

# UNDERGRADUATE STUDENTS AND THE 24 HOUR LIBRARY SERVICE: A CASE STUDY OF THE UNIVERSITY OF ILORIN, NIGERIA

Dr. Henry O. Owolabi,  
Department of Arts and Social Sciences Education, University of Ilorin, Nigeria.

&

Dr. Joseph O. Omoniyi,  
Central Library, University of Ilorin, Ilorin-Nigeria.

## Abstract

*This study explored students' awareness and utilization of the 24 hour library service in the University of Ilorin, Nigeria. A sample of 640 undergraduate students was selected and a questionnaire with Chronbach's Alpha coefficient of 0.67 was used for data collection. Results indicated that 82% of the sampled respondents were aware of the 24 hour service and 62% availed themselves of its use. Usage of reading rooms increased within the 24 hour service by 159% during the first semester and 308% during the second semester. More books were also consulted. About 63% of the respondents saw the service as beneficial and 86% wanted its continuation. It was thus recommended that universities should make the 24 hour service available to students and explore opportunities for electronic, digital or virtual library.*

## Introduction

The library houses a collection of published books and periodicals, audio-visual and other reading materials organized and coordinated by staff designated for meeting users' informational, research, educational or recreational needs. The library service makes the materials and resources available to a recognized community to whom they are beneficial. Learners and teachers of all institutions, ranging from pre-basic to the university, depend on the library service to facilitate their performance. A university library is set up to provide materials and offer services that are complementary to the academic programmes and research activities of its staff and students. Aguolu and Aguolu (2002) remarked that the university library must provide materials and resources for the academic and research needs of undergraduate and postgraduate students and their lecturers.

The university library makes its services available to students after giving a short orientation to help the students avail themselves of the opportunity. The orientation is necessary for equipping students with the skills for effective use of the library. If university students use the library without first being exposed to orientation, they will only do without the skills necessary for the effective use of the library. In surveys conducted at the Johns Hopkins University, Coupe (1993) noted that up to 40% of college juniors and seniors considered they were having pretty bad or terrible library skills.

In addition to doubts that university undergraduates may be lacking skills for effective library use, Valentine (1993) also investigated the extent to which university students seek expert advice and found that they consulted their professors or librarians only as a last resort. In a related study by Kuhlthau (1990), it was discovered that undergraduate students would rather consult their parents or classmates while only 25% did seek help with librarians. Integrity and related mutual interaction problems between student and academics in tertiary institutions reported by Olasehinde, Owolabi & Yahaya (2009) may also cause students to distance themselves from their professors. All these contribute to low information literacy among them. Observing that students generally have limited information literacy skills, Hepworth (1999) proposed that information literacy should be incorporated to the university curriculum.



Though students may have their problems with the possession of relevant skills and positive attitudes to effectively use the library, the issues of access is paramount to their readiness to acquire the needed skills, develop positive attitude to and use the library for meeting their needs. The resources and materials available to students could affect their response to the library service provided. Omoniyi (2002) stated that if library services are to be effective and rewarding, the library itself must have sufficient space for general reading and studying; it must also have carrels or cubicles for research work; proper and efficient lighting, ventilation, health facilities, security and comfortable chairs, tables and other conveniences must be provided so that library users can have a conducive environment to sit and read, study or conduct research. The hours when library facilities and services should be offered to library users is a fundamental component of decisions that university libraries take when planning for the most effective service delivery strategies.

There cannot be hard and fast rules on the periods of the day that are best for libraries to offer effective services. Libraries have different opening hours in conformity with their peculiarities. Such peculiarities include interests of library users, staff strength, staff motivation, available facilities, funding and the political will of the parent body i.e., university authorities and other stakeholders to make library openings productive. Catering for the interest and needs of users is however paramount in scheduling opening hours. Aina (2004) observed that the library is usually patronized by different categories of users who also have diverse purposes for using library facilities. He observed that there are both frivolous and serious library users; there are those who use the library to complement their studies and there are ones who use the library to while away time. A round the clock service would therefore be beneficial to those who tend to be serious but an unnecessary luxury for those who are frivolous.

