INFLUENCE OF LIBRARIANS' SERVICE BEHAVIOUR ON THE LIBRARY RESOURCES UTILISATION AMONG USERS OF KASHIM IBRAHIM LIBRARY, AHMADU BELLO UNIVERSITY, ZARIA

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ZARIA

SEPTEMBER, 2026

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A PROJECT SUBMITTED TO THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF LIBRARY AND INFORMATION SCIENCE (BLIS) DEGREE

SEPTEMBER, 2026

DECLARATION

I, Muhammad Ma’aruf Mallam, hereby declare that this research project titled "**Influence of Librarians' Service Behaviour on the Library Resources Utilisation Among Users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria**" is my original work and has not been previously submitted for any degree or diploma in any university. All sources of information used in this project have been duly acknowledged through appropriate referencing.

Muhammad Ma’aruf Mallam_____. _____

Name **SignatureDate**

CERTIFICATION

This is to certify that this research project titled "**Influence of Librarians' Service Behaviour on the Library Resources Utilisation Among Users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria**" was carried out by Muhammad Ma'aruf Mallam and has been approved to have met the regulation governing the award of Bachelor of Library and Information Science (BLIS) degree of Ahmadu Bello University, Zaria.

Dr. Abdulfatah Abdurrahim_____
Project Supervisor Signature Date

Dr. Bukhari Badamasi _____
Project Coordinator Signature Date

Prof. Abu Yusufu _____
Head of Department Signature Date

DEDICATION

This research project is dedicated to:- My brother**,** Ibrahim Danlami, whose financial support and encouragement have sustained me throughout my entire academic journey. I am deeply grateful for your sacrifice. If I should forget anything you have done to me, this cannot and will never be forgotten until my last breath.

- My lecturers and mentors who have guided me in the field of Library and Information Science.

- All library professionals who strive daily to provide excellent service to their users.

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Finally, I appreciate all those who have contributed in one way or another to the successful completion of this project. May Almighty Allah reward you all.

ABSTRACT

This study investigated the influence of librarians' service behaviour on the library resources utilisation among users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria. The study was guided question by five research. Two of which are: (1) How do users perceive librarians' service behaviour in Kashim Ibrahim Library? (4) To what extent does librarians' service behaviour influence the utilization of library resources? The study adopted a quantitative research methodology with a cross-sectional survey research design. The population of the study consisted of 1,453 registered users of Kashim Ibrahim Library during the 2025/2026 academic session, comprising 1,100 undergraduates and 353 postgraduates. A sample size of 306 was determined using the Research Advisor (2006) sample size table at 95% confidence level and ±5% margin of error. Stratified random sampling technique was adopted to ensure proportionate representation of both user categories. Data were analyzed using descriptive statistics, including frequency counts, percentages, mean scores, and standard deviations, with Microsoft Excel as the analysis tool. The study achieved a 100% response rate. The findings revealed that users' perception of librarians' service behaviour was moderately positive, with approachability (48.2%) being the most positively perceived attribute, followed by respectfulness (42.5%), courtesy (41.9%). The grand mean score of 3.23 indicated a high extent of influence of librarians' service behaviour on library resource utilization. The study concluded that librarians' service behaviour significantly influences the utilization of library resources at Kashim Ibrahim Library. The study recommended that librarians should cultivate approachability and friendliness, improve communication skills, demonstrate empathy and patience, and enhance technical competence.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Libraries remain central institutions in the educational and research ecosystem of any society. As social and service-oriented organizations, they exist to acquire, organize, preserve, and disseminate recorded knowledge in order to meet the information needs of their clientele. In the 21st century, the mandate of libraries has expanded beyond mere collection building. With the proliferation of information formats and digital platforms, the value of a library is now judged not only by the size of its collection but by how effectively users can access and use those resources. This shift places human interaction at the heart of library service. As Ologun (2023) observed, libraries must treat their users as kings because the survival of the institution depends on user satisfaction. The quality of contact between librarians and users therefore determines whether a library succeeds in fulfilling its core purpose.

Librarians' Service behaviour refers to the totality of observable actions, attitudes, verbal and non-verbal communication, and conduct exhibited by library personnel during service encounters. It includes how librarians greet users, respond to enquiries, offer guidance, demonstrate empathy, and maintain professionalism at circulation, reference, and reading areas. Oyewole (2023) describes service behaviour as the human face of the library because it directly shapes how users perceive the institution. Positive service behaviour is characterized by approachability, responsiveness, courtesy, assurance, and willingness to assist. When librarians display these traits, they create a welcoming environment that reduces anxiety and encourages users to interact with the library. Conversely, behaviours such as indifference, rudeness, poor communication, or unapproachability can create barriers that make users feel unwelcome. In

academic libraries, where users often need help navigating complex collections and databases, the behaviour of librarians becomes even more critical because many users depend on staff intervention to locate relevant materials.

Library resources consist of both print and electronic materials acquired to support teaching, learning, and research. These include textbooks, journals, reference materials, theses, e-books, databases, and institutional repositories. University libraries invest substantial funds to build these collections, and their relevance is measured by the extent to which users actually use them. However, availability does not automatically translate to use. Omwanghe and Igho-Osagie (2025) argue that users must feel motivated, confident, and supported to engage with library resources. Utilization therefore goes beyond physical visits. It covers frequency of library use, variety of resources consulted, depth of engagement with materials, and willingness to seek assistance. For an academic library, high utilization is evidence that the library is contributing meaningfully to the academic mission of the university. Low utilization, on the other hand, suggests a mismatch between what the library provides and what users need or are willing to access.

The connection between librarians' service behaviour and library resource utilization is both direct and psychological. When users encounter librarians who are helpful, knowledgeable, and respectful, they are more likely to ask questions, explore different sections, and return to the library. Positive interactions build trust and reduce what Adetimirin (2023) calls "library anxiety," a feeling of fear or confusion that prevents many students from using library services. On the other hand, negative encounters can discourage users from seeking help, even when they are struggling to find information. A student who is dismissed or ignored at the reference desk may decide to rely solely on Google instead of library databases, regardless of quality. In this

way, service behaviour acts as a mediator between the library's collections and the user's decision to use them. The implication is that even a library with excellent resources will underperform if its staff behaviour discourages use.

