LAGOS JOURNAL OF LIBRARY & INFORMATION SCIENCE

CONTENTS

Influence of Motivation, Library Materials and Location on Use of Library by Undergraduates in University of Ibadan, Nigeria

The Authors

Sunday Olusola LADIPO
The Library
Lagos State College of Medicine
Ikeja, Lagos State
Nigeria
sundayladipo@gmail.com
*Corresponding author

and

Kolawole Akinjide ARAMIDE (PhD)
Centre for Educational Media Resource Studies
University of Ibadan, Nigeria
Kolaakinjide@gmail.com

Abstract

The study investigated the influence of motivation, availability and adequacy of library materials as well as library location on the use of library by undergraduates of University of Ibadan, Nigeria. The convenience sampling technique was adopted to select only 150 undergraduates while a questionnaire was used as the major instrument for data collection. Findings from the study revealed provision of a conducive library environment, ICT facilities, availability of books supporting a student centered curriculum and group reading as major factors which motivate undergraduate students of University of Ibadan towards library use. Textbooks, reference resources, journals, newspapers as well as magazines were found to be the major library materials available to students while adequacy of special collections and government publications, audiovisual materials, electronic resources and students' long essays in meeting the needs of undergraduates of the University of Ibadan was established. Location of the library was found to be adequate and easily accessible to the undergraduates. Positive relationships between motivation, library availability, adequacy, location and use of library were established which implies that proper motivation of undergraduates, high level of availability and adequacy of library materials as well ease of accessing the location of library have positive impact on use of library among the undergraduates of University of Ibadan, Nigeria. The study recommended proper motivation of undergraduates towards library use, provision of relevant library materials in adequate quantity and quality as well as location of the university library where it can be easily accessible to ensure regular use of the library by the undergraduates of the University of Ibadan, Nigeria.

Background to the Study

The need for libraries in higher institutions of learning cannot be over-emphasized given the fact that the quality of education at any level depends on the quality of the library, not the library as a magnificent building alone but the quality of the services rendered to the users too. It is important that libraries serving academic communities are properly sited for easy access by users while at the same time possessing the broadest possible collection of books and other essential materials. The academic library is an inexhaustible store house of knowledge where users can access information to meet their information needs. If a library is well stocked and the students know they can find more information in it than what they are

79

taught in the classroom, they will, most likely than not, use the library maximally (Mason, 2010).

Palmer"s (2006) research made several generalisations regarding potential users, their mode of transportation and the subsequent accessibility of the library. According to him, as would be expected, a lack of easy access due to poor location was found to be an important factor that may be responsible for non-use of libraries by undergraduates. Therefore, Palmer suggested that libraries should be located within the vicinity of easy location and access since students may be discouraged if the location of the library is too far away from them.

Even though the a library may have resources and also organise library orientation programmes to make known the resources available within it, students may not make maximum use of available library resources due to their perception about availability and adequacy of the library materials, library environment, location of the library and other motivating factors. Hence, this study investigated the influence of motivation, library materials and location on use of the library by undergraduates of the University of Ibadan.

The following research questions guided the study:

1. What factors motivate undergraduates towards use of the library of the University of Ibadan?
2. What library materials are available to undergraduates of the University of Ibadan?
3. How adequate do undergraduates of the University of Ibadan consider the location of their library?
4. What is the frequency of use of the library by the undergraduates of University of Ibadan?

5. What is the purpose of using the library by the undergraduates of the University of Ibadan?
6. To what extent does motivation, library materials and location of library influence use of the library by the undergraduates of the University of Ibadan?

Literature Review
Use of Library by Undergraduates

Mookerje (1997) defined the library as a collection of graphics and materials such as books, periodicals, newspapers, manuscripts, maps, charts, filmstrips, microfilms and other records all designed for use. Ubogu (2006) noted that academic libraries continually seek to identify their roles in contributing to institution outcomes and objects in the areas of research, teaching and learning. From the above definitions of the library, it is worthwhile saying that books and other materials in a library are brought together mainly for the purpose of use. A famous Indian librarian and information scientist, Ranganathan (1970) through his guiding principles of library services contained in his five laws of library science, pointed out the usefulness and importance of the user to any library.

Reporting the purposes for which undergraduates make use of the library, Yusuf and Iwu (2010) found in their study that 88% of the undergraduates in Covenant University visited the library to read for examination and Online Public Access Catalog is more used than the manual catalogue. Also, George et al (2006) cited in Ossai (2009) noted that students" library usage pattern amongst others is influenced by the attitude of the university library staff. Franscotti (2007) conducted a survey to determine the level of library usage by students and the current resources of the library and found that positive experience

with library staff at an early age is a determining factor of library use at adulthood and that the disposition of library staff, introduction of better library environment and availability of relevant collections are enablers that prompt students to use the library more. Moreover, a study by Nagata, Toda and Kytomaki (2007) found that undergraduates visited the library for various reasons.

The objectives of this study were to understand students" usage patterns of the library and their educational outcomes. Though the study focused more on library use and educational outcomes, the findings regarding students" library use are relevant to this study. The identification of students" use patterns came from usage context. Learners, strollers, extended users or socialisers, place and personal computer users generally showed similarities, thus creating common groups. This study showed that students were not identical in their usage contexts and the relationship between their patterns of usage and educational outcomes.