Researchers have expressed concern about the health implications of the 24 hour library service. In a research on sleep-wake patterns and academic performance of university students, Gomes, Travares & Azevedo (2002) found that lower academic performance was associated with less sleep duration. Taking a serious view of sleep deprivation, Anderson (2005) advised that students who consider staying up all night in the library or elsewhere should go to bed and get some sleep because it is not good for their health and may not improve their grades.

Libraries, according to Aguolu and Aguolu (2002), are established to serve users. The efficiency or effectiveness with which that purpose is achieved should be subjected to evaluation. The evaluation exercise should determine the extent to which users' needs are met, the extent to which users derive satisfaction from the library's services and the cost effectiveness of the services provided should be assessed. Lancaster (1977) identified three methods by which any service rendered by a library could be evaluated. These include determining the general effectiveness of library services; extent to which they are cost effective; and cost-benefit analysis.

Anderson (2005) reported that only a few libraries among universities in the Commonwealth countries open for 24 hours. Among the few that open for 24 hours are the University of Virginia which does that for only undergraduate students. According to her, only the Universities of Arizona and Kentucky open, at the time she was reporting, for the whole semester. Apart from these three, another set of four universities in the Commonwealth open for 24 hours for one week only during examination periods. This report is a conjecture of the possibility for opening the university library for 24 hours. As at the time of Anderson's (2005) report, the University of Ilorin library was not among the league of Commonwealth universities running the 24 hour service.

The University of Ilorin which started its full academic programmes in 1976, commenced full library services to staff and students that same year. Its regular services for



the week days run from 8.00 a.m. to 10.00 p.m. including public holidays while weekend services for Saturdays run from 8.00 a.m. to 1.00 p.m. and from 5.00 p.m. to 10.00 p.m. on Sundays. When students are on break, however, services in the library are available from 8.00 a.m. to 6.00 p.m. daily for week days. Library services are available on Saturdays from 8.00 a.m. to 1.00 p.m. but are not available on Sundays and public holidays during semester breaks. This tradition is not significantly different from what is obtainable in other universities in Nigeria. According to the University of Ilorin Library Report (2009), the main library has the capacity for 2,000 readers; the law library has 106 seats while the medical library accommodates 350 users. The report states further that the library stocks appropriately 78,287 titles of books in 178,603 volumes, 475 titles of journals as well as several volumes of other periodicals and non-print materials.

The authorities at the University of Ilorin introduced the 24 hour service as a special offer to both students and staff during the second (Rain) semester examinations of the 2007/2008 academic session. The objective was to meet the demand by the students for a round the clock opportunity to study and prepare for examinations using the library. It was also to provide an opportunity for the students to consult reference materials and also to give them access to the reading rooms of the library as addition to other spaces on campus which are often in high demand around examination periods. During the first semester of its introduction, the 24 hour service lasted only for two weeks. In the 2008/2009 academic year, however, the service got extended. It started two weeks before and covered the weeks of examination in each semester (University of Ilorin Library Report, 2009).

The 24 hour library service might be very expensive to run and sustain in terms of financial and logistic requirements. For instance, because it has the tendency of increasing the working hours of library staff, this could lead to demand for more manpower and consequently stretch the logistics of planning and operation as well as require more funds to execute the programme. Making all night service available to library users is a recent development worldwide (Anderson, 2005). Related developments in academic and professional circles include increased access of users through the electronic, on-line or virtual library. These have become some sort of innovation to the institutions that extend this service to their students and staff. Some of the institutions might have also regarded steps taken to implement the programme as experiments. Sustainability depends not only on access to the required finances, staff and logistics to support the services but, most importantly, on the patronage of the students and staff that constitute the major clientele.

In spite of the gradually increasing number of university libraries offering the 24 hour service, research on students' response had been scantily reported (Omoniyi, 2002; Anderson 2005). There is therefore the need to assess the newly introduced 24 hour service at the University of Ilorin library because of the fact that it is gradually gaining popularity among institutions of higher learning. In Nigeria, most universities are yet to provide this service. Knowledge of the response of students in terms of their awareness, the extent to which they consider the service to be beneficial and their usage will help stakeholders in taking appropriate actions.