This relationship becomes more complex in the context of university libraries because of the diversity of users. Academic libraries serve undergraduates, postgraduates, lecturers, and researchers, each with different levels of information literacy and different expectations. Undergraduates often need step-by-step guidance on how to search catalogues and evaluate sources. Postgraduates and faculty may need specialized assistance with databases, citation management, and research support. Adetimirin (2023) noted that failure to adapt service behaviour to these different needs can lead to dissatisfaction and low use. Therefore, effective service behaviour is not static. It requires librarians to be flexible, patient, and user-focused across different service points. When this happens, users are more likely to maximize the resources available to them.

Within Nigeria, several studies have confirmed the importance of staff attitude and behaviour in academic libraries. Oyewole (2023) in a study of federal universities in South-West Nigeria found that attributes such as reliability, responsiveness, assurance, and empathy significantly determined effective service delivery. Ilori et al. (2025) reported that staff attitude and library policies jointly influenced service delivery in Ogun State university libraries, with a significant statistical relationship. In the private university context, Ologun (2023) also found that both service quality and personnel attitude had a joint significant influence on library usage among undergraduates. These studies suggest a consistent pattern: where librarians demonstrate positive service behaviour, users are more likely to engage with library services.

However, the literature also reveals inconsistencies that point to a need for more context-specific research. Bukar (2023) in a study of federal university libraries in North-Eastern Nigeria found that the behavioural performance of reference librarians did not fully meet IFLA and RUSA standards, and postgraduate students expressed dissatisfaction with staff behaviour. This suggests that positive findings in one region cannot be generalized to all Nigerian universities. Institutional factors such as funding, workload, training, and management support may shape how librarians behave. Ayeni (2023) further noted that issues like overcrowding, inadequate infrastructure, and the pressure of transitioning to electronic resources can create stress for library staff, which in turn affects how they relate with users. These systemic issues are common in many Nigerian academic libraries and may be influencing both service behaviour and resource utilization.

Kashim Ibrahim Library, Ahmadu Bello University, Zaria, was established in 1955 as the library of the Nigerian College of Arts, Science and Technology and later designated as the main library of ABU in 1962, KIL has grown into one of the largest academic libraries in Africa. It covers about 13,000 square metres, has seating for 2,000 readers, and holds over 475,600 volumes (Izah, 2004). The library employs 42 professional librarians, 109 para-professionals, and 124 non-professional staff, and serves one of the largest student populations in Nigeria. Because of its size, history, and reputation, KIL is often regarded as a model for other university libraries in the country. Any findings from KIL therefore have implications beyond the institution.

Despite these strengths, there are indications that librarians' service behaviour at KIL may be affecting how users utilize its resources. Yabanet, Gbaje, and Odigie (2020) found that librarian behaviour in KIL influenced postgraduate students' engagement with the library and specifically recommended that librarians should be more approachable. This suggests that even with a large

collection and qualified staff, human interaction remains a barrier for some users. Personal observations also indicate that some users at KIL express concern about staff attitude, difficulty in getting assistance, and the general atmosphere at service points. These concerns are important because KIL is expected to support intensive research activities across ABU. If users avoid the library or fail to use its resources due to negative encounters, the university's investment in the library will not yield full academic benefits.

The specific dimensions of service behaviour that matter most to users at KIL still need to be identified. Is it approachability, communication skills, technical competence, or empathy that most influences use? Similarly, which aspects of resource utilization are most affected: frequency of visits, use of electronic databases, borrowing of books, or use of reference services? Answering these questions requires an institution-based study that captures the lived experiences of KIL users. The five research questions of this study are therefore designed to address these gaps. They seek to determine the types of library resources utilized, users' perception of librarians' service behaviour, the key aspects of that behaviour, the extent to which it influences resource utilization, and the challenges users face in relation to both behaviour and use.

Understanding these issues is urgent for two reasons. First, academic libraries across the world are competing with open access and online information sources. In this environment, excellent customer service is one of the few advantages that physical libraries have. Second, in Nigeria where library budgets are limited, maximizing the use of existing resources is critical. Improving service behaviour is a cost-effective strategy for increasing utilization without necessarily buying more materials. Findings from this study can therefore guide KIL management in staff training, policy review, and service redesign. They can also provide evidence for other Nigerian university libraries facing similar challenges.

In summary, the background establishes that librarians' service behaviour and library resource utilization are closely linked. While literature from other Nigerian universities shows that staff attitude influences service outcomes, there is limited detailed evidence from Kashim Ibrahim Library. Given KIL's size and importance, and the early indications that behaviour may be affecting use, this study is both timely and necessary. By focusing on the two variables in the title and aligning them with the research questions, this study aims to generate practical insights that can enhance service delivery and promote optimal utilization of library resources at Kashim Ibrahim Library.

1.2 Statement of the Problem

As human relations shape institutional image, the survival of the library as an institution also relies on its ability to professionally interact with its users when rendering library services. Librarians are expected to behave well and responsibly in dealing with library users, making them feel welcome and willing to continue utilizing library resources. Despite the observable behaviors exhibited by librarians while attending to users, a study conducted at Kashim Ibrahim Library demonstrates how librarians' behaviors affect library resource use. Yabanet, Gbaje, and Odigie (2020) found that librarian behavior in KIL affected postgraduate students' engagement with the library and specifically recommended that librarians be more approachable. Additionally, personal observation at Kashim Ibrahim Library also shows that users often express concern over librarian behavior, which may influence their use of library resources.

However, it is unclear what specific service behaviors influence library patrons' utilization of library resources. This leaves a significant gap that could hinder library management from addressing this issue effectively. Could it be communication style, responsiveness, or other forms of interaction? By identifying these specific behaviors, library authorities will find it easier

to make evidence-based decisions to effectively address this issue and enhance utilization of library resources. Therefore, this study assesses the nature and frequency of librarians' service behavior, as well as their influence on the utilization of library resources at Kashim Ibrahim Library, Ahmadu Bello University, Zaria.

1.3 Research Questions

The following research questions guide this study:

1. What types of library resources are utilized by users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria?

2. How do users perceive librarians' service behavior in Kashim Ibrahim Library, Ahmadu Bello University, Zaria?

3. What are the key aspects of librarians' service behavior as experienced by users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria?

4. To what extent does librarians' service behavior influence the utilization of library resources among users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria?

5. What challenges do users face in relation to librarians' service behavior and the utilization of library resources in Kashim Ibrahim Library, Ahmadu Bello University, Zaria?

1.4 Objectives of the Study

The specific objectives designed for the study are:

1. To identify the types of library resources utilized by users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria.

2. To determine users' perception of librarians' service behavior in Kashim Ibrahim Library, Ahmadu Bello University, Zaria.

3. To examine the key aspects of librarians' service behavior as experienced by users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria.

