	345	278	286	120	1485	75
5	FULOKOJA	3450	152	202	266	214	202	164	1,200	60
	TOTAL	116,213							15,933	797

Source: University Websites, Academic Planning Units

Data Analysis and Interpretation

Research questions 1 and 2: What are the personal factors of the undergraduates and their correctional impact of personal factors on library use among undergraduates in federal Universities in North-central, Nigeria?

The result of the personal factors of the undergraduates is presented in Tables 3, 4, 5 and 6 respectively. In order to ascertain the personal

factors of undergraduates, the respondents were asked to indicate the name of institution attended, faculty, academic discipline, level, type of secondary school attended, age and gender. The personal factors of the respondents are also expanded in the study to include previous library experience/skills and level of awareness of library resources and services. Table 8 presents the results on faculty, academic discipline, level of study, gender, type of secondary school attended and age.

Table 3: Personal factors of undergraduates in federal universities in North-central, Nigeria

Personal factors	Indicators	UNIJOS		UNILORIN		FULOKOJA		FULAFIA		UNIABUJA	
		F	%	F	%	F	%	F	%	F	%
Faculty	Science	57	42.5	80	40.8	22	39.3	29	39.2	91	34.3
	Social Science	35	26.1	59	30.1	19	33.9	26	35.1	72	27.2
	Arts	42	31.3	57	29.1	15	26.8	19	25.7	102	38.5
Academic Discipline	Microbiology	25	18.7	29	14.8	16	28.6	8	10.8	66	24.9
	Economics	19	14.2	33	16.8	8	14.3	13	17.6	23	8.7
	History and Intl Stud.	25	18.7	30	15.3	1	1.8	13	17.6	15	5.7
	English	24	17.9	42	21.4	12	21.4	11	14.9	62	23.4
	Pol. Science	22	16.4	31	15.8	112	21.4	15	20.3	35	13.2
	Chemistry	19	14.2	31	15.8	7	12.5	14	18.9	64	24.2
Level of study	200 level	44	32.8	61	31.1	44	78.6	23	31.1	68	25.7
	300 level	44	32.8	66	33.7	5	8.9	30	40.5	105	39.6
	400 level	46	34.3	69	35.2	7	12.5	21	28.4	92	34.7
Gender	Male	69	51.5	90	45.9	31	55.4	34	45.9	144	54.3
	Female	65	48.5	106	54.1	25	44.6	40	54.1	121	45.7
Type of Secondary School attended	Private	93	69.4	101	51.5	19	33.9	38	51.4	112	42.3
	Public	41	30.6	95	48.5	37	66.1	36	48.6	153	57.7
Age	15-20 years	33	24.6	91	46.4	21	37.5	7	9.5	23	8.7
	21-25 years	77	57.5	83	42.3	29	51.8	44	59.5	147	55.5
	26-30 years	24	17.9	22	11.2	6	10.7	23	31.1	95	35.8

University of Abuja had the highest number of respondents with 102 (38.5%) from Faculty of Arts while Faculty of Social Sciences had the lowest with 72 (27.2%). University of Ilorin, University of Jos, Federal university of Lokoja and Lafia had their highest number of respondents from Faculty of Science and had their lowest from Faculty of Arts except for University of Jos where Faculty of Social Sciences was the lowest.

University of Jos and University of Ilorin had their highest number of students from 400 levels, and their lowest from 200 levels. Federal University Lafia and University of Abuja had their highest number of students in 300 levels and their lowest in 400 levels and 200 levels respectively while Federal University Lokoja had the highest number of students from 200 level and lowest from 300 levels. University of Jos, Federal University Lokoja and University of

Abuja had more male students than their female counterparts while University of Ilorin and Federal University Lafia had more female students than male in the study. Majority of the students in University of Jos, University of Ilorin and Federal University Lafia attended private school before their transition into university, while majority of the students from Federal University Lokoja and University of Abuja attended public schools.

Majority of the undergraduates from University of Jos, Federal University Lokoja, Federal University Lafia and University of Abuja were from age cohort of 21-25 years while a lesser percentage was from age cohort of 15-20 years except for Lokoja with age cohort of 26-30 years. University of Ilorin had a greater number of students from age cohort of 15-20 years (younger) and lesser percentage from the age cohort.