In view of these observations, this study aims to find out the response of undergraduate students to the introduction of 24 hour opening service by the University of Ilorin library in terms of their general awareness, the extent to which they perceive the service as being beneficial and the extent of utilization of the library during the period. The purpose is to find out the library utilization by students during the 24 hour service period compared to other periods of the semester.

Answers were sought to the following research questions:

1. What is the level of students' awareness of the 24 hour library service?



2. What is the relative use of the university library by students during the 24 hour service compared with other periods of the semester?
3. What is the relative use of the library during the day compared with the night within the 24 hour service period?
4. To what extent do students consider the 24 hour library service beneficial?
5. What is the respondents' assessment of the quality of the 24 hour service rendered by the university library?

### Methodology

This research is a case study of the 24 hour service provided to students and staff by the University of Ilorin Library. Observation was carried out for five weeks in each of the semesters. A schedule was designed for observing and recording the number of library users present in all the Reading Rooms of the University's Main Library. The observation also included taking a physical count of the number of textbooks consulted by library users and left on the reading tables at the scheduled periods of observation. The scheduled observation periods were at three strategic hours (10.00-11.00 a.m., 5.00-6.00 p.m., and 10.00-11.00 p.m.) of the day for five weeks; two weeks before examination outside the 24 hour service and three weeks within examination period when the 24 hour service was available.

As a result of the fact that the group targeted by the service is the undergraduate student population, the study limited its data collection exercise to that group. To obtain information from the students, a representative sample of 640 undergraduates, constituting almost 2<sup>1</sup>/<sub>2</sub>% of the entire population, was selected for the study. A questionnaire was developed and used for data collection. The instrument was subjected to expert judgment for content and face validity and afterwards, it was trial tested on a sample of 120 undergraduate students in the University of Ilorin. The component requiring their responses on library services was analyzed and a Chronbach's Alpha coefficient of 0.67 was obtained. The instrument was therefore considered as having a moderate reliability index for use in the data collection exercise. Frequency and percentages were used for answering the research questions and presenting the results while the chi-square was used to test the only hypothesis in the study.

### Results and Discussion

This section is presented in two parts. In the first part, background data of the respondents are presented while the second part has data for answering the research questions and hypotheses.

#### Background Data

These are summaries from the responses of the total of 638 students that responded to the questionnaire given to them:

**Table 1: Distribution of Respondents by Faculty**

Faculties	Number of Respondents	Percentage
Arts and Law	58	9.1
Science Based Faculties	268	42.0
Education	159	24.9
Business and Social Sciences	153	24.0
<b>Total</b>	<b>638</b>	<b>100.0</b>

The distribution pattern of respondents is similar to the population distribution of students within the University. Out of the ten faculties in the University of Ilorin, six of them offer science based academic and professional programmes. These are the Faculties of Agriculture, Basic Medical Sciences, Clinical Studies, Engineering, Information Science and



Science. Respondents from those offering science based degrees constitute 42% of the sample size. The proportion of respondents from degree programmes in the Faculty of Business and Social Sciences was 24% while those from the Faculty of Education constituted almost 25% of the sample. The remaining 9% were from degree programmes in the Faculties of Arts and Law. To a large extent, the sampled respondents represent the spread of the student population of the University of Ilorin along faculty lines.

**Table 2: Gender Distribution of Respondents**

Gender	Number of Students	Percentage
Male	390	61.2
Female	248	38.8
<b>Total</b>	<b>638</b>	<b>100.0</b>

There are also more male students within the population than females. This sample comprises 61.2% male students and 38.8% females. These cut across the various faculties with Engineering recording the least population of female students.

**Table 3: Distribution of Respondents by Level**

Level	Number of Students	Percentage
100	85	13.3
200	214	33.5
300	223	35.0
400	112	17.6
5/600	4	0.6
<b>Total</b>	<b>638</b>	<b>100.0</b>

Respondents in level 300 were the largest in the sample with 223 (35%) followed by those in level 200 with 214 (33.5%) while the least were level 500/600 students with 4 (0.6%). The number of programmes extending to levels 500 and 600 is very little. Only the Faculties of Agriculture, Engineering and Clinical Sciences have students at these levels. Adequate representation of these faculties was made from respondents chosen at the other levels.