4. To determine the extent to which librarians' service behavior influences the utilization of library resources among users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria.

5. To identify the challenges users face in relation to librarians' service behavior and the utilization of library resources in Kashim Ibrahim Library, Ahmadu Bello University, Zaria.

1.5 Significance of the Study

This study will benefit several stakeholders within the library and information science domain in Nigeria, with particular relevance to the Department of Library and Information Science at Ahmadu Bello University, Zaria, and the broader Nigerian academic library community. The beneficiaries of the study may include Kashim Ibrahim Library management, librarians, Library and Information Science education, researchers, and library users. For the KIL management, the findings will provide empirical evidence on the specific service behaviours that affect resource utilisation at KIL. For librarians, they will understand the specific behaviours that negatively affect library resource utilisation, enabling them to make proper adjustments and improve service attitude. For the Department of Library and Information Science, the findings can inform curriculum development to ensure that graduating librarians are prepared for the behavioural demands of frontline service roles. For researchers, the study will add value to existing literature on service behaviour and library resource utilisation in Nigerian academic libraries. For library users, the study aims to identify specific service behaviours that affect library resource usage,

thereby creating a more welcoming, supportive and effective service environment that enhances user satisfaction and resource utilisation. These together will help libraries to effectively improve library usage and address underutilisation of library resources through improved service behaviour.

1.6 Scope of the Study

This study focuses on the Kashim Ibrahim Library, Ahmadu Bello University, Zaria, Kaduna State, Nigeria, examining the influence of librarians' service behavior on the utlitsation of library resources among KIL users. The study is specifically on the service behavior of professional librarians and library staff as perceived by library users. The study concentrates on Kashim Ibrahim Library patrons, including undergraduates, and postgraduates, during the 2025/2026 academic session, with the understanding that their experiences and perceptions provide relevant data for addressing the research questions. In terms of library resources, the study examines the utilisation of both print and electronic resources available within the library's collection. The behavioral variables under investigation are limited to observable and reportable aspects of librarian service behavior, including but not limited to approachability, communication style, responsiveness, empathy, and professionalism, as identified from the reviewed related literature. The temporal scope of the study is cross-sectional, capturing user perceptions and experiences at a specific point in time, i.e., the 2025/2026 academic session. While this provides valuable cross-sectional data, it does not in any way report changes in librarian behaviour or resource utilisation over extended periods. Instead, it provides the frequency or level to which such behaviours influence library resource utilisation.

1.7 Operational Definition of Terms

The following terms are defined as they are used within the context of this study:

Librarians' Service Behavior: The observable actions, attitudes, and conduct displayed by library personnel when interacting with library users during the provision of library services. This encompasses verbal communication, non-verbal cues, responsiveness to user queries, approachability, and the overall demeanor exhibited in service encounters.

Library Resources: The collection of information materials, both print and electronic, that are acquired, organized, and made available by the library for user access and utilization. These include books, journals, reference materials, databases, e-books, serials, and other information carriers held in the library's collection.

Utilization / Library Resource Utilization: The act and degree of making use of library resources and services by library users. This refers to the frequency, purpose, and patterns of user engagement with available library materials, including how often resources are accessed, borrowed, consulted, or otherwise employed to meet information needs.

Users: Individuals who are registered patrons of Kashim Ibrahim Library and who make use of the library's resources and services. In this study, users refer to the library's clientele, including undergraduate students, postgraduate students, academic staff, and non-academic staff who visit the library and interact with library personnel.

Perception: The subjective interpretation, impression, or opinion that library users form regarding librarians' service behavior based on their direct experiences, observations, and interactions with library personnel. Perception encompasses users' cognitive and affective evaluations of the service they receive.

Service Encounter: Any direct interaction between a librarian or library staff member and a library user during which a service is provided or a transaction occurs. Service encounters may be face-to-face, via telephone, or through digital communication channels.

Challenges: The obstacles, difficulties, or barriers that users encounter in relation to librarians' service behavior and the utilization of library resources. These may include negative attitudes, unapproachable demeanor, poor communication, inadequate assistance, or any other behavioral impediments that hinder effective library use.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the influence of librarians' service behaviour on the utilisation of library resources. The review is organized under the following subheadings:

2.2 Conceptual framework

2.3 Types of Resources Utilised in Nigerian Academic Libraries

2.4 Users' Perception of Librarians' Service Behavior in Nigerian Academic Libraries

2.5 Key Aspects of Librarians' Service Behavior as Experienced by Users

2.6 Influence of Librarians' Service Behavior on Resource Utilisation

2.7 Challenges Faced by Users in Relation to Librarians' Service Behavior

2.8 empirical Studies Related to the Area of study

2.9 Summary of the Review

2.2 Conceptual Framework

This section presents the conceptual framework underpinning the study. It examines the key concepts of librarians' service behaviour, library resources, library resource utilisation, and the relationship between them, as these concepts form the basis for understanding the influence of librarian behaviour on library usage.

2.2.1 Concept of Librarians' Service Behaviour

Service behaviour, within the library context, refers to the totality of actions, attitudes and responses exhibited by library personnel during interactions with users. It encompasses both task- related behaviours, such as accurately retrieving materials or processing transactions, and relational behaviours, such as greeting users warmly, listening attentively and demonstrating empathy. According to Oyewole (2023), service behaviour in academic libraries is a multidimensional construct that includes reliability, assurance, tangibles, empathy and responsiveness, dimensions that have been extensively applied to library settings.

The concept of service behaviour is rooted in the broader understanding of customer service. In library and information science, researchers have distinguished between technical quality what is delivered and functional quality how it is delivered. Librarians' service behaviour primarily concerns functional quality, the manner in which library services are provided. As Omwanghe and Igho-Osagie (2026) observed, institutional factors including staff attitudes significantly shape perceived service quality in academic libraries. This finding underscores that users often evaluate their library experience not merely by whether they obtained the needed information, but by the nature of their interaction with library personnel.

A crucial component of service behaviour is interpersonal communication. Jibril (2024) conceptualised interpersonal communication as the procedure by which people swap information, feelings and impart through verbal and nonverbal messages, noting that it is not only about 'what' is pronounced but 'how' it is pronounced, including tone of voice and facial expressions. In the library context, interpersonal communication can be media- mediated or face- to- face between the librarian and the library user.