Table 4a: Previous Library Experiences/Skills of Undergraduates in Federal Universities in North-central, Nigeria

	F	%	F	%	F	%	F	%		
Previous Library experiences/skills	NLM		NVM		SLM		VME		\bar{x}	S.D
	F	%	F	%	F	%	F	%		
I have the necessary skills for finding academic resources in the library	69	9.5	160	22.1	263	36.3	233	32.1	2.91	.96
I have necessary skills for using the e-library resources	91	12.6	155	21.4	239	33.0	240	33.1	2.87	1.02
I can use the OPAC correctly before coming to the university	175	24.1	148	20.4	184	25.4	218	30.1	2.61	1.15
My university library is the first library I have ever used	220	30.3	140	19.3	202	27.9	163	22.5	2.42	1.14
The secondary school I attended does not have a school library	246	33.9	145	20.0	178	24.6	156	21.5	2.34	1.16
I have never used a library before coming to the university	278	38.3	126	17.4	185	25.5	136	18.8	2.25	1.15
Weighted $\bar{x} = 2.57$										

Key: NLM = Not Like Me NVM = Not Very Much Like Me SLM = Somewhat Like Me VME = Very Much Like Me

Table 4a shows the result on previous library experiences/skills of undergraduates in federal universities in North-central, Nigeria. It reveals that majority of the undergraduates have necessary skills for finding academic resources in the library with a mean score of ($\bar{x} = 2.91$) while few of them indicated

that they have never used a library before coming to the university.

(= 2.25). However, a considerable number of the undergraduates affirmed that the secondary school they attended does not have a school library (= 2.34).

Table 4b: Level of the undergraduates' ability to define and articulate information needed
Maximum score = 16, Classification = High, Moderate, Low

Universities	Interval	Range	Level	Frequency (%)	
University of Jos N = 134	1-5		Low	6	4.5
	6-10		Moderate	16	11.9
	11-16	12.54	High	112	83.6
University of Ilorin N = 196	1-5		Low	9	4.6
	6-10		Moderate	60	30.6
	11-16	11.40	High	127	64.8
Federal N = 56 University Lokoja	1-5		Low	-	
	6-10		Moderate	8	14.3
	11-16	12.79	High	48	85.7
Federal N = 56 University Lafia	1-5		Low	4	5.4
	6-10		Moderate	20	27.0
	11-16	11.30	High	50	67.6
University of Abuja N = 265	1-5		Low	17	6.4
	6-10		Moderate	74	27.9
	11-16	11.42	High	174	65.7

Table 5 presents the result on test of norms on previous library experiences/skills of the

undergraduates in federal universities in North-central, Nigeria.

Table 5: Test of norm on previous Library Experiences/Skills of Undergraduates in Federal Universities in North-central, Nigeria

Grand mean = 48.08, Maximum score = 24 Interval = $\frac{24}{3} = 8$, Classification = High, Moderate, Low

Interval	Range	Level	Frequency	Percentage
1-8		Low	25	3.4
9-16		Moderate	405	55.9
17-24		High	295	40.7

Table 6: Level of Awareness of Library Resources and Services of the Undergraduates in Federal Universities in North-central, Nigeria

	F	%	F	%	F	%	F	%		
Library resources and services	NA		A		HA		VHA		\bar{x}	S.D
Books	51	7.0	72	9.9	180	24.8	422	58.2	3.34	.92
Journals	64	8.8	136	18.8	246	33.9	279	38.5	3.02	.96
Newspaper	91	12.6	138	19.0	204	28.1	292	40.3	2.96	1.05
Reference materials	103	14.2	159	21.9	230	31.7	233	32.1	2.82	1.04
Reserved Book Section	124	17.1	148	20.4	226	31.2	227	31.3	2.77	1.07
Photocopy services	149	20.6	126	17.4	201	27.7	249	34.3	2.76	1.13
Help desk	144	19.9	161	22.2	198	27.3	222	30.6	2.69	1.11
Electronic books	158	21.8	172	23.7	197	27.2	198	27.3	2.60	1.11
Thesis/dissertation/ projects	147	20.3	174	24.0	225	31.0	179	24.7	2.60	1.07
Online database	173	23.9	156	21.5	202	27.9	194	26.8	2.58	1.12
Lamination and binding	179	24.7	161	22.2	183	25.2	202	27.9	2.56	1.14
Current awareness	160	22.1	179	24.7	208	28.7	178	24.6	2.56	1.09
Electronic journals	182	25.1	164	22.6	195	26.9	184	25.4	2.53	1.12
Loaning services	193	26.6	148	20.4	204	28.1	180	24.8	2.51	1.13
Remote accessibility of library resources	174	24.0	173	23.9	226	31.2	152	21.0	2.49	1.07
Indexes/abstracts	189	26.1	157	21.7	218	30.1	161	22.2	2.48	1.10
Research question CD ROM resources	203	28.0	150	20.7	220	30.3	152	21.0	2.44	1.11
Institutional repository	208	28.7	176	24.3	201	27.7	140	19.3	2.38	1.09
Weighed \bar{x} = 2.67										

