

Awareness, Attitude and Exploration of Library Services among Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria

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doi: <https://doi.org/10.37745/ijliss.15/vol12n12032>

Published April 26, 2026

Citation: Olubiyo P.O. (2026) Awareness, Attitude and Exploration of Library Services among Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria, *International Journal of Library and Information Science Studies*, 12(1), 20-32

Abstract: *The research is on Awareness, Attitude and Exploration of Library Services among Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria. The population comprises all undergraduate students in Adeyemi Federal University of Education, Ondo. Simple Random sampling technique was used for the study. The sample size of the study was seventy (100) degree students. The research design for the study is descriptive survey research design. The finding revealed that students expressed high satisfaction with most of the library services provided, specifically, services such as the library education programme, the borrowing period for library books, duration of opening hours, number of books borrowed at a time among others were well satisfied with. The research concludes that this is a practical evidence that Adeyemi Federal University Library is doing a good job, however, other services rated low should be strengthened and built up. It is recommended that undergraduates in the university should continue to explore the services of the library and the library staff should also be more proactive in rendering a 21st library services to them.*

Key Words: awareness, attitude, exploration of library services, undergraduates, Adeyemi Federal University of Education, Ondo, Nigeria

INTRODUCTION

Awareness is the act of being informed about a situation, condition or an environment, while Attitude refers to feelings, beliefs, and reactions of an individual towards an event, phenomenon, objects or person. Attitudes are not innate attributes of mankind. They are learnt, relatively stable but can be modified. Attitudes could be implicit or explicit, conscious or unconscious, rational or irrational; extraversion or introversion. Attitudes are evaluations people make about objects, ideas, events or other people. Attitudes can be positive or negative. attitude is considered to be individualistic, an abstract entity and a kind of intervening variable imposed in order to explain regularities in behavioural responses. Yale University Communication Research Program emphasised on three importance variables of attention,

comprehension and acceptance in learning new attitude. attitude has three components of cognitive, affective or emotion and behavioural (Olufemi, 2012).

The need to understand how attitudes are formed and changed has recently been a major preoccupation of the social psychologists. An attitude may be defined as a positive or negative affective reaction toward a denotable abstract or concrete object or proposition. Attitude could be explained as learned judgements about the actions they are appropriate towards certain types of people or issues. Attitudes are relatively stable but they could be modified (Olufemi, 2012). Ekere (2006) pointed out that university library is regarded as the heart of the intellectual life of the university of which the students should visit. Hence, it was stated that no university can exist without a library since a university is a place meant to teach and carry out research. University library is the apex reservoir of knowledge in the university environment where one can go at will and be exposed to the whole fields of knowledge and practices of life. It is established to support and promote teaching, learning and research. The library is the soul of the university because it is the information house of the academic activities.

Statement of the Problem

Information is needed and acquired through study, experience or instruction. Students need information to buttress class work, write term papers, do assignment, read for tests and examinations and carry out research at various levels. As such, 21st century tradition of seeking information is to go online/digital and mixed with off line sources (printed materials) which has strengthened the service delivery in libraries. However, it is being observed that students prefer the use of classroom notes and instruction only which has narrow many of their knowledge updates of which they would have buttress with the avalanche of information resources in the library. On this note, the researchers want to investigate the Awareness, Attitude and Exploration of Library Services among Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria

Purpose of the Study

The general objective of this paper is to investigate the Awareness, Attitude and Exploration of Library Services among Undergraduates in Adeyemi Federal University of Education, Ondo, while the specific objectives are to:

- i) to investigate the level of students' awareness of services in the university library of Adeyemi Federal University of Education, Ondo
- ii) to ascertain the Frequency (Attitude) of Students' Visits to the Library in Adeyemi Federal University of Education (AFUED), Ondo.
- iii) to investigate Students' Purposes for Visiting the Library of Adeyemi Federal University of Education, Ondo.
- iv) to ascertain Frequency of Students' Use of Library Information Services in Adeyemi Federal University of Education (AFUED) Library.
- v) to identify Students' Rate of Satisfaction with Library Services in Adeyemi Federal University of Education (AFUED), Library, Ondo.
- vi) to examine Students' Level of Satisfaction with Physical Facilities and Equipment in the Library at Adeyemi Federal University of Education (AFUED)
- vii) to identify Challenges Encountered by Students When Accessing Library Services in Adeyemi Federal University of Education (AFUED)