The key dimensions of librarians' service behaviour identified in the literature include:

I. Approachability

Refers to extent to which librarians appear accessible, friendly, and willing to initiate interaction with users. Approachability forms the cornerstone of the user-library relationship, determining whether the library is perceived as an inviting, supportive space or an intimidating, faceless institution. This dimension extends beyond passive availability and requires a proactive, welcoming stance. Yabanet, Gbaje, and Odigie (2020) found that despite the professional intent to provide services, the perceived behaviour of librarians had a direct effect on postgraduate students' willingness to visit Kashim Ibrahim Library. In their recommendations, they specifically called for librarians to be more approachable, suggesting that a lack of perceived friendliness had deterred users from making repeat visits, and that library professionals should actively involve themselves in the information search process. This highlights that students may not re-enter the library if they feel that its staff are unapproachable or unsupportive.

II. Responsiveness

Refers to willingness to help users promptly and address their queries efficiently.

Responsiveness measures the speed, timeliness, and effectiveness with which a library addresses user needs. A lack of responsiveness directly correlates with user dissatisfaction and a perception that the library is inefficient. Bukar (2023) provided a stark warning in this regard, finding that responsiveness was among the key behavioural standards where reference librarians in north-eastern Nigerian federal universities fell short of international guidelines (RUSA and IFLA standards). His research revealed that postgraduate students were often dissatisfied with the level of service they received, which suggests that delays or a perceived unwillingness to act quickly were damaging the library's reputation.

III. Communication Style

Refers to clarity, courtesy, and appropriateness of verbal and non-verbal communication during service encounters. Communication is the primary tool through which service is delivered. An effective communication style includes clarity of explanation, active listening, and the proper use of tone and body language. Jibril (2024) argued that the ability to speak fluently to users and the ability to understand users' queries are fundamental patterns of interpersonal communication skills that librarians must possess. His assessment of librarians in Kashim Ibrahim Library revealed that while interpersonal communication existed, it was not very effective, which contributed to a decline in reference service patronage. This finding underscores that even when librarians can articulate themselves, they often fail to properly interpret a user's real need, leading to unhelpful or irrelevant assistance.

IV. Empathy

Refers to the ability to understand users' information needs from their perspective, showing individualised attention and caring. Empathy involves seeing the interaction from the user's point of view, often experiencing frustration or confusion, and responding with patience and understanding. Ologun (2023) provided empirical evidence for the power of empathy, identifying it as a component of personnel attitude that significantly influenced library usage among undergraduates in Ogun State, Nigeria. Her study found that personnel attitude explained 57.4% of the variance in library usage, demonstrating that how a librarian treats a user has a massive impact on whether that user will return or continue their search elsewhere. The findings strongly imply that empathetic interactions directly correlate with student retention and engagement.

V. Professionalism

Refers to adherence to ethical standards, competence in performing duties, maintenance of appropriate boundaries while remaining user-focused, and demonstration of reliability in keeping promises and commitments. Professionalism encompasses the ethical backbone and competence of the library service. It assures users that the information provided is reliable, that their privacy will be respected, and that the librarian will follow through on commitments. Oyewole (2023) examined this dimension specifically through the lens of ethics, studying the awareness and perception of ethical issues in library service delivery among librarians in The Polytechnic of Ibadan, Nigeria. The study found a high level of awareness of ethical issues among the librarians, though it implies the need for continuous reinforcement to ensure that this awareness translates into consistent professional conduct. This framework suggests that a professional librarian maintains a balance between being helpful and upholding the standards of the profession.

2.2.2 Concept of Library Resources

A library is more than just a building full of books. It is an organised collection of published and unpublished materials in a variety of physical and digital formats that is acquired, preserved, and made accessible to a specific community for study, research, information, and recreation. This definition extends beyond the physical space to encompass the digital services and collections that modern libraries provide.

Library resources constitute the informational assets that a library acquires, organises, preserves and makes accessible to its user community. In contemporary academic libraries, resources are broadly categorised into print and electronic formats. Print resources include textbooks, reference materials such as encyclopaedias, dictionaries, handbooks, atlases, and serials such as journals, magazines, newspapers, then government publications, theses and dissertations, pamphlets, and special collections such as rare books and archives. Electronic resources

(e- resources) encompass e- books, e- journals, bibliographic and full- text databases, institutional repositories, online public access catalogues (OPACs), multimedia resources, and open educational resources. In contemporary academic libraries, resources are broadly divided into two main categories based on their physical nature and method of access: Print Resources and Electronic Resources, also called E-resources. The categories, types and examples of library resources are discussed below:

A. Print Resources (Physical/tangible)

Print resources refer to all physical, paper-based informational materials that a library houses. These tangible items typically require in-person access, either for browsing on library premises or for borrowing. They have been the cornerstone of library collections for centuries and remain vital for research, education, and leisure.

I. Books, Monographs

A book is a physical, non-periodical publication consisting of a collection of written, printed, or blank pages fastened along one side and bound between covers. Characteristics: Provide in-depth coverage of a specific subject, can be scholarly or popular in nature, borrowed for extended periods such as 2 to 4 weeks.

Examples: Textbooks like Campbell Biology by Urry et al, Novels like Dune by Frank Herbert, Scholarly Monographs like A History of the American People by Paul Johnson.

II. Reference Materials

These are information sources designed to be consulted for specific facts or background information rather than read from cover to cover. Characteristics: Used for quick, factual look-ups, covers broad topics concisely, typically for library use only.

Examples: Encyclopedias provide comprehensive overviews such as Encyclopaedia Britannica. Dictionaries define words and terms such as Oxford English Dictionary.

Handbooks and Manuals offer practical instructions such as CRC Handbook of Chemistry and Physics. Atlases are collections of maps such as National Geographic Atlas of the World. Directories provide contact and organisational information.

III. Serials or Periodicals

Publications issued in successive parts, usually bearing numerical or chronological designations and intended to be continued indefinitely. Characteristics: Published on a regular schedule such as daily, weekly, monthly, quarterly, contain current, up-to-date information, available as single issues or bound volumes.

Examples: Journals are scholarly publications with original research articles such as Nature and The Lancet. Magazines are popular, general-interest publications such as Time and The Economist. Newspapers are daily or weekly publications of current events such as The New York Times and The Guardian.

IV. Government Publications

Documents published by a government agency at any level such as local, state, national, or international. Characteristics: Authoritative sources for laws, regulations, statistics, and policy information, often distributed through depository library programmes.

Examples: Census data such as Statistical Abstract of the United States, Congressional hearings and reports, court decisions such as U.S. Reports, environmental impact statements.

V. Theses and Dissertations

Original scholarly works produced by students, typically for advanced degrees, that represent formal research on a specific topic.