**Table 4: Age Distribution of the Respondents**

Age	Number of Students	Percentage
18 and below	9	1.4
19-20 years old	153	24.0
21-22 years old	152	23.8
23-24 years old	175	27.4
25-26 years old	81	12.7
27-28 years old	25	3.9
29 years and above	43	6.7
<b>Total</b>	<b>638</b>	<b>99.9</b>

The age distribution shown on table 4 suggests that undergraduates are fairly older than expected national averages as undergraduates in four year degree programmes should fall within the 19 to 23 age bracket according to recommended ages by the Nigerian National Policy on Education (2004). There are 149 (23.4%) respondents above 25 years of age still pursuing their various undergraduate programmes between levels 100 and 400.



Research Questions

1. What is the level of students’ awareness of the 24 hour library service?

Sampled students were requested to indicate whether they were aware of the 24 hour service introduced during the examination. Their responses are summarized on table 5 below:

Table 5: Students’ Awareness of the 24 Hour Service

Awareness	Number of Respondents	Percentage
Aware	526	82.4
Not Aware	112	17.6
Total	638	100.0

As shown on the table above, 526 (82.4%) of the respondents were aware. The remaining 112 (17.6%) were not aware of the 24 hour service rendered by the University Library during examinations. The proportion that was not aware still appears large given the fact that all students were expected to benefit from the service. The respondents were asked whether they were aware of the use of the 24 hour service by other undergraduates in the University. Their responses are summarized in table 5b below:

Table 6: Awareness of Use of 24 hour service by other students

Description of response	Frequency	Percentage
Aware the service is used by other students	475	74.5
Not aware that the service is used by other students	156	24.5
Non response	7	1.0
Total	638	100.0

Evidence from table 6 indicates that the level of awareness about the use of the library during the 24 hour service was high. Majority of the students were aware of the availability of the 24 hour service and this looks good. However, there may be need to improve the level of awareness if as high as 24.5% could not tell whether other students were aware of the availability of this service. These could be signs that many undergraduates operate on campus with little awareness of such a service that could be beneficial to them during the examinations.

2. What is the relative use of the university library by students during the 24 hour service compared with other periods of the semester?

The first measure of use of library was by the students’ response to the question whether they had used the night service provided through the 24 hour service. To confirm usage, a second step was taken to take a record of students using the reading rooms in the library at given periods of day and night. Responses to the questionnaire are summarized on table 7 below:

Table 7: Frequency of Respondents using the Library at Night

Use of Library	Frequency	Percentage
Used	398	62.4
Not Used	240	37.6
Total	638	100.0

As shown on Table 7, only 240 (37.6%) of the respondents do not use the library at night while 398 (62.4%) use it. This level of patronage of the 24 hour service by sampled respondents points at the popularity of its acceptance. A count of library users seated in all the Reading Rooms of the Main Library of the University was taken at 10.00 a.m., 5.00 p.m. and 10.00 p.m. two weeks before the examination when the 24 hour service was yet to



commence and two weeks during the examination when the service had started. These hours were considered to be the peak i.e., when the largest number of users were present, during the morning, evening and night periods. The daily record of users for the two weeks outside and within the 24 hour service periods were analyzed and presented on Table 8 below:

**Table 8: Distribution of Reading Room usage across the semesters**

Time	First Semester			Second Semester		
	Outside	Within	% increase	Outside	Within	% increase
10.00 a.m.	5836	12202	209.0	4534	11304	249.3
5.00 p.m.	4985	6997	140.4	6325	18921	299.1
10.00 p.m.	7446	9805	131.7	5625	20593	366.1
<b>Total</b>	<b>18267</b>	<b>29004</b>	<b>158.8</b>	<b>16484</b>	<b>50818</b>	<b>308.3</b>

As shown on Table 8, the percentage increase in the use of reading rooms during the examination when the 24 hour service was available in the first semester was 159% but 308% in the second semester. This shows increased usage during the second semester compared with the first semester. Generally, the frequency of Reading Room usage with respect to total number of students seated to study is higher by 10.00 p.m. than either 10.00 a.m. or 5.00 p.m. Average daily total number of users was at its lowest with 325 students using all the Reading Rooms the two weeks before examination outside the 24 hour service period. The highest daily average of 871 users was however recorded during the examination period of the first semester.