According to Kwon (2008), use of information resources in the library is crucial in higher education. Therefore, higher institutions should strengthen students" abilities to use libraries and information resources. With the new generation of computer literate students and the vast amount of information available in both print and electronic formats, the necessity to develop the ability to use information resources in the library is paramount. Consequently, academic libraries assume a far greater role in assisting students to locate and evaluate information. In the view of Waldma (2003), students" library use assumes that the more an undergraduate uses the library, the more familiar the student will become with its

resources. However, if students use the library primarily as a quiet and convenient place to study, they may not be aware of its resources at all and may not be different from the student who never visits the library.

In a study on students and faculty use of academic libraries in Nigeria, with particular reference to Delta State University, Okiy (2000) found that respondents used books more than other materials and that they browse the shelves to locate these materials. Williams (1992) and Julien (2000), on the other hand, observed that regular library users are active learners who participated more in class, read, write and study more. In a similar study on the use of Olabisi Onabanjo University Libraries, Ugah (2001) found out that textbooks account for most library visits.

Factors motivating undergraduates towards use of the library

In the academic library field, there is considerable body of research which emphasises the issues of service quality and service quality evaluation (Cook & Thompson, 2000; Hernon, Nitecki, & Altman, 1999; Quinn, 1997; Nitecki, 1996; Martensen & Gronholdt, 2003). However, as Simmonds (2001) mentioned, there has not been very much written about the factors that influence students actually to use libraries. In other words, academic library user studies focused, for the most part, on what resources or services library users use, how library users assess library service quality, what relationship exists between library usage and library users, academic success among others, resulting in the dearth of research on the fundamental motives underlying academic library user behavior to the use of library services and products, hence the need to find out factors which motivate students towards library usage. Academic library users are also consumers

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

who demand and choose products and services in an information market place which is motive driven. Therefore, if academic libraries cannot successfully motivate consumers to use their products or services, they may lose the advantage to other information providers. Ultimately, academic libraries must satisfy and motivate consumers for the survival of the libraries and prosperity of users and society at large.

Simmonds (2001) highlighted several factors that can influence users" satisfaction which include responsiveness, competence and assurances, tangibles and resources. Sowole (1995) implored librarians to make maximum efforts to ensure that their library users derived the best possible benefits from the services they render and that materials are provided by libraries to support the learning, teaching and research processes and to provide assistance to users.

Availability of library materials in university libraries

Before a library could be adjudged to be effective, it must be meeting the information, research, recreational and educational needs of its users (Clarke, 1997). Books and other information disseminating media are very important in libraries so that they can function properly to achieve the objectives for which they were set up to attain. Current materials should be made available and accessible to the potential users and in good time too. Nwalo (2001) stated that library effectiveness measures are concerned with determining how well the library meets the needs of users, relative to the library"s goals and objectives. Opinions vary on the best way to determine library effectiveness. While some canvassed the application of standards, others prefer the use of statistics, operations research and user satisfaction studies. However, the most recent literature

on library effectiveness lay emphasis on the user approach.

Similarly Oyesiku and Akinbode (2004) stated that libraries are established for the use of the people effectively. As some people recognised the potential value of libraries and make maximum use of them, so also some people do not use them or encourage their use. Factors that affect the effective use of academic libraries according to Marteleto (1981), Unomah (1987) and Okiy (1999 & 2000) are due to unavailability syndrome and inadequate library resource facilities and services. Also, on effectiveness, Ologbonsaiye (1994), stated that the yardstick for measuring users" satisfaction include the quality of a library"s collections and services and availability of materials for use.

Adequate supply and availability of materials must be matched with accessibility by users. Unomah (1986) saw user education on how to use the resources of the library in this regard as very essential. He believed that users of academic libraries should be given proper library orientation on the use of materials in the library. Supply of serials/periodicals and newspapers should be given proper attention. These are library materials that aid research as they contain reports of recent happenings and research findings which are too recent or fresh to be contained in textbooks and if users are aware of their presence, they would be happy to patronise such libraries for effective utilization of these resources. Adequacy of services rendered in the library tells a lot of success story about the library. Abdulsalami (2013) remarks that availability requires workable performance measures to back it up even in a situation where the ultimate benefit to the individual user and to the community is difficult to assess. Access to library resources is also a factor of

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

availability for without the physical presence of a document, a user may not be able to access anything. This therefore, shows that effective use of any library is best measured in terms of access to and demand for its resources and services.

Influence of motivation on use of the library by undergraduates students

Motivation is of utmost importance in human resource management. In the opinion of Shah and Shah (2015) motivation is aimed at inspiring people to work, individually or in groups in the ways such as to produce best results. It is the willingness to exert high levels of effort towards organizational goals conditioned by the efforts and ability to satisfy some individual need. In other words, motivation is getting somebody to do something because they want to do it. Chand (2015) observed that issuance of well-conceived instructions and orders do not mean that they will be followed. A manager has to make proper use of motivation to inspire the employees to follow them. Effective motivation succeeds not only in having an order accepted but also in gaining a determination to see that it is done efficiently and effectively.