Characteristics: In-depth, primary research, includes extensive literature reviews and bibliographies, often a requirement for master's thesis or doctoral dissertation degrees.

Examples: A PhD dissertation on climate change policy, a master's thesis on library anxiety among first-year college students.

VI. Pamphlets

Small, unbound booklets or leaflets that provide concise information on a specific subject. Characteristics: Short-form publications, ephemeral in nature, often used for public information campaigns or advocacy.

Examples: Informational brochures on health topics such as Understanding Diabetes from organisations like the Mayo Clinic, political campaign literature, product user manuals.

VII. Special Collections

Non-circulating materials distinguished by their rarity, monetary value, historical significance, or unique physical format, requiring secure storage and specialised handling. Characteristics: Unique or rare items, often primary sources, housed in a dedicated space with special access rules, vital for advanced research.

Examples: Rare Books such as first editions, incunabula, books printed before 1501, or fine bindings. Archives are unpublished personal or organisational papers, such as a famous author's handwritten manuscripts or a university's historical records. Manuscripts are handwritten documents, like medieval illuminated texts or historical letters.

B. Electronic Resources (E-resources)

Electronic resources, also known as e-resources or digital resources, refer to materials that are stored in digital format and require computer or mobile device access, typically via the Internet or a local network. These resources can be free, open access, or proprietary, licensed or paid for by the library. They are central to modern academic and research libraries, offering users remote access to vast and current information for scholarly, educational, and professional purposes.

I. Electronic Books (E-Books)

Digital equivalents of printed books that can be read on computers, tablets, smartphones, or dedicated e-readers. They can be digitised versions of print books or born-digital works with no print counterpart. Examples: The Oxford English Dictionary online edition, a Kindle edition of The Silent Patient, Project Gutenberg's collection of public domain classics.

II. Electronic Journals (E-Journals)

Digital versions of scholarly journals, magazines, and newspapers that are published periodically in electronic format. They offer the same peer-reviewed, current research as print journals but with enhanced searchability and remote access.

III. Bibliographic Databases

Organised collections of citations, metadata, to articles, books, conference proceedings, reports, and other materials. They do not typically contain the full text of the items but are powerful tools for discovering what has been published on a topic. Examples: PubMed for biomedical literature citations, MLA International Bibliography for literature and language, Scopus for broad multidisciplinary abstracts and citations.

IV. Full-Text Databases

Organised digital collections where the complete content, the entire article, book, or document, is available for immediate viewing and download. These are the primary tools for accessing the actual research materials users need. Examples: JSTOR for full-text archives of core scholarly journals, ScienceDirect for scientific and technical research, Project MUSE for humanities and social sciences.

V. Institutional Repositories, IRs

Digital archives established by an institution such as a university to collect, preserve, and disseminate the scholarly, creative, and administrative output of its community including faculty, staff, and students. Their purpose is to provide free, open access global access to an institution's intellectual wealth. Examples: DSpace at MIT, CURATE at University of Cambridge, Scholarship at Western at University of Western Ontario.

VI. Online Public Access Catalogues, OPACs

The electronic gateway to a library's entire collection. An OPAC is an online database that allows users to search for and locate all physical and electronic resources held by the library. Examples: A university library's local online catalogue such as Library Search or OneSearch, WorldCat which is a combined catalogue of thousands of libraries worldwide.

VII. Multimedia Resources

Resources that integrate multiple forms of content, including text, audio, images, animations, or video, to convey information. They support various learning styles and provide rich content. Examples: Educational streaming videos such as from Kanopy or Academic Video Online, music streaming such as Naxos Music Library, interactive learning modules, podcasts and audiobooks, image databases such as ARTstor.

VIII. Open Educational Resources (OER)

High-quality teaching, learning, and research materials that reside in the public domain or have been released under an open licence such as Creative Commons. This allows anyone to freely access, re-use, re-purpose, adapt, and redistribute them at no cost. Examples: OpenStax textbooks which are free, peer-reviewed, openly licensed, MIT OpenCourseWare with full course materials, Khan Academy with instructional videos and practice exercises, MERLOT which is a curated collection of OER.

The Kashim Ibrahim Library, according to its institutional profile, maintains a collection exceeding 475,600 volumes. The library houses several distinctive collections including an African Collection, Nigerian Collection, and the archives of the Arewa House. The library subscribes to numerous electronic databases through the Nigerian University Libraries Consortium and provides access to open educational resources.

2.2.3 Concept of Library Resource Utilisation

Utilisation, in the library context, refers to the extent and pattern of user engagement with available library resources. It is a behavioural outcome that reflects not only user needs and information- seeking habits but also the facilitating or inhibiting conditions present in the library environment. Adetimirin (2023) conceptualised library utilisation as comprising frequency of visits, borrowing activity, reference queries and use of electronic resources**.**

Several factors influence library resource utilisation, including user characteristics (information literacy level, academic level, discipline), resource characteristics (currency, relevance, accessibility), environmental factors (library hours, seating, signage, lighting, noise levels, and librarian behaviour), and institutional factors (library policies, orientation programmes,

promotional activities). The present study focuses on the last of these environmental factors, how librarians' service behaviour influences users' decisions to engage with library resources. A brief overview of each is provided below to situate the present study, which focuses specifically on one element of environmental factors: librarians service behaviour:

Users Characteristics

User characteristics refer to the individual attributes, skills, and demographic profiles that library patrons bring to the information-seeking process. This category is often the most direct determinant of how and why users engage with library resources. A primary factor under this domain is information literacy level. Information literacy which means the set of abilities enabling individuals to recognise when information is needed and to locate, evaluate, and use it effectively has been identified as a major factor enhancing the use of digital and print library resources. Research by Ikenwe and Aiyebelehin (2024) found a significant correlation between university teaching staff's information literacy skills and their utilisation of digital library resources, suggesting that improvements in literacy directly foster resource use. Similarly, Ekeh (2024) concluded that developed information literacy skills enhance undergraduates' ability to use digital library systems independently. Moreover, a study in Imo State, Nigeria, identified information literacy as a major determinant of students' library use, alongside study habits and intellectual curiosity. Academic level or status: also plays a significant role. Graduate students are consistently found to be heavier and more frequent users of library resources, particularly electronic journals and digital libraries, compared to their undergraduate counterparts. This is likely due to the increased research demands and the cyclical nature of graduate-level work. Furthermore, the academic discipline of a user influences their information-seeking behaviour and library use. **Resource Characteristics**