In addition to this, the number of books left on the reading tables in all the Reading Rooms by the library users at these same periods were counted and recorded. This shows the extent to which students consulted books during the period. The summary is given in Table 9 below:

**Table 9: Books Consulted by Users outside and within**

Week	1 <sup>st</sup> Semester	%	2 <sup>nd</sup> Semester	%
	Number of books		Number of books	
1	4684	13.8	2344	5.6
2	8578	25.2	8831	21.7
3	8598	25.3	9973	24.5
4	7886	23.2	11105	27.3
5	4254	12.5	8499	20.9
<b>Total</b>	<b>34000</b>	<b>99.0</b>	<b>40752</b>	<b>100.0</b>

Table 9 shows that the first two weeks served as a build-up in books consulted and left on the reading tables. These were the weeks outside the 24 hour service. For both semesters, most of the book consultations were done in the 3<sup>rd</sup> and 4<sup>th</sup> weeks which fall within the 24 hour service when students had started their examinations. Approximately 50% of books consulted within five weeks of both semesters. For the first semester, 48.5% of the total books were consulted while 51% were consulted during the second semester. The three other weeks had different proportions of total book consultations for the period.

3. What is the relative use of the library during the day compared with the night within the 24 hour service period?

Observations recorded at 10.00 a.m. were used to represent daytime use of the Library while those recorded at 10.00 p.m. represented night use. Records for the five weeks of observation in both the first and second semesters of the 2008/2009 academic session are presented on Table 10.



**Table 10: Total number of Reading Room users of University's main library**

Week	1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
	Number of Users		Percentage		Number of Users		Percentage	
	Day	Percentage	Night	Percentage	Day	Percentage	Night	Percentage
1	1291	6.2	3162	16.0	363	1.8	1041	3.1
2	4545	21.9	4284	21.7	4171	20.6	4584	13.6
3	6299	30.4	5603	28.4	4212	20.8	9259	27.5
4	5903	28.5	4202	21.3	6592	32.6	11334	33.6
5	2665	12.9	2474	12.5	4874	24.1	7490	22.2
<b>Total</b>	<b>20703</b>	<b>99.9</b>	<b>19725</b>	<b>99.9</b>	<b>20212</b>	<b>99.9</b>	<b>33708</b>	<b>100.0</b>

Table 10 shows that for the five weeks of observation, the highest number of library users was recorded during the third week of the first semester with 30.4% of the total number during the day and 28.4% at night. During the second semester however, the highest was recorded during week four of observation with 32.6 during the day and 33.6 during the night. These highest figures were observed during the 24 hour service. Generally, week one had the lowest figure.

In a similar vein, the number of books consulted at 10.00 a.m. and 10.00 p.m. were compared and presented on table 11 below:

**Table 11: Weekly Total books consulted in the main library**

Week	1 <sup>st</sup> Semester				2 <sup>nd</sup> Semester			
	Number of Books Consulted		Percentage		Number of Books Consulted		Percentage	
	Day	Percentage	Night	Percentage	Day	Percentage	Night	Percentage
1	1595	12.5	1667	14.9	966	6.3	880	7.1
2	3795	29.7	2501	22.4	3132	20.4	2416	19.4
3	2308	18.1	3353	30.1	3846	24.9	2686	21.6
4	3560	27.8	2124	19.1	3953	25.7	4347	34.9
5	1527	11.9	1497	13.4	3488	22.7	2118	17.0
<b>Total</b>	<b>12785</b>	<b>100.0</b>	<b>11142</b>	<b>99.9</b>	<b>15385</b>	<b>100.0</b>	<b>12447</b>	<b>100.0</b>

A look at Table 11 reveals that in the first semester, the third week recorded the highest number of books consulted with 30.1% during the night and this was followed by 29.7% within the day during the second week. These were weeks of examination when the 24 hour service had started. In the second semester however, most of the book consultations took place during week four with 25.7% during the day and 34.9% at night. Week one generally had low frequency of book consultation compared with the other weeks. Frequency of books consultation was higher during the five weeks of observation for the second semester than what obtained during first semester. It could not be established whether frequency of consultation was higher at night than during the day because day consultation was higher during the first semester but lower during the second semester.