Entwistle (2003) reported a conceptual framework which identified a variety of factors which influence the quality of a university student"s learning experience. This framework identifies two broad influences. First are influences attributable to teachers such as the design of a teaching and learning environment and the development of course materials. The second set of influences are those attributable to the attitudes and behaviors of students. These characteristics include, for example, "existing knowledge", "styles of learning", "abilities" and "motives". This was reinforced by Cole et al (2004) who argued that motivation is an important issue

for research into all levels of education because it is one of the crucial determinants of the success of any learning activity. This point is reinforced by Breen & Lindsay (2002) who see academic performance as being grounded in motivation and ability and suggest that this lies at the heart of much research in the area which attempts to "find motivational constructs that predict student success". The outcome of this, according to Lucas & Meyer (2005), is that students bring different expectations, learning strategies and learning skills to their studies and this frequently manifests itself in different types of learning. For example, students with high levels of extrinsic motivation will tend to focus on surface learning compared to students with high levels of intrinsic motivation who have a desire to understand. For Lucas & Meyer (2005), what is crucial in understanding the outcomes of learning is an understanding of why individuals want to learn in the first place.

There is a significant body of literature which examines how motivations to study impact on the experiences of students in higher education. For example, Kong et al (2003) explored this issue in terms of engagement with curricula and suggest that the cognitive, behavioural and emotional engagement of students with their studies is frequently determined by the students"s motivation to study. The importance of motivation to the experience of students is further explored by Henderson-King & Smith (2006) who discussed it in the wider context of the "meaning" of education. They suggest that each student will have a unique motivation to study and this is important because "the degree to which individuals are intrinsically or extrinsically motivated to engage in academic work should have some bearing on their approach to education contexts".

In measuring the motivations to study of undergraduate students, Entwistle (2003) argued that motivation is one of a number of characteristics which influences how students approach their learning and studying and how they perceive the environment in which they learn. In doing this, the paper considers motivation across two dimensions: intrinsic motivation and extrinsic motivation. Fagan et al (2008) suggest that intrinsic motivation "refers to doing something because it is inherently interesting or enjoyable" which is a common explanation across much of the literature. For example, Walker (2008) discusses it in terms of the satisfaction gained from "the activity itself" and Patall et al (2008) explain it as a willingness to engage in an activity "for its own sake". Whilst the broad concept is relatively simple to define, the constituents of intrinsic motivation are more complex. Deci et al (1999) explain it through the psychological need for "autonomy" (the sense of an individual being in control of their own decision making) and "competence" (being able to demonstrate a certain degree of proficiency in a chosen activity). Patall et al (2008) develop this further and raise two important issues. First, the importance of choice as "people are more likely to engage in an activity if they believed they had chosen it". Second, "relatedness" and the placing of an activity into the context of the wider goals and expectations of the individual. The explanation of Shroff et al (2008) will guide this research and focuses on three related components to intrinsic motivation: A readiness to engage in activities because of curiosity, a desire to master that activity and an ability to demonstrate competency in that activity.

Influence of library materials on undergraduates' use of the library

Textbooks usage account for most of the reasons for library visits (Akobundu, 2007). In the library field, researchers usually approach user satisfaction in traditional way in which researchers emphasize the investigation of user material needs and fulfillment - what users requested and received from libraries (Fei Yu, 2006). This is because physical objects such as books and journals are among the major materials in the library. Library literature usually interprets the fulfillment of user needs by assessing whether users have obtained the materials they were seeking. An under resourced library will therefore not serve its cardinal purpose and hence may therefore undermine effective academic pursuits geared towards improving the academic facility to suit its general expectations. Applegate (1997) defines user satisfaction as a personal and emotional reaction to a library service or product. Gronroos (1990) proposes that service quality can be divided into two dimensions, namely technical quality and functional quality. Technical quality represents the outcome of the service, and functional quality relates to the service process. This study focuses on aspects of functional quality. The functional quality has a clear and direct impact on technical quality and both have an impact on customer satisfaction and library productivity.

However, the literature has revealed that information availability does not mean accessibility and utilization; therefore, university libraries have to market their resources and services to attract users. Osinulu (1998) also confirmed in her study that low use of the library is due to lack of awareness on the part of users. Ozoemelem (2009), on the other hand, stated that informed library users know that libraries

have resources that are more comprehensive and scholarly than most web sites provide but the problem is that these resources they are not straightforward like that on the webs. Though users use the library for different purposes, Oyesiku and Oduwole"s (2004) study on the use of academic library revealed that students use the library mostly during examinations period. In a study conducted by Igun and Adogbeji (2007) among students, majority of the students claimed that their main purpose of using the library is to update their knowledge and skills. It is therefore, essential to know the needs and opinions of the users in order to satisfy them. In buttressing this, Bassey (2006) posited that satisfying the request of users implies providing the actual information or services that will meet their needs.