- viii) Suggested Solutions to the Challenges Encounter by Students When Accessing Library Services in Adeyemi Federal University of Education (AFUED)

Research Questions

The following research questions guided the study:

- i) What are the level of students' awareness of services in the university library of Adeyemi Federal University of Education, Ondo?
- ii) What are the Frequency (Attitude) of Students' Visits to the Library in Adeyemi Federal University of Education (AFUED), Ondo?
- iii) What are Students' Purposes for Visiting the Library of Adeyemi Federal University of Education, Ondo?
- iv) What are Frequency of Students' Use of Library Information Services in Adeyemi Federal University of Education (AFUED) Library?
- v) What are Students' Rate of Satisfaction with Library Services in Adeyemi Federal University of Education (AFUED), Library, Ondo?
- vi) What are Students' Level of Satisfaction with Physical Facilities and Equipment in the Library at Adeyemi Federal University of Education (AFUED)?
- vii) What are the Challenges Students Encountered When Accessing Library Services in Adeyemi Federal University of Education (AFUED)?
- viii) What are the Suggested Solutions to the Challenges Encounter by Students When Accessing Library Services in Adeyemi Federal University of Education (AFUED)

LITERATURE REVIEW

Attitude has three components; cognitive, affective or emotional and behavioural components. The first cognitive components constitute thoughts and beliefs about the attitudinal object. In other words, the cognitive component of attitude represents a person's knowledge held with varying degrees of certainty about what is true or false, good or bad, desirable or undesirable. The second component of attitude; the emotional component makes up of your feelings towards the attitudinal objects of library visit. It is also called the affective component because under suitable conditions, the belief is capable of arousing effect of varying intensity centered around the object of the belief. The third component of attitude is the behavioural component. It deals with how we are predisposed to act towards the attitudinal object. It is called the behavioural component because the belief, being a response, predisposition of varying threshold, must lead to some actions when it is suitably activated. OSTI, (2006) cited in Aliyu, (2007) expressed that the application of technology in teaching, learning and research is wide. For instance, the use of e-prints is one of the major impacts of ICT on information network, access and use. Therefore, Attitude was portrayed as normally focusing on an object (ICT) or a situation, which may be either concrete or abstract. He added that an attitude will certainly lead to a preferential response. The basis for this preferential response could be positive or negative due to the fact that the attitudinal object or situation is effectively evaluated as good or bad. By way of summarizing the reviewed literature on attitude, it is pertinent to say that attitude is an important antecedent of action. Attitude as regard this book could be used to predict, control and modify human actions towards an object, issues, situations or abstract entity. It can also be used as independent variables in formulating research hypotheses (Olufemi, 2012).

As individual grows up, acquire strong beliefs and feelings or attitudes towards services members of various ethnic groups, foreigners, rich people, poor people, males, females, issues, government policy etc., Individual develop strong attitudes towards political parties, national security and all other issues and institutions in the society especially libraries. Attitudes tend to influence us throughout life. People are very much in favour of things towards which we have positive attitude and very much against things of a negative attitude. The concept of attitude arises from attempts to account for observed regularities in the behaviour of individual persons. The quality of one's attitudes is judged from the observable, evaluative responses that are made. While one might consult one's inner experiences as evidence of one's own attitudes.

An attitude concerns something that really matters to us. Hence it is far more resistant to change than an opinion. According to Kegan, Havemann and Segel 1994 in Olufemi, (2012) Since attitudes are so enduring and can be powerful forces in determining behaviour, they have been a key topic in social psychology. Investigators have devoted considerable study to how people acquire them (attitudes), cling to them, but sometimes change them, and when, under what circumstances, and to what the individual will do. This view is supported by (McConnel, 1980) who posited that attitude has been a subject of great interest to social psychologist for a long time. As a Theories of Attitudes McConnel had an extensive discussion on the concept of attitude. McConnel saw attitude as a relatively enduring way of a person thinking, feeling and behaviour towards an object, person, group, an idea or an event. Hence, McConnel pointed out that: —In a sense, attitudes are perceptions that involve emotional feelings or biases and which predispose one to act in a certain way especially as regard to frequency of Library Visitation.