#### 4. To what extent do students consider the 24 hour service beneficial?

Respondents were asked to indicate the extent to which they consider the 24 hour library service to be beneficial. Their responses are summarized in table 12 below:

**Table 12: Respondents' perception of benefits of the 24 hour service**

Description of Response	Frequency	Percentage
Not Beneficial	228	35.7
Fairly Beneficial	226	35.4
Highly Beneficial	180	28.2
Non Response	4	0.7
<b>Total</b>	<b>638</b>	<b>100.0</b>



The respondents were further asked to indicate whether they would like the 24 hour service to be continued to probe further into whether they found the service beneficial. Their responses are summarized on table 13 below:

**Table 13: Desire of Students for continuation of the 24 hour service**

Description of respondents' desire	Frequency	Percentage
Continue with the service	623	97.6
Do not continue with the service	14	2.2
Non response	1	0.2
<b>Total</b>	<b>638</b>	<b>100.0</b>

Almost all the respondents expressed their desire for the 24 hour service to continue. This is a sign of acceptance. They were also required to state the mode by which the continuation of the 24 hour service should be implemented. Their responses are summarized in table 14 below:

**Table 14: Suggestion on Mode of Continuation of the 24 hour service**

Preference expressed by respondents	Frequency	Percentage
Throughout the semester	549	86.0
During exams only	66	10.3
Before exams only	8	1.3
Do not continue	14	2.2
Non response	1	0.2
<b>Total</b>	<b>638</b>	<b>100.0</b>

Although about 36% of the respondents did not consider the 24 hour service as beneficial as shown on table 11, the responses to whether the service should continue with about 98% of the respondents answering in the affirmative tend to negate that. About 86% expressed preference for the service to be extended to the whole semester while only 2.2% did not want the service to continue. There is the tendency that the group expressing preference for stoppage of the 24 hour service made little or no use of the library. Most undergraduates considered it a boom to their study opportunity especially to prepare for examinations.

5. What is the respondents' assessment of the quality of the 24 hour service rendered by the university library?

Respondents were requested to rate how good the quality of the service rendered was and their responses are as presented in table 15 below:

**Table 15 Assessment of the 24 hour service by students**

Description of Degree of Quality	Frequency	Percentage
Poor	68	10.7
Fair	268	42.0
Good	239	37.5
Excellent	60	9.4
Non response	3	0.4
<b>Total</b>	<b>638</b>	<b>100.0</b>

The proportion of respondents that described the 24 hour service as either good or excellent was just 46.9%. Those who saw the service as either poor or fair represented 52.7% of the respondents. This implies that there may be aspects of the service that needed further



investigation to enable students benefit optimally and enjoy it. An improvement of the service may enhance students' rating.

In absolute terms for both semesters, the number of students patronizing the library in terms of using the Reading Rooms for their studies was higher during the examination time when the 24 hour service was available than the two weeks before the commencement of the service as shown on tables 15 and 16. This conclusion was reinforced by the results of the t-Test which revealed that a significant difference exist between the usage of Reading Rooms during the 24 hour service compared with other periods of the semester. This finding is in agreement with other findings suggesting that most undergraduates devote more attention to their studies during examinations and the observation by these researchers that there is a high demand for reading spaces at examination period. Also, the frequency of books consulted during the day and night hours were recorded for the three weeks of the examination during which the 24 hour service was on.

## Conclusion

This study has established that the level of awareness of the availability of the 24 hour library service among undergraduates is high. Most of the students know about the service and are aware that their colleagues use it. The wide knowledge among undergraduates may therefore account for the percentage increase in the number of users of the main Library's Reading Rooms for their studies, 159% during the first semester and 308% during the second semester. Records of observed books consulted during the five weeks of this study in the first and second semesters indicate that about 50% of the number of books consulted was done during the first two weeks of examination when the 24 hour service was available.