Rasul and Singh (2010) observed that there are scanty literatures on the needs of the undergraduate students, yet they form a significant group of researchers in a university. Furthermore, they noted that how the students perceive the role of their university library matters a lot. This is very important because the nature of the study demands that students must do a lot of independent studies on their own. The use of library resources and services is thus indispensable to the students in order to achieve their academic objectives. As a result, Olofinsawe and Oyeniyi (2010) affirmed that academic libraries have to build strong collections of information resources in physical and digital formats to cater for the knowledge requirements of their users. It is therefore necessary to take the needs of the students into consideration in policy planning in any university library.

Research Methodology
The descriptive research design of the survey type was adopted for this study while the questionnaire was adopted as the instrument of data collection. The population for the study comprise all the 11,682 registered regular undergraduate students spread across the 113 departments and 14 faculties in the University of Ibadan. However, only 160 undergraduates constitute the sample respondents for the study using the convenience sampling technique. This is to guarantee effectiveness of the study and ensure elimination of all form of bias that may arise during data collection and management when large data is involved.

The questionnaire designed for the study was divided into seven sections. Section A deals with personal data of the respondents such as name, faculty, department, gender, et cetera. Section B of the questionnaire is designed to measure the motivating factors for library use and contains 8 items measured on a 4 point scale of "strongly agree" "Agree" "Disagree" and "Strongly disagree". Section C of the questionnaire is designed to gather information on available library materials to undergraduates in the University of Ibadan. It comprises 9 items measured using a 4 point scale of "very available"; "available"; "fairly available" and "not available". Section D of the questionnaire is designed to gather information on the frequency and purposes of use of library by the undergraduates measured on a 4 point scale of "Strongly Agree"; "Agree"; "Disagree"; and "Strongly Disagree". Section E focused on adequacy of location of the library as perceived by the students and measured on a 4 point Likert scale of "Strongly Agree"; "Agree"; "Disagree"; and "Strongly Disagree". The data collected from the questionnaire design for this study was analysed using both descriptive and inferential statistics.

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

Interpretation of Results and Discussion of Findings

Demographic information of respondents

The demographic information of the respondents revealed the gender distribution of respondents, there were more males (86, 57.3%) than females (64, 42.7%) students among the respondents. Also, majority of the respondents were found to be within the age range of 16 to 35 years with response range of (133 or 88.7%). This is closely followed by (54 or 36.0%) of the respondents who are within the age range of 16 to 25 years. This implied that most of the undergraduate in University of Ibadan are within the age range of 16 to 35 years.

Research question 1: What factors motivate undergraduates towards used of library in University of Ibadan?

Table 1: Factors motivating undergraduates towards use of library

Motivating Factors	Agree	Disagree	$\overline{X}$	Std. Dev
Provision of conducive Library environment	93 (62.0%)	57 (38.0%)	2.20	.976
ICT facilities	94 (62.7%)	56 (37.3%)	2.20	1.215
Student centered curriculum	101 (67.3%)	49 (32.7%)	2.08	.886
Group reading	105 (70.0%)	45 (30.0%)	1.98	.930
Availability of necessary facilities in the library	126 (84.0%)	24 (16.7%)	1.67	.841
Availability of books supporting Student own interest	128 (85.3%)	22 (14.7%)	1.60	.819
Librarian and other staff attitude	144 (96.0%)	6 (4.0%)	1.57	.572
Through their lecturer	146 (97.3%)	4 (2.7%)	1.45	.550

The respondents were asked to indicate the factors which motivate them towards use of library. The results in Table 1 reveals provision of conducive library environment (93, (62.0%); $\overline{X}$ = 2.20), provision of ICT facilities within the library (94 (62.7%); $\overline{X}$ = 2.20), availability of book supporting student-centered curriculum (101 (67.3%); $\overline{X}$ = 2.08), and group reading (105 (70.0%); $\overline{X}$ = 1.98) as major factors which motivate respondents towards use of library as affirmed by all the respondents. This implies that undergraduates in University of Ibadan are motivated towards library use by factors such as provision of conducive library environment, provision of necessary ICT facilities, and availabilities of books supporting student-centered curriculum as well as group reading.

Research question 2: What library materials are available to undergraduates in University of Ibadan?

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

Table 2: Library Materials Available to Undergraduates in the Library.

Items	Available	Not Available	$\overline{X}$	Std. Dev
Audio visual materials	106(70.7%)	44(29.3%)	2.72	1.073
Special collections and government publications	124(82.6%)	26(17.4%)	2.71	.909
Electronic resources	125(83.3%)	25(16.7%)	2.52	.995
Students long essays and projects	131(87.3%)	19(12.7%)	2.37	.993
Journals	147(98.0%)	3(2.0%)	1.85	.798
Magazines	146(97.3%)	4(2.7%)	1.78	.818
Newspaper	147(98.0%)	3(2.0%)	1.74	.746
Reference resources	147(98.0%)	3(2.0%)	1.47	.757
Textbooks	150(100.0)%	0(0.0%)	1.43	.649

Key VA=Very available, A= available, FA= Fairly available, NA= Not available

The respondents were asked to indicate the library materials available for their use in the library. The results in Table 2 showed, audio visual materials ($\overline{X}$ = 2.72), special collections and government publications ($\overline{X}$ = 2.71), electronic resources ($\overline{X}$ = 2.52), and students projects and long essays ($\overline{X}$ = 2.37) as topping the list of library materials available to respondents within the library. This implies that audiovisual materials, special collection and government publications, electronic resources and students projects as library materials readily available in the library to undergraduates in University of Ibadan, Nigeria.