Educause(2011), states the various degree of the Library services utilization among researchers in the body could be viewed from collaborator's or solo's perspective. E mail is rated as the highest with 90.5%. Others are teleconferencing (34.6 %), web based file storage (45.2 %), file sharing software (13.1%), Bridgettracking software (9.8 %), and Desktop synchronization software (9.0 %) In a further statement, Valentine (1993) in Ozoemelem (2009) stated the study of students of tertiary institutions and showed that they look for the fastest way that would lead to satisfactory results when doing research by going for electronic information sources first. Libraries are faced with an increasingly unmanageable quantity of information. Fortunately, the availability of sophisticated computer technology and the willingness of librarians to adopt it have helped libraries to meet the needs of users. Libraries now have information databases and computerized indexes and catalogs. Computers, especially personal computers (PCs), are now used in nearly all library functions, from ordering and cataloging library materials to providing on-line information. Although manual catalogs still exist in many libraries, an increasing number of libraries are converting to computer-based catalogs called on-line public access catalogs (OPACs). Libraries want to make their collections available not only to those who come into the library but also to remote users who need to have access to library resources from their homes or offices. Such remote access is offered around the clock, including weekends. For example, some public libraries' on-line catalogues, especially in the advanced countries, offer access not only to their catalogues but also to various periodical indexes, catalogues of other cooperating libraries, bulletin boards, and other information databases (Issa, 2009). Attitude is a relatively stable evaluation of a person, object, situation or issue. Thus, students condition on being informed about library services and exploration is the crux of the research.

METHODS

Population of the Study

The population comprises all undergraduate students in Adeyemi Federal University of Education, Ondo.

Sampling Technique and Sample Size

Simple Random sampling technique was used for the study. Therefore the sample size of the study was seventy (100) degree students.

Procedure for Data Collection

The researchers and research assistants collected the data through face-to-face administration of questionnaire. This involves going to their various units and departments of the library to administer the questionnaire and collecting them back at the same time.

Research Design

The research design for the study is descriptive survey research design. It is a design that allows a population to be studied by collecting and analyzing data from only a sample considered to be representing the entire population. This is suitable for this research because none of the variables was manipulated but explained the way they occurred in the field of study.

Research Instrument

The research instrument used for the study was adapted by the researcher. Section A comprises information on Biodata; Section B was on Likert type scaling which asked questions on Awareness, Attitude and Exploration of Library Services among Undergraduates in Adeyemi Federal University of Education, Ondo, Nigeria

Procedure for Data Analysis

The responses of the respondents were collected, aggregated, and presented in a tabular form. Based on this, frequencies of occurrence were established and used for the analysis using percentages, mean and standard deviation.

ANALYSIS & DISCUSSION

Research Question 1: What is the level of students' awareness of services in the university library?

Table 1: Students' Awareness of Services in University Library in AFUED

Item	SA	A	FA	NA	Mean	Std.D
Circulation Services	53	47	0	0	3.53	.50
References Services	74	26	0	0	3.74	.44
Serial Services	27	20	53	0	2.74	.86
ICT/Internet Services	27	53	20	0	3.07	.69
Library user training services	67	15	14	4	3.45	.88
Bindery and Reprographic Services	27	53	20	0	3.07	.69
Electronic Database Services	47	26	27	0	3.20	.84
Weighted Average					3.26	

Key; NA = Not Aware, FA = Fairly Aware, A = Aware, SA = Strongly Aware

Decision Value: Low = 0.00-2.44, High = 2.45-4.00

Table 1 reveals the level of students' awareness of various services offered by the college library at Adeyemi Federal University of Education (AFUED). The weighted average mean score of 3.26 indicates a high level of awareness among students overall. Notably, students are most aware of Reference Services, with a mean score of 3.74. This is followed by Circulation Services (Mean = 3.53) and Library User Training Services (Mean = 3.45), suggesting that core library functions and training initiatives are well-recognized by students. However, there is relatively lower awareness of Serial Services, which recorded the lowest mean score of 2.74, though still above the decision threshold of 2.45. Additionally, services such as ICT/Internet Services and Bindery and Reprographic Services both scored 3.07, reflecting moderate awareness. Awareness of Electronic Database Services (Mean = 3.20) is somewhat stronger but still lower compared to core services.