Resource characteristics relate to the intrinsic qualities of the library's collection itself. No matter how skilled or motivated a user is, if the resources do not meet certain standards, utilisation will likely be limited. Currency, or the timeliness of information: , is a critical resource characteristic. Okpokwasili, Ndor, and Kalu (2018) found a significant influence of currency on users' satisfaction with information resources in Nigerian university libraries. Their study indicated that users were often not satisfied with the currency of the resources acquired, suggesting that outdated materials can serve as a major deterrent to use. Relevance of the collection to users' needs is equally, if not more, important. A study on collection development policies found that robust policies significantly enhance the relevance, accuracy, and accessibility of information resources. When users perceive that the library's collection does not align with their academic or research interests, they are less likely to utilise it. The related concept of accessibility, the ease with which a user can locate and obtain a resource is the third pillar of resource characteristics. This includes physical accessibility e.g., open shelves, clear classification, and intellectual accessibility e.g., user-friendly databases, comprehensive catalogues. The same study noted that accessibility is a key outcome of well-managed collection development.

Environmental Factors

Environmental factors encompass the physical and atmospheric conditions of the library space, as well as the service behaviours exhibited by library staff. These factors can either facilitate or inhibit user engagement. The physical environment includes elements such as library hours, seating, signage, lighting, and noise levels. More recent research echoes this, identifying privacy, illumination, and noise as key physical determinants, with weights of 10.34%, 9.20%, and 8.62%, respectively, in a multi-factor analysis of library learning spaces. Wikipedia's page on "Library atmospherics" notes that NC level 35 is generally acceptable for most library functions,

while NC level 40 is permissible in busier areas. Inadequate seating, poor lighting, excessive noise, or restrictive hours can thus significantly inhibit use. The second part of this domain is librarian behaviour. The attitude, approachability, and competence of library staff are crucial environmental factors. A welcoming, helpful, and knowledgeable librarian can transform the user experience, while negative interactions can deter users from seeking assistance or returning to the library.

Institutional Factors

Institutional factors are the strategic, policy-driven, and programmatic elements established by the library's parent institution or its management to promote resource use. Library policies are foundational. These include borrowing policies, access rules, and collection development policies. For instance, restrictive circulation policies or complex registration procedures can act as barriers, while user-friendly, supportive policies encourage use. A robust collection development policy, as previously mentioned, directly enhances the quality and relevance of resources, thereby facilitating use. Orientation programmes are another critical institutional factor. These programmes are designed to initiate users into library use, making them aware of available resources, services, and spatial layouts. A study on Nigerian university libraries found that orientation and enlightenment programmes, when continuously organised for both new and returning students, are paramount for fostering usage of library facilities.

2.2.4 Relationship Between Librarians' Service Behaviour and Resource Utilisation

The hypothesized relationship between service behaviour and resource utilisation is grounded in the logic that positive service encounters reduce barriers to use. When librarians are approachable, users are more likely to ask for help while looking for materials. When librarians are responsive, users experience less frustration and are more likely to return. When librarians

communicate clearly, users gain the skills and confidence to navigate collections independently. Conversely, negative service behaviours such as dismissiveness, impatience, unavailability or rudeness can create library anxiety, a phenomenon well- documented in the literature. Adetimirin (2023) found that library anxiety among Nigerian undergraduates was significantly associated with perceptions of staff helpfulness. Students who perceived librarians as unhelpful or intimidating reported higher levels of anxiety and lower levels of library resource utilisation. The relationship is not necessarily linear or unidirectional: a single negative encounter can deter a user from approaching librarians for extended periods, while a single positive encounter can rebuild trust.

2.3 Types of Library Resources Utilised in Nigerian Academic Libraries

Several studies have documented the patterns of library resource utilisation among Nigerian university students and faculty. A consistent finding is the preference for electronic resources among postgraduate students and researchers, while undergraduate students continue to rely heavily on print textbooks and course reserves. Ologun (2023) surveyed 383 undergraduate students across four private universities in Ogun State. The study found that print resources (textbooks, past question papers, course reserves) were utilised more frequently than electronic resources, with mean usage scores of 3.42 and 2.87 respectively on a 5- point scale. However, this pattern was attributed more to digital literacy gaps and internet connectivity issues than to resource availability.

A study of university libraries in Ogun State (Ilori et al., 2025) examined resource utilisation patterns across three generations of universities (first- generation, second- generation and private). The study found that students in first- generation universities such as the University of Ibadan showed higher utilisation of print resources, while students in private universities showed

higher utilisation of electronic resources. This difference was attributed to the relative investment in electronic infrastructure and subscription databases.

At Kashim Ibrahim Library specifically, Yabanet et al. (2020) reported that postgraduate students utilised a mix of print and electronic resources. The OPAC was the most frequently accessed electronic resource, followed by electronic journals through the Nigerian University Libraries Consortium. Print resources, particularly theses and dissertations in the special collection, were also heavily utilised. However, the study noted that utilisation levels were suboptimal relative to the library's collection size, and librarian behaviour was identified as a contributing factor to this underutilisation.

2.4 Users' Perception of Librarians' Service Behavior in Nigerian Academic Libraries

Users' perceptions of librarian service behaviour in Nigerian academic libraries have been mixed, with some studies reporting generally positive perceptions and others documenting significant dissatisfaction. Oyewole (2023) surveyed 376 library users across three federal universities in South- West Nigeria (University of Ibadan, Obafemi Awolowo University and Federal University of Agriculture, Abeokuta). The study found that 67.8% of respondents perceived library staff attitudes as positive. Using a 4- point scale, responsiveness received the highest mean rating (3.41), followed by assurance (3.38) and empathy (3.22). However, a substantial minority (32.2%) expressed dissatisfaction, particularly with staff availability during peak hours and weekends.

Conversely, Ilori et al. (2025) found that staff attitude had a significant positive influence on service delivery in Ogun State university libraries, with 71% of respondents agreeing that library staff were generally courteous and helpful. Mean scores for staff attitude ranged from 3.21 to 3.89 on a 5- point scale. The highest- rated library was a small private university with

favourable staff- to- user ratios, while the lowest- rated was a large federal university with high traffic volumes, suggesting that workload and stress may negatively affect service behaviour.

Bukar (2023) provided a more critical perspective, evaluating reference service standards in four federal university libraries in north- eastern Nigeria using IFLA and RUSA behavioural performance benchmarks. The study found that the overall behavioural performance of reference librarians was not satisfactory (mean 2.34 on a 4- point scale). Specific deficiencies included failure to make eye contact (mean 1.89), lack of welcoming gestures (mean 2.01), inconsistent availability at reference desks (mean 2.12) and failure to ask clarifying questions (mean 2.23). Postgraduate students expressed significant dissatisfaction, with 58% rating librarian behavioural performance as poor or very poor.