The respondents were asked to indicate the library materials that are considered adequate to their needs. The results in Table 5 revealed Special collections and government publications ($\overline{X}$ = 2.49), audio visual materials ($\overline{X}$ = 2.45), electronic resources ($\overline{X}$ = 2.23), and students long essays and projects ($\overline{X}$ = 2.23), as topping the list of library materials adequate to the needs of the respondents. The implication to be drawn from this is that special collection and government publications, audio visual materials, electronic resources and students" long essays/projects as library materials which undergraduate of University of Ibadan considered as more adequate to their needs.

Research question 3: How adequate do undergraduates in University of Ibadan consider the location of library?

Table 3: Respondents' Opinion on Adequacy of Library Location

Items	Agree	Disagree
The location of the library is easily accessible by me	138(92.0)	12(8.0)
I do not find the location of the library adequate	35(23.3)	115(76.7)
Getting access to the location of the library is very difficult	27(18.0	123(82.0)

Table 3 presents information on the adequacy of location of library. It shows that majority of the respondents (138 or 92.0%) affirmed that the location of the library in

easily accessible to them. The inference to be drawn from this is that the location of University of Ibadan library is adequate for the undergraduate"s access and use.

Research question 4: What is the frequency of use of library by undergraduate in University of Ibadan?

Table 4: Frequency of Use of Library by Undergraduates

Responses	Used		Not Used	
	Freq	%	Freq	%
I use the library on a daily basis	79	52.7	71	47.3
I used the library on weekly basis	79	52.7	71	47.3
I visit the library occasionally	68	45.3	82	54.7
I used the library on a monthly basis	51	34.0	99	66.0
I don"t use the library at all	25	16.6	125	83.4

The respondents were asked to indicate the frequency of use of library and the results as shown in Table 4 revealed that most of the respondents indicated that they use the library on a daily basis and weekly basis with response rates of 79 (52.7%), and 79 (52.7%), respectively. Only few of the respondents 68 (45.3%), indicated their use of library on occasional basis. It can

therefore be inferred that undergraduate in University of Ibadan make regular use of library.

Research question 5: What is the purpose of using the library by undergraduate in University of Ibadan?

Table 5: The Purpose of Use of Library by Undergraduates

Purpose of Use of Library	Agree	Disagree
To consult textbooks	126(84.0%)	24(16.0%)
To read for examination	125(83.3%)	25(16.7%)
To read lecture notes	124(82.7%)	26(17.3%)
To write assignment	120(80.0%)	30(20.0%)
To consult reference materials	105(70.0%)	45(30.0%)
To consult journal (hard copies)	94(62.7%)	56(37.3%)
To consult electronic journals (online resources)	92(61.3%)	58(38.6%)
To photocopy materials	63(42.0%)	87(58.0%)
To read newspapers	29(19.3%)	121(80.7%)
To chat with friends	4(2.6%)	146(97.3%)

Table 5 presents information on the purpose of use of library by the respondents. The results showed that majority of the respondents affirmed that they use library for the purposes of consult textbooks (126,

84.0%), to read for examination (125, 83.3%), to read lecture notes (124, 82.7%), to write assignment (120, 80.0%), to consult reference materials (105, 70%), to consult journal (hard copies) (94, 62.7%), and to

consult electronic journals (online resources) (92, 61.3%). This implies that the major purposes of using the library by undergraduates in University of Ibadan were mostly to consult textbooks, read for examination, read lecture notes, write assignment, consult reference materials as well as hard copy and electronic journals.

Research question 6: What type of relationship exists between motivation, library material available, material adequate and material location on the frequency use of Library by University of Ibadan undergraduate?

Table 6: Correlation between Motivation, Library Materials Availability and Location and Use of Library

Variables	X	S.D	R	p	Remark
Use of Library	12.86	2.619	-	-	-
Motivation	14.74	2. 86	.577**	.000	Sig.
Library Material Available	18.28	3.680	.487**	.000	Sig.
Library Material Adequate	18.28	3.680	.487**	.000	Sig.
Library Location	7.44	1.495	265**	.001	Sig.

* Correlation at 0.05 level of significance

Table 6 presents information on the type of relationship which exists between motivation to use library, library materials, availability and adequacy as well as location of library and use of library. The result revealed that there is a significant positive relations between use of library and motivation to use library (r= .577, p< 0.05), library material availability (r=0.487, p < 0.05), library material adequacy (r=0.487, p < 0.05) and location of library (r=0.265, p < 0.05). The implication to be drawn from the foregoing is that adequate motivation, library materials availability and adequacy as well as good location of library would lead to improvement in use of library by undergraduates in University of Ibadan.