Research Question 2: How often do you visit the library?

Table 1: Frequency (Attitude) of Students' Visits to the Library in Adeyemi Federal University of Education (AFUED), Ondo

Frequency of Visit	Response	
	Freq.	%
Daily	0	0
Twice in a week	3	3.0
Thrice in a week	13	13.0
Weekly	84	84.0
Monthly	0	0
Sometimes	0	0
Never	0	0

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Table 2 presents data on the frequency of students' visits to the library in Adeyemi Federal University of Education (AFUED), Ondo. The majority of the respondents (84%) indicated that they visit the library on a weekly basis. A smaller proportion, 13%, reported visiting the library thrice a week, while only 3% stated that they visit twice a week. Notably, none of the respondents indicated daily, monthly, occasional, or no visits at all.

Research Question 3: What is the purpose of students' visit to the library?

Table 3 Students' Purposes for Visiting the Library in Adeyemi College of Education

Item	SA	A	D	SD	Mean	Std.D	Remark
Read my lecture notes	47	53	0	0	3.47	.50	Accepted
Read my personal textbooks	27	26	47	0	2.80	.84	Accepted
Read library materials	47	53	0	0	3.47	.50	Accepted
Consult research materials	0	26	20	54	1.72	.85	Not Accepted
Borrow library books	0	27	47	26	2.01	.73	Not Accepted
Update my knowledge and skills	0	46	27	27	2.19	.84	Not Accepted
Prepare for test and examination	74	26	0	0	3.74	.44	Accepted
Read for personal development	10	18	30	42	1.96	1.01	Not Accepted
Use the Internet	32	39	7	22	2.81	1.11	Accepted
Relax and meet friends	9	27	27	37	2.08	1.00	Not Accepted
Photocopy of document	0	26	20	54	1.72	.85	Not Accepted
Download E-Resources	27	53	20	0	3.07	.69	Accepted

Key; SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Decision Value for Remark: Not Accepted = 0.00-2.44, Accepted = 2.45-4.00

The analysis of students' purpose for visiting the library in Adeyemi College of Education reveals that the most accepted purposes include reading lecture notes (Mean = 3.47), preparing for tests and examinations (Mean = 3.74), reading library materials (Mean = 3.47), downloading e-resources (Mean = 3.07), using the internet (Mean = 2.81), and reading personal textbooks (Mean = 2.80). These purposes had mean scores above the benchmark of 2.45 and were thus accepted. Conversely, several items fell below the acceptance threshold and were not considered major purposes of library visits. These include consulting research materials (Mean = 1.72), borrowing books (Mean = 2.01), updating knowledge and skills (Mean = 2.19), reading for personal development (Mean = 1.96), relaxing and meeting friends (Mean = 2.08), and photocopying documents (Mean = 1.72).

Research Question 4: How often do students access library information services in the library?

Table 4: Frequency of Students' Use of Library Information Services in Adeyemi Federal University of Education (AFUED) Library

Item	VO	O	FO	NA	Mean	Std.D	Remark
Circulation services	45	20	27	8	3.02	1.02	High
Reference services	19	62	8	11	2.89	.84	High
Serial services	0	25	55	20	2.05	.67	Low
ICT/Internet services	11	14	31	44	1.92	1.01	Low
Library user training services	34	33	17	16	2.85	1.07	High
Bindery and Reprographic services	0	28	23	49	1.79	.86	Low
Electronic Database services	8	19	9	64	1.71	1.04	Low

Key; NA = Not At All, FO = Fairly Often, O = Often, VO = Very Often

Decision Value: Low = 0.00-2.44, High = 2.45-4.00

The analysis reveals that students at Adeyemi Federal University of Education (AFUED) frequently access some library services, while others are less commonly used. Services such as circulation (Mean = 3.02), reference (Mean = 2.89), and library user training (Mean = 2.85) are rated high, indicating regular use by students. On the other hand, serial services (Mean = 2.05), ICT/internet services (Mean = 1.92), bindery and reprographic services (Mean = 1.79), and electronic database services (Mean = 1.71) fall below the decision threshold of 2.45 and are rated low.