Weighed \bar{x} = 2.67

Key: NA = Not Aware A = Aware HA = Highly Aware VHS = Very Highly Aware

Table 6, indicates the level of awareness of library resources and services of the undergraduates in federal universities North-central Nigeria. The result shows that majority of the undergraduates are highly aware of the library resources and services. The result also indicate that they are mostly aware of books (422 (58.2%) with the highest mean score \bar{x} =3.34. However, there is a low level of awareness

of institutional repository as indicated by the result (140 (19.3%) with the least mean =2.38. Inference to be drawn from the result is that most undergraduates have high level of awareness of books (= 3.34), journals (= 3.02), newspapers (= 2.96), reference materials (=2.82), reserved book section (= 2.77) and photocopy services (= 2.76).

Table 7: Test of norm on the level of Awareness of Library Resources and Services

Grand mean = 48.08, Maximum score = 72 Interval = $\frac{72}{3} = 24$, Classification = High, Moderate, Low

Interval	Range	Level	Frequency	Percentage
1-36		Low	106	14.6
37-72	48.08	High	619	85.4

The hypothesis guided the conduct of this study was tested at 0.05 level of significance. The relationship between the variables were tested generally across the five universities which indicated if the hypotheses were to be rejected or accepted based on the Pearson Product Moment Correlation (PPMC) results.

Hypothesis 1: There is no significant relationship between Personal Factors and library use by undergraduates in Federal Universities in North-central, Nigeria.

Result of hypothesis one is presented in tables 7 and 8, each indicator of personal factors was tested on library use.

Table 8 presents the Pearson Product Moment Correlation (PPMC) result showing the relationship between personal factors and library use of undergraduates in federal universities in North-central, Nigeria.

Table 8: Relationship between Personal Factors and Library use by the undergraduates

	1	2	3	4	5	6	7	8	\bar{x}	S.D
1	1								59.72	22.81
2	.032 (.396)	1							22.97	3.45
3	-.009 (.805)	-.034 (.359)	1						1.49	0.50
4	.006 (.861)	.024 (.516)	.029 (.436)	1					5.07	2.80
5	.090* (.016)	.094* (.011)	.048 (.194)	.063 (.089)	1				1.50	0.50
6	.061 (.098)	.148** (.000)	.076* (.041)	-.070 (.060)	-.041 (.273)	1			2.31	0.94
7	.327** (.000)	-.036 (.332)	-.079* (.034)	-.052 (.162)	.059 (.113)	.118** (.001)	1		15.40	4.11
8	.237** (.000)	-.085* (.023)	.046 (.216)	.036 (.331)	-.035 (.348)	-.063 (.092)	.232** (.000)	1	48.08	11.30

*Sig at .05 level, **Sig. at .01 level

Key

1 = Library use

2 = Age

3 = Gender

4 = Academic discipline (Department)

5 = Type of secondary school attended

6 = Level of study

7 = Previous library experience

8 = Level of awareness of library resources

Table 8 reveals that there were positive significant relationships between library use and academic discipline ($r = .083^*$, $p(.025) < .05$), Type of secondary school attended ($r = .090^*$, $p(.016) < .05$), previous library experience ($r = .327^{**}$, $p(.000) < .05$) and level of awareness of library resources and services ($r = .237^{**}$, $p(.000) < .05$).

However, there was no significant relationships with gender ($r = -.009$, $p(.805) > .05$) and level of study ($r = .061$, $p(.098) > .05$) respectively.