Considering the degree of influence which each of the independent variables (motivation, library materials availability, adequacy and location of library) had on the dependent variable (library use), it can be inferred from the results of the study that tor library use by undergraduates would

increase by 33.0% ($r^2 = 0.33$), .24.0% ($r^2=0.24$), 24.0% ($r^2=0.24$) and 7.0% ($r^2=0.07$) with one level increase in motivation, library materials availability, adequacy and location of library respectively. This implies that motivation, library materials availability, adequacy and location of library do have significant influence on library use by undergraduates in University of Ibadan, Nigeria.

Discussion of Findings
Findings from the study revealed that provision of conducive library environment, ICT facilities, availability of books supporting student centered curriculum, and group reading are major factors which motivate undergraduate students in University of Ibadan towards library use. This finding supported the result of Applegate (1997) which revealed user satisfaction with the library environment and facilities as major factors that attract students towards the library. Also, finding from the study revealed textbooks, reference

resources, journals, newspapers as well as magazines as major library materials available for the use by undergraduates in University of Ibadan, Nigeria. This result supported the findings of Buckland (2008) who reported books, maps, special collection and serials as major library material available in libraries for students" usage. (Clarke, 1997) said books and other information disseminating media are very important in libraries such that they can help to achieve the objective for which they are set up to attain. The materials which should be current should be made available and accessible to the potential users.

Moreover, finding from the study on the adequacy of library materials revealed adequacy of special collection and government publications, audiovisual materials, electronic resources and students" long essays and projects in meeting undergraduates" needs in University of Ibadan, Nigeria. The result supported the findings of Awana (2000) that library materials such as grey literature and electronic resources no doubt are one of the essentials or important resources need for effective learning of student in any Institution. Also, finding from the study shows that majority of the respondents affirmed that the location of the library in easily accessible. The inference to be drawn from this is that the location of University of Ibadan library is adequate for undergraduates" access and use. This finding corroborated Nock (1998) who reported institutional library should be easily accessible and the environment must have a good lighting temperature and humidity control necessary for the comfort of the users.

Moreover, finding on the frequency of library use by undergraduates revealed regular use of library by undergraduates in

University of Ibadan. This finding supported Olaotan (2015) finding which reported regular usage of library among undergraduates. The result also supported the finding by Okiy (1999), who stated that the main reason why library exists is to provide the right material to meet the information needs of their users. Adomi (1998) also shared the same view that the most comfortably used place for reading, is the library, while according to Ifidon (1999) library should contain all those great work in literature which are either too difficult or expensive for individuals to procure, this would go a long way to ameliorate the problems associated with the increasing cost of library.

Furthermore, the study showed that majority of the respondents affirmed that they use library majorly for the purposes of consulting textbooks reading for examination reading lecture notes, writing assignment, consulting reference materials, consulting journal (hard copies) and consulting electronic journals (online resources). Therefore, undergraduates in University of Ibadan make use of the library majorly for the purpose of consulting textbooks, reading for examinations, reading lecture notes writing assignments and consulting Journals. The result supported the finding by Hussain and Kumar (2006), who stated that majority of students used the library to borrow books or other materials, others preferred the print collection over the electronic collection. Also Kumar (2009) found who stated that most users visit the library to borrow books, study, and search for information or reading.

Findings on relationship between motivation, library materials availability, adequacy, location and use of library revealed positive relationships between motivation, library availability, adequacy,

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

location and use of library which implies that proper motivation of undergraduates, high level of availability and adequacy of library materials as well ease of accessing location of library would lead to improvement in use of library among undergraduates in University of Ibadan.

Summary of findings

This research work investigated influence of motivation, library materials and location on use of library by undergraduates in University of Ibadan, Nigeria. The study revealed that:

1. Undergraduates in University of Ibadan are motivated towards library use by factors such as provision of conducive library environment, provision of necessary ICT facilities, and availabilities of books supporting student-centered curriculum as well as group reading

2. Audiovisual materials, special collection and government publications, electronic resources and students projects as library materials readily available in the library to undergraduates in University of Ibadan, Nigeria.

3. Special collections and government publications, audio visual materials, electronic resources and students" long essays and projects as library materials which undergraduate of University of Ibadan considered as adequate to their needs.

4. Location of University of Ibadan library is adequate for the undergraduate"s access and use

5. Undergraduates in University of Ibadan make regular use of library

6. Major purposes of using the library by undergraduates in University of Ibadan were mostly to consult textbooks, read for examination, read

lecture notes, write assignment, consult reference materials, consult hard copy and electronic journals.

Conclusion

There is a significant relationship between motivation, library materials available, material adequate and material location on the use of Library such that they have influence on use of library by undergraduates in University of Ibadan, Nigeria. Undergraduates in University of Ibadan are motivated towards library use by factors such as provision of conducive library environment such as adequate seating facilities, provision of necessary ICT facilities, and availabilities of books supporting student-centered curriculum as well as group reading. Therefore, adequate motivation, availability, adequacy and easy accessibility to library offer increased possibilities for use of library for knowledge acquisition and cognitive activities anywhere at any time.

Recommendations

Based on the findings and conclusion made above, the following recommendations are hereby made:

1. University authorities should make provision for facilities that would attract and motivate undergraduates towards library. The library should be made conducive enough to cater for the various academic activities of students.