Research Question 5: What is the student rate of satisfaction with the library services?

Table 5: Students' Rate of Satisfaction with Library Services in Adeyemi Federal University of Education (AFUED)

Item	VS	S	D	VD	Mean	Std.D
Library education programme provided by the school	5 6	20	19	5	3.27	.94
Borrowing period for library books	1 4	58	19	9	2.77	.80
Duration of opening hours	1 3	60	22	5	2.81	.72
Number of books borrowed at a time	2 3	63	14	0	3.09	.60
Opening hours of the library	1 1	69	20	0	2.91	.55
Photocopying services in the library	0	20	17	63	1.57	.80

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Personalized assistance rendered by the library staff	1	57	21	11	2.68	.81
Library registration process	1	71	18	0	2.93	.53
Free internet access provided in the library	5	31	18	0	3.33	.76
Way the library contacts me for needed materials (Current Awareness Services)	1	59	27	0	2.87	.63
Ways the library assist me to get needed materials from other libraries (Inter library loan)	0	16	17	67	1.49	.75
Ways the library keeps me abreast of the latest information resources in my research area (Selective Dissemination of Information)	1	60	25	0	2.90	.62
	5					
Weighted Average						2.72

Key; VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

Decision Value: Low = 0.00-2.44, High = 2.45-4.00

The data presented in Table 5 provides insights into students' level of satisfaction with the library services in Adeyemi Federal University of Education (AFUED). The results show that students expressed high satisfaction with most of the library services provided. Specifically, services such as the library education programme (Mean = 3.27), the borrowing period for library books (Mean = 2.77), duration of opening hours (Mean = 2.81), number of books borrowed at a time (Mean = 3.09), and general opening hours (Mean = 2.91) all recorded mean scores within the high satisfaction range. In addition, students were satisfied with the personalized assistance rendered by library staff (Mean = 2.68), the registration process (Mean = 2.93), free internet access (Mean = 3.33), current awareness services (Mean = 2.87), and selective dissemination of information (Mean = 2.90). However, some services recorded low satisfaction levels. Photocopying services (Mean = 1.57) and interlibrary loan services (Mean = 1.49) were notably rated low, suggesting dissatisfaction and underperformance in those areas. Overall, with a weighted average of 2.72, it can be concluded that students were generally satisfied with the library services.

Research Question 6: What is the students' satisfaction with the physical facilities and equipment in the library?

Table 6: Students' Level of Satisfaction with Physical Facilities and Equipment in the Library at Adeyemi Federal University of Education (AFUED)

Item	VS	S	D	VD	Mean	Std.D
Manual (wooden) catalog for searching bibliographic information	6 7	23	10	0	3.57	.67
Online public access catalog (OPAC) for searching library materials	0	11	11	78	1.33	.66
Number of computers available in the e-library	0	18	77	5	2.13	.46
Library temperature	5 7	12	31	0	3.26	.90
Library lighting	6 3	22	15	0	3.48	.74
Library furniture	5 3	22	25	0	3.28	.84
Library ventilation	5 3	13	34	0	3.19	.91
Seating capacity of the library	3 8	38	24	0	3.14	.77
Working and adequate number of fan	3 6	49	15	0	3.21	.68
Working and adequate number of air conditioners	0	27	48	25	2.02	.72
Weighted Average					2.86	

Key; VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

Decision Value: Low = 0.00-2.44, High = 2.45-4.00

The responses to Research Question 6 reveal the students' level of satisfaction with the physical facilities and equipment available in the library at Adeyemi Federal University of Education (AFUED). The analysis indicates that students were generally satisfied with most of the physical features. High satisfaction was recorded in areas such as the manual (wooden) catalog for bibliographic search (Mean = 3.57), library lighting (Mean = 3.48), library furniture (Mean = 3.28), library temperature (Mean = 3.26), library ventilation (Mean = 3.19), seating capacity (Mean = 3.14), and the working condition and availability of fans (Mean = 3.21). However, there were notable areas of dissatisfaction. Students expressed low satisfaction with the number of computers in the e-library (Mean = 2.13), and the availability and working condition of air conditioners (Mean = 2.02), suggesting inadequacy in the provision of ICT infrastructure and climate control systems. The lowest level of satisfaction was recorded for the Online Public Access Catalog (OPAC), with a mean of 1.33, indicating a severe deficiency in digital catalog services. Despite these gaps, the overall weighted average score of 2.86 suggests a generally high level of student satisfaction with the library's physical facilities.