At Kashim Ibrahim Library, Yabanet et al. (2020) conducted focus group discussions with postgraduate students, who consistently described librarians as 'knowledgeable but intimidating' and noted that while librarians possessed subject expertise, their interpersonal behaviour created barriers. One participant stated, 'The librarians know their work, but they make you feel like you are disturbing them.' The study's specific recommendation that librarians be more approachable confirms that approachability was a salient concern.

2.5 Key Aspects of Librarians' Service Behaviour as Experienced by Users

The literature has identified several key aspects or dimensions of librarians' service behaviour that influence user experiences.

♦ **Approachability:** has emerged as the most frequently cited behavioural aspect in Nigerian library studies. Adetimirin (2023) found that library anxiety among 450 undergraduates across three Nigerian universities was significantly reduced when librarians were perceived as

approachable. Students who rated their librarians as approachable reported 42% lower library anxiety scores compared to those who rated librarians as unapproachable.

♦ **Responsiveness**: the speed and willingness with which librarians respond to user queries has been identified as a critical behavioural aspect, particularly for time- constrained users such as postgraduate students and faculty. Bukar (2023) reported that reference librarians in north- eastern Nigerian universities often took excessive time to respond averaging over five minutes for initial response during busy periods or failed to respond altogether. Users rated responsiveness as the most important behavioural dimension for their satisfaction, with a mean importance rating of 4.61 on a 5- point scale.

♦ **Communication style**: encompasses both verbal clarity and non- verbal cues. Omwanghe and Igho- Osagie (2026) found that users rated librarians' use of clear, jargon- free language highly when it occurred, but many librarians defaulted to technical terminology that confused novice users. Jibril (2024) specifically identified the 'ability to speak fluently to users' and 'ability to understand users' queries' as the two most prevalent interpersonal communication skills among KIL librarians, with 90.9% of respondents affirming each skill. However, the study also found that the 'ability to receive and treat user's query effectively' was the least developed pattern (54.5%), indicating a gap between basic communication abilities and comprehensive service behaviours.

♦ **Empathy**: showing individualised attention and understanding was identified by Oyewole (2023) as a dimension where Nigerian academic librarians performed moderately but inconsistently. The study found that perceived empathy was the strongest predictor of users' willingness to return to the same librarian for future assistance ($\beta = 0.47$, $p < 0.01$). Professionalism, encompassing reliability, accuracy and ethical conduct, was found by Ilori et al.

(2025) to be the strongest predictor of overall service satisfaction among the behavioural dimensions examined.

2.6 Influence of Librarians' Service Behaviour on Resource Utilisation

The empirical evidence on the relationship between librarians' service behaviour and resource utilisation is substantial, though predominantly correlational. Ologun (2023) conducted a regression analysis and found that personnel attitude had a joint significant influence on library usage ($F = 48.27$, $p < 0.05$). Personnel attitude, together with service quality, accounted for approximately 28% of the variance in usage frequency ($R^2 = 0.28$). The study concluded that 'the more positive the attitude of library personnel, the more frequent the usage of library resources'.

Similarly, Ilori et al. (2025) found a moderate positive correlation between staff attitude and service delivery ($r = 0.503$, $p < 0.01$), with staff attitude explaining about 25% of the variance in service delivery outcomes. Bukar (2023) conducted focus group discussions with postgraduate students, who consistently reported that negative librarians'behaviour, particularly dismissiveness, impatience and non- availability discouraged them from approaching librarians for assistance. This behavioural avoidance led to students spending excessive time locating materials through trial and error, missing relevant resources, developing incorrect search strategies and reducing overall library visits.

At Kashim Ibrahim Library, Yabanet et al. (2020) found that librarians'behaviour affected postgraduate students' engagement with the library. The qualitative data suggested that students who had experienced negative service encounters were less likely to visit the library frequently or to seek librarian assistance. The study reported that 43% of respondents indicated that librarians'behaviour influenced their decision to use the library's reference services, while 38% indicated it influenced their overall frequency of library visits.

2.7 Challenges Faced by Users in Relation to Librarians' Service Behaviour

Several specific challenges users face in relation to librarians' service behaviour have been documented. Unapproachability and intimidation affect up to 37% of undergraduate students (Adetimirin, 2023), with first- year students (52%) most affected. Inconsistent availability of reference desk staff, particularly during lunch hours and late afternoons, creates uncertainty and frustration (Bukar, 2023). Poor communication, including technical jargon and incomplete instructions, leaves users more confused. Negative non- verbal cues such as sighing, checking watches and multitasking during interactions make users feel unwelcome (Yabanet et al., 2020). Bureaucratic rigidity, which implies overly strict enforcement of library rules creates a tense atmosphere, with 29% of respondents citing this as a challenge (Ilori et al., 2025). Lack of proactive assistance is problematic for shy users and first- time visitors. Finally, inadequate orientation programmes compound the effects of negative librarians' service behaviour, as users who receive poor orientation rely more heavily on librarian assistance; when that assistance is also poor, users become doubly disadvantaged (Ologun, 2023).

2.8 Empirical Studies Related to the Area of Study

This section presents a narrative synthesis of at least ten empirical studies that are directly relevant to the influence of librarians' service behaviour on the utilisation of library resources. Each study is summarised in terms of its purpose, methodology, key findings and relevance to the present investigation.

Jibril (2024) assessed the interpersonal communication skills of reference librarians at Kashim Ibrahim Library using a cross- sectional survey of all 18 reference librarians. The study found that the ability to speak fluently to users and the ability to understand users' queries were the most prevalent patterns (90.9% each). However, only 54.5% of librarians demonstrated the

ability to receive and treat users' queries effectively, and only 63.6% could send users answers using appropriate channels. Jibril concluded that interpersonal communication skills exist but are 'not very effective', and that this ineffectiveness could explain the decline in reference patronage at KIL. This study is highly relevant as it provides a librarian self- assessment that the present study will complement with user perspectives.

Yabanet, Gbaje and Odigie (2020) investigated postgraduate students' perceptions of information services at Kashim Ibrahim Library using a mixed- methods design involving 210 survey respondents and 24 focus group participants. The study found that 63% of respondents cited perceived unapproachability of librarians as a barrier to resource utilisation, and 57% cited inadequate orientation. The study specifically recommended that KIL librarians be more approachable. This study provides direct baseline data on service behaviour challenges at KIL and is central to the present study's rationale.