2. The University library should be located in a place where students can easily access it without much stress.

3. Also, relevant library resources should be made available within the library in adequate quantity and quality to for undergraduates use.

4. Students should be encouraged to use and access library and see the

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

library as a learning laboratory that provides total learning package for their academic pursuit.

5. Government should support students especially in becoming progressive users of electronic resources through adequate orientation and training.

References

Abdulsalami, T. Lucky (2013) Information Accessibility and Use by of Dealers Nigerian Bottling Company, Plc. Kaduna Plant. *Pelagia Research Scientific Journal,* USA.

Abosede, A. T & Ibikunle, O. O. (2011) Determinants of library use among students of agriculture: A case study of Lagos State Polytechnic. Available @ http://unllib.unl.edu/LPP/abosede-ibikunle.htm

Achebe, N.E.E (1998) "Effective Application of Resources Based Learning in a low budget Multi-programme University System". Nigerian libraries 32 (1) 41-49

Adeogun M (2008) Emerging University Library services in an everchanging and knowledge-intensive learning environment. A paper presented at the ACU conference of executive heads, 28th Nov., Hyderabad, India, 1-15.

Adetoro, „N. (2008). Acquisition and use of library resources in the transition from a college to a university: A statistical record assessment. *Library Philosophy and Practice.*

Aguolu, C.C., & Aguolu, I.E. (2002).*Libraries and information management in Nigeria.* Maidugujri: Ed-Linform Services

Aina, L. O. (2004). *Library and Information Science Text for Africa.* Ibadan: Third World Information Services.

Akin, A. O. & Ajayi, P. O. (2008) Students" utilization of academic libraries in Nigeria: A case study of Federal University of Technology, Akure between year 2001-2005. Asian Journal of Information Technology 7(5):172-174

Bannerman V. J. A, (2009). *Relevance of Libraries in Ghana,* Workshop for Libraries and Information Professionals in Accra, Ghana

Bassey BA (2006). User-satisfaction with services in three academic libraries in cross River State: a comparative study". Gateway Lib. J. 9:21-29.

Bushing, M.C. (1995). The Library.s Product and Excellence. *Li brary Trend,* 43(3). 384-400.

Clee, Jan; & Maguire, Ruth. (1993). Library environment and library usage. *Library Management, 14*(5), 6-8.

Frascotti, J., Levenseler, J., Weingarten, C., & Wiegand, K. (2007). *Improving library use and information literacy at Caritas Charles Vath College.* An interdisciplinary qualifying project report submitted to the Faculty of Worcester Polytechnic Institute. B.Sc. Thesis. KAL, 0704; IQP division: 51.

Goodall, D., & Pattern, D. (2011). Academic library non/low use and undergraduate student achievement: A preliminary report of research in progress. *Library Management, 32*(3), 159-170.

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

Häggström B.M (2004). The role of libraries in lifelong learning: Final report of the IFLA project under the section for public libraries.

Hussian A. & Kumah K. (2006). Use of Collection and Service of 11 Rs Library: A Survey in Bandyopadhyass on Information *Management* in Digital Libraries. Proceedings of National Conference on Information Management *in Digital Libraries*. *Central Library* Vol. 1(5) 64 3-64

Igun SE, Adogbeji OB (2007). "Study habits of postgraduate students in selected Nigerian Universities, Library Philosophy and Practice. Retrieved from http://digitalcommons.uni.edu/libphi/prac/153.

Issa OAW (2010). Imperatives and challenges of computer application in Libraries. Modern Library and Information Science for Information Professionals in Africa. TextLinks Publishers, Ibadan, Nigeria. p.2

Kadli J, Kumbar BD (2011). Faculty information seeking behaviour in changing ICT environment: A study of commerce colleges in Mumbai. Library Philosophy and Practice (e-journals).

King and Bryant, (1991) The Evaluation of Information Services and Products, Washington, D. C., Information Resources Press

Kwon N, A (2008). Mixed-Method Investigation on the Relationship between Critical Thinking and Library Anxiety among Undergraduate Students in their Information Search

Process. *College and Research Libraries*. Vol. 69 (2) 117 -118

Lehmann V (2000). Prison Library: A Vital Link to Education, Rehabilitation, and Recreation. *Education. Library*,. 24:5-10.

Leighton, Philip D.; & Weber, David C. (1999). Planning academic and research library buildings, 3rd edition. Chicago: American Library Association.

Lichterman J (2011). The 21st Century Library: Books may gather dust in the stacks, but librarians are busier than ever. The Michigan Daily.

Madukoma E, Haliso Y (2011). Perceived effect of bibliotherapic role of information on Juvenile in the Remand Home Abeokuta, Ogun State, Nigeria. Canadian Social Science. 7:90-97

Mahajan P (2009). Information seeking behavior: a study of Punjub University, India. Library Philosophy and Practice (e-journals) :1-6.