Table 9 presents the summary result of the relationship between personal factors and library use by the undergraduates in federal universities in North-central, Nigeria.

Table 9: Summary of the Relationship between Personal Factors and Library Use by the Undergraduates

Variable	Mean	Std. Dev.	N	R	p-value	Remark
Library Use	59.7172	22.8143	725	.330**	.000	Sig.
Personal Factors	96.2083	13.4676				

** Sig at 0.1 level

Table 9 indicates that there was a positive significant relationship between personal factors and library use by undergraduates in Federal Universities in North-Central, Nigeria ($r = .330^{**}$, $N = 725$, $p < .05$). Therefore, the null hypothesis is rejected.

Hypothesis 2: There is no significant relative contribution of personal factors to library use by undergraduates in North-central, Nigeria

Table 10: Relative contribution of Personal Factors on Library Use by the Undergraduates

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig. p
	B	Std. Error	Beta Contribution		
(Constant)	2.092	8.946		.234	.815
Age	9.516E-02	.226	.014	.421	.674
Gender	.724	1.541	.016	.470	.638
Academic Discipline	.373	.288	.043	1.294	.196
Type of Secondary School	3.063	1.532	.067	1.999	.046
Level	1.696	.949	.060	1.787	.074
Previous Library Experience	1.112	.202	.200	5.503	.000
Level of Awareness	.433	.082	.214	5.259	.000
	-1.631	.338	-.211	-4.831	.000

Table 10 reveals the relative contribution of the independent variables to the dependent variable. The result indicates that Age ($\hat{\alpha} = .014$, $p > .05$), gender ($\hat{\alpha} = .012$, $p > .05$), academic discipline ($\hat{\alpha} = .045$, $p > .05$) and level of study ($\hat{\alpha} = .022$, $p > .05$) had no significant

relative contribution while type of secondary school attended ($\hat{\alpha} = .068$, $p < .05$), previous library experience ($\hat{\alpha} = .198$, $p < .05$) and level of awareness ($\hat{\alpha} = .213$, $p < .05$) had significant relative contribution to library use by the undergraduates.

Discussion of the Findings

Personal Factors of the Undergraduates

Personal factors identified in the study are academic discipline, age, gender, level of study, previous library experiences/skills and level of awareness of library resources and services. The findings revealed that academic discipline, type of secondary school attended, previous library experiences/skills and level of awareness of library resources and services influence library use by the undergraduates while age, gender and level of study do not influence library use.

This finding is in tandem with the conclusion of the findings by Bridges (2008) that asserted that academic discipline influence library use by undergraduates. In the same vein, Vodracek (2007) and Toner (2008) also opined that lack of awareness of library resources and services have negative influence on library use. On the contrary, Islam (2011) asserted that level of study, academic discipline, age and gender of undergraduates in a higher learning institution in Malaysia were found to be significant in the effectiveness of the library use. Ajayi and Ogunyemi (2011) opined that as level of study of undergraduates increases, library use increases. The researcher therefore concluded that level of study have significant relationship with the library use by the undergraduates. At variant with the findings of this study, is a study done by Pembee (2014) on influence of demographic characteristics of undergraduates on library use in Kabarak University, a private Christian university in Kenya which affirmed that there was not enough evidence to conclude that demographic characteristics of the undergraduates influenced library information system usage.

Conclusion and Recommendations

The findings of this study have shown that personal factors contribute to the level of use of university libraries by undergraduates. Majority of the undergraduates rarely use the library, they rely mostly on their lecture notes and handouts given to them by their lecturers. The result of the analysis showed that many of the undergraduates went to secondary schools that had no functional school libraries as

such; they have not acquired the necessary skills to use their university library. The above findings are in line with the earlier studies that there was underutilisation of library resources and services by undergraduates. Many of the undergraduates, who use the libraries, come there only occasionally, especially during an examination. Consequently, an influx of the undergraduates is observed at such times.

The implication of this study is that undergraduates are not using library resources and services as expected. In view of this, it's recommended that the management of the libraries should create awareness on the availability of library resources and services. Undergraduates should also be trained on how to use the available library resources and services. This will invariably enable librarians to take into consideration and plan for the experiences, needs and expectations of the undergraduates which will inform them of how to provide and improve their services. It will also serve as a pointer to the undergraduates the importance of library use to their academic success and achievements.

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