There were more users of the library during the day than in the night in the first semester but the tide of usage changed in favour of the night during the second semester. Books consultation followed a similar pattern. There is therefore no clear evidence that more users patronize the library at night than in the day during examinations. Although, 63% of the respondents considered the 24 hour service to be beneficial, as high as 97% expressed desire for its continuation while 86% categorically stated that its continuation should be throughout each semester. The study has provided empirical evidence of the response of undergraduates to the 24 hour service in the university.

Considering the level of acceptance of this service, making it available throughout the semester will increase opportunities to embark on private study by the students and discourage postponement of serious study to somewhere close to the examination period. It is therefore suggested that the University of Ilorin libraries, others in Nigeria and the rest of the world should consider extending their hours of service to 24.

Focus in this study had been on responses of undergraduate students in terms of usage of reading rooms and books consulted. There is the need to also investigate usage by higher degree students who engage in more research. Apart from consultation of textbooks, serials and electronic resources which also constitute large research resource for students should be investigated. In addition, more research on the extent to which electronic, digital and virtual resources are available to students at the undergraduate and higher degree levels should be explored. Information is also required on the use of library resources by staff and faculty members who direct most of university research.

## References

- Aguolu, C.C. and Aguolu, I.E. (2002) *Libraries, Knowledge and National Libraries and Information Management in Nigeria*. Maiduguri: ED-Linford Services.
- Aina, L.O. (2004) *Library and Information Science Text for Africa*. Ibadan: Info Services Ltd



- Anderson, B. (2005) *Everyone wants 24 hour library -how hard is it to figure that out?!* Library Suggestion Blog: [http://blog.vcu.edu/libsuggest/2005/04/24\\_hour\\_library.html](http://blog.vcu.edu/libsuggest/2005/04/24_hour_library.html) [accessed 5.12.10].
- Coupe, Jill. (1993) *Undergraduate Library Skills: Two Surveys at Johns Hopkins University: Research Strategies II*: 188-201.
- Federal Ministry of Education (2004). *National Policy on Education*. Lagos: Nigerian Educational Research and Development Council.
- Gomes, A. A., Travares, J., & Azevedo, M. H. (2002) *Sleep-wake patterns and academic performance in university students*. Paper presented at the European Conference on Educational Research, University of Lisbon, 11<sup>th</sup> -14<sup>th</sup> September, 2002. <http://www.leeds.ac.uk/educol/documents00002200.htm> [Accessed 15.9.08].
- Hepworth, Mark (1999). *A study of undergraduate information literacy and skills: the inclusion of information literacy and skills in the undergraduate curriculum*. Paper presented at the 65<sup>th</sup> Annual Council and Conference of the International Federation of Library Associations and Institutions, Bangkok, Thailand, 20<sup>th</sup> – 28<sup>th</sup> August 1999, Code No 107-124-E, Division No VII, Meeting No 124 <http://archive.ifla.org/IV/ifla65/107-124e.htm> [accessed 6.12.10].
- Kuhlthau, Carol (1990) *Validating a model of the search process: a comparison of academic, public, and school library users*. *Library & Information Science Research* 12, 5-31.
- Lancaster, F.W. (1977) *The measurement and evaluation of library services*. Arlington: IRP
- Olasohinde, F.A.O., Owolabi, H.O. & Yahaya L.A. (2009) Qualitative and Quantitative Measures of Perceived Prevalence of Academic Integrity Problems Among Lecturers of Tertiary Institutions in Kwara State, Nigeria, *Problems of Education in the 21<sup>st</sup> Century, Scientia Educologica*, 12, 88-99 – Available at <http://search.ebscohost.com/>
- Omoniyi, J.O. (2002) The pattern of library utilization by educated elites in Nigerian urban centers. *Library Review*, 1&2, 38-41.
- University of Ilorin (2009). *Annual Report of the University Library*
- Valentine, B. (1993) *Undergraduate research behaviour: using focus groups to generate theory*. *Journal of Academic Librarianship* 1,9 (5), 300-304.