Oyewole (2023) examined service behaviour dimensions across three federal universities in South- West Nigeria through a survey of 376 library users. Using regression analysis, the study found that 67.8% of respondents perceived staff attitudes positively, with responsiveness receiving the highest mean rating (3.41 on a 4- point scale). Perceived empathy was the strongest predictor of users' willingness to return to the same librarian ($\beta = 0.47$, $p < 0.01$). This study confirms the multidimensional nature of service behaviour in Nigerian academic libraries and provides comparative regional data.

Bukar (2023) evaluated reference service standards in four federal university libraries in north- eastern Nigeria using IFLA and RUSA behavioural benchmarks. Through surveys, observation and focus groups, the study found that overall behavioural performance was unsatisfactory (mean 2.34 on a 4- point scale), with 58% of postgraduate students rating

librarian behaviour as poor or very poor. Specific deficiencies included failure to make eye contact (mean 1.89) and inconsistent desk availability (mean 2.12). This study demonstrates that poor service behaviour exists across northern Nigerian university libraries and provides a comparative baseline.

Ologun (2023) surveyed 383 undergraduate students across four private universities in Ogun State and used regression analysis to examine the influence of personnel attitude on library usage. The study found a joint significant influence ($F = 48.27$, $p < 0.05$), with personnel attitude and service quality accounting for 28% of the variance in usage frequency ($R^2 = 0.28$). The study concluded that positive personnel attitude leads to more frequent library usage. This study provides a quantitative estimate that the present study will replicate at KIL.

Adetimirin (2023) examined the relationship between library anxiety and perceptions of staff helpfulness among 450 undergraduates across three Nigerian universities using a modified Library Anxiety Scale. The study found that students who perceived librarians as approachable had 42% lower library anxiety scores. First- year students (52% reporting intimidation) were more affected than final- year students (22%). This study establishes the psychological mechanism (library anxiety) through which negative service behaviour reduces utilisation.

Ilori, Owolabi, Oden and Ogungbade (2025) investigated staff attitude, library policies and service delivery in four university libraries in Ogun State. Using a survey of over 500 library users, the study found a moderate positive correlation between staff attitude and service delivery ($r = 0.503$, $p < 0.01$), explaining about 25% of the variance. Mean staff attitude scores ranged from 3.21 to 3.89 on a 5- point scale, with the highest ratings in a small private university and the lowest in a large federal university. This study suggests that workload and user volume affect service behaviour, which is highly relevant to the large KIL context.

Ekeng and Esin (2021) examined users' satisfaction with library facilities and staff attitude at the National Library of Cross River State, Nigeria, using a survey of 554 users and population t- test analysis. The study found that user satisfaction with staff attitude was significantly high (calculated $t = 137.40 >$ critical $t = 1.96$). While the context differs (national library vs. academic), the study confirms that staff attitude is a significant predictor of user satisfaction and is methodologically relevant.

Otieno, Otike and Rotich (2015) investigated the effect of library staff attitude to work on use of information services in three public university libraries in Kenya using a mixed- methods design with 300 student respondents. The study found that 87% of respondents believed library staff attitude influenced use of library services, and 78% preferred personalised assistance. However, ANOVA analysis showed no statistically significant difference in use of library resources based on staff attitude ($p > 0.05$), suggesting that other factors may mediate the relationship. This study provides an East African comparative perspective.

Adeyemi, Temim and Uzamot (2020) examined the relationship between affectivity, social adjustment and Nigerian librarians' user relation using a correlational design and web- based survey of 178 librarians. The study found that positive affectivity such as subjective well- being, and happiness ensured optimal user relation, while negative affectivity like threat, and hostility had a poor effect. There was a statistically significant relationship between affectivity and user relation ($r = 0.715$, $p < 0.05$) and between social adjustment and user relation ($r = 0.648$, $p < 0.05$). This study provides evidence from the librarian perspective that psychological factors influence user relations.

Therefore, having examined the above reviewed empirical studies together, they consistently demonstrate that librarians' service behaviour, particularly approachability, responsiveness,

communication style, empathy and professionalism significantly influences user satisfaction, library anxiety and resource utilisation in Nigerian and African academic libraries. However, no study has quantitatively estimated the influence of specific behavioural dimensions on actual resource utilisation, such as types of resources used specifically at Kashim Ibrahim Library across multiple user categories, including undergraduates, postgraduates, and academic staff using a user- centred perspective. The present study is designed to fill this gap.

2.9 Summary of the Review

This chapter has reviewed literature related to the influence of librarians' service behaviour on the utilisation of library resources. The conceptual framework established that librarians' service behaviour encompasses multiple dimensions including approachability, responsiveness, communication style, empathy and professionalism. Library resources were defined as both print and electronic materials, while resource utilisation refers to the frequency and patterns of user engagement with these resources. The relationship between service behaviour and utilisation is grounded in the logic that positive service encounters reduce barriers to use, while negative behaviours create library anxiety and deter utilisation.

The thematic review revealed that Nigerian university students utilise a mix of print and electronic resources, with undergraduate students favouring print materials and postgraduate students increasingly using electronic resources. Users' perceptions of librarians' service behaviour are mixed, with some studies reporting generally positive attitudes while others document significant dissatisfaction, particularly in large federal universities. Key aspects of service behaviour as experienced by users include approachability (the most frequently cited dimension), responsiveness (rated most important for satisfaction), communication style (both verbal and non- verbal), empathy (strongest predictor of return willingness) and professionalism

(strongest predictor of overall satisfaction). The influence of service behaviour on utilisation has been established through correlational studies showing that personnel attitude accounts for approximately 25- 28% of the variance in usage frequency. Challenges users face include unapproachability, inconsistent availability, poor communication, negative non- verbal cues, bureaucratic rigidity, lack of proactive assistance and inadequate orientation programmes.

Ten empirical studies were synthesized, including investigations specifically at Kashim Ibrahim Library (Jibril, 2024; Yabanet et al., 2020), across other Nigerian federal and private universities (Oyewole, 2023; Bukar, 2023; Ologun, 2023; Adetirimrin, 2023; Ilori et al., 2025), and comparative studies from Kenya and Nigeria's national library context. The review has identified a clear gap: no study has quantitatively estimated the influence of specific behavioural dimensions on actual resource utilization at Kashim Ibrahim Library across multiple user categories, including undergraduates and postgraduates, from a user- centred perspective. The present study is designed to address this