Mason, M.K. (2010). Myths associated with undergraduate use of academic library. Available: http://www.moyak.com/papers/academic-library-anxiety.html

McCarthy C. A, (1995). Students Perceived Effectiveness using the University Library. *College and Research Libraries*. Vol .56 (3) 221 -234

Mookerjee, S.K. (1997). *Library organisation and administration*. 2nd ed. Calatta: The World Press, London

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

Nagata, H., Toda, A., & Kytömäki, P. (2007). Students" patterns of library use and their learning outcomes. Paper presented at the *Evidence-Based Library & Information Practice 4th International Conference, Durham, North Carolina.*

Neelameghan, A. (1985): User Orientation in Library and Information Studies Curriculum: Some Aspects with Special Reference to Developing Countries. *African Journal of Library, Archives and Information Science*, 10 (1) 53-65

Okiy, R. B. (2000). Assessing students and faculty use of academic libraries in Nigeria: The study of Delta State University, Abraka. *Frontiers of Information and Information Science, 1*(1), 65-75.

Oyesiku, F.A and Akinbode, R.O (2004). A study on User Satisfaction with the Services of Private University Libraries. A Case Study of Babcock University Library, Nigeria. *NLISR*, 22 (1). 21-28

Ossai, N.B. (2009). Library use pattern of law students at the University of Benin, Benin City. Nigeria. *Simbiosis* 6(1): 2

Oyesiku, F. A., & Oduwole, A. A. (2004). Use of an academic library: A survey on the Olabisi Onabanjo University Libraries. *Lagos Journal of Library and Information Science, 2*(2), 96-101.

Palmer, J. (1991). Scientists and information: I. using cluster analysis to identify information style. *Journal of Documentation, 47*(2), 105-129

Perera, P. A. S. H. (2005). A study on the pattern of usage of library facilities at the Medical Library, University of Peradeniya. *Journal of the University Librarians Association of Sri Lanka, 9*, 41-61.

Popoola, S. O. (2008). The use of information sources and services and its effect on the research output of social scientists in Nigeria Universities. *Library Philosophy and Practice.* Available:http//www.webpages.uidaho .edu/~mbolin/popoola.htm

Prabhavathi D (2011). Information seeking behaviour of post graduate students of SPMW, Tirupati (A.P): a study. Int. J. Digital Lib. Service 1(1):34-47.

Ranganathan S, Babu K.S (2012). Awareness and use of library information resources and services in Osmania University, Hydrabad. *International Journal of Library and Information Studies,* 2(3):42-54.

Ranganathan, S.R. (1970). Mutilation of books. In *Library Materials Case Studies in Readers Services.* New Delhi: Longman

Roberts, J.M. (1995): Faculty Knowledge About Library Services at the University of West Indies. New *Library World*, 96(119): 14-23

Schumacher, A. (1996): *A Small College Information System: An Analysis and Recommendations.* Hamline University St. Paul, MN, pp. 111-112;

Simmonds, P. L. and Andaleed, S. S (2001). Usage of academic libraries: The role of service quality, resources and users"

Influencing of Motivation, Library Materials
Ladipo, S. O. and Aramide, K. A.

Lagos Journal of Library & Information Science
Vol. 6 No. 1/2, April/Oct., 2017

characteristics, *Library Trends*. 49(4) 626-634

Simmonds, P.L. (2001). Usage of Academic Libraries: The Role of Service Quality, Resources, and User Characteristics. *Library Trend*, 49(4), 626-634.

Sohail M.D, Pandye A, Upadhyay Ak (2012). Use of library resources in university libraries by students: a survey with special reference the University of Kalian. IASIC Bulletin 57(2):122-128.

Soria, K. M., Fransen, J., & Nackerud, S. (2013). Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *Portal: Libraries and the Academy, 13*(2), 147-164.

Sowole, I.A. (1995). Information Needs of Farm management Personnel: A case Study of Two Universities and Two Agricultural Research Institutes in Western Nigerian. *Lagos Librarian*, 16(1): 9-12.

Stone, G., & Collins, E. (2013). Library usage and demographic characteristics of undergraduate students in a UK university. *Performance Measurement and Metrics, 14*(1), 25-35.

Tahira M, Alias RA, Ameen K (2011). Seeking online information sources among science faculties of developing countries. Library Philosophy and practice (e-journals).

Tsafe AG (2004). Students" utilization of Usaman Danfodio university medical library, Sokoto. *Gateway Library Journal*, 7:10-20

Ubogu, F. (2006). Trends in digital library material. Deterioration of library materials. *Nigerians Library and Information Science Review 3* (1-2): 13-28.

Ugwuanyi, C. F., Okwor, R. N. & Ezeji, E. C (2011). Library space and place: nature, use and impact on academic library. *International Journal of Library and Information Science, 3(5), 92-97*

Unonah, J.I. (1987) "Unavailability Syndrome in Academic Libraries: A Case Study of Bendel State University Library, Ekpoma", *Nigeria library and Info Science Review*, 3 (1&2). 38-46

Uwem, E. (2003) Readers Services at Crossroads: Meeting Users Needs in the Information Age. *Lagos Journal of Library and Information Science*, 1(2). 113-119.

Waldman M, (2003). Freshman"s Use of Library Electronic Resources and Self Efficiency *Information Research*, Vol. 8 (2) 15-18

Walton G (2006). "Learners" Demands and Expectations for space in a University Library: Outcomes from a survey at Loughborough University." Rev. Acad. Librarianship, 12(2): 133-150.