Research Question 7: What are the challenges students encounter when accessing the library services?

Table 7: Challenges Encountered by Students When Accessing Library Services in Adeyemi Federal University of Education (AFUED)

Item	SA	A	D	SD	Mean	Std.D	Remark
Unfriendly attitude of the library staff	61	15	24	0	3.37	.85	Accepted
Limited knowledge regarding search tool	37	42	21	0	3.16	.75	Accepted
Uncomfortable environment in the library	0	19	52	29	1.90	.69	Not Accepted
Noise making in the library	18	59	23	0	2.95	.64	Accepted
Inadequate staff	39	33	28	0	3.11	.82	Accepted
Inadequate resources	17	56	27	0	2.90	.66	Accepted
Poor internet resources	20	46	34	0	2.86	.73	Accepted
Inadequate electronic databases	0	20	55	25	1.95	.67	Not Accepted

Key; SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Decision Value for Remark: Not Accepted = 0.00-2.44, Accepted = 2.45-4.00

Table 7 shows the analysis of student responses on key challenges encountered when accessing library services. A significant majority of students agreed that the unfriendly attitude of the library staff posed a challenge, with a high mean score of 3.37. Similarly, limited knowledge regarding search tools was also identified as a major issue, with a mean of 3.16. Noise making in the library (mean = 2.95), inadequate staff (mean = 3.11), inadequate resources (mean = 2.90), and poor internet services (mean = 2.86) were also reported as accepted challenges. However, not all issues were confirmed by students. For instance, uncomfortable environment in the library had a low mean score of 1.90, and inadequate electronic databases scored 1.95, both falling below the decision benchmark of 2.45, indicating that these were not generally perceived as challenges.

Research Question 8: What are the solutions suggested to the challenges students encounter when accessing the library services?

Table 7: Suggested Solutions to the Challenges Encounter by Students When Accessing Library Services in Adeyemi Federal University of Education (AFUED)

Item	SA	A	D	SD	Mean	Std.D	Remark
More orientation should be organized for staff on the need to be users-friendly	80	20	0	0	3.80	.40	Accepted
Proper orientation should be organized for students on the use of search tools	54	46	0	0	3.54	.50	Accepted
New library should be built and furnished with new facilities	89	11	0	0	3.89	.31	Accepted
Noise makers should be penalized	80	20	0	0	3.80	.40	Accepted
More staff should be employed for adequate services	47	26	27	0	3.20	.84	Accepted

Key; SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Decision Value for Remark: Not Accepted = 0.00-2.44, Accepted = 2.45-4.00

The data from Table 8 reveals that students proposed several practical solutions to address the challenges faced in accessing library services. All listed items were accepted as viable solutions, based on the decision rule mean value of 2.45 and above. A significant majority of students strongly agreed that more orientation should be organized for staff on the need to be user-friendly, with a high mean score of 3.80. Similarly, the proposal that proper orientation should be organized for students on the use of search tools was accepted (mean = 3.54). The suggestion that a new library should be built and furnished with new facilities received the highest mean score of 3.89. Furthermore, the recommendation that noise makers should be penalized (mean = 3.80). Lastly, the call for more staff to be employed for adequate services was also accepted (mean = 3.20). In conclusion, the solutions to the challenges that students identified center on staff training, user orientation, infrastructural upgrades, discipline enforcement, and improved staffing.

CONCLUSION AND RECOMMENDATIONS

The finding revealed that students expressed high satisfaction with most of the library services provided. Specifically, services such as the library education programme, the borrowing period for library books, duration of opening hours, number of books borrowed at a time among others were well satisfied with. This is a practical evidence that Adeyemi Federal University Library is doing a good job contrary to the researcher's observation that students on the depend on classroom notes and information for learning without exploring the library services. Its therefore recommended that undergraduates in the university should continue to explore the services of the library and the library staff should also be more proactive in rendering a 21st library services to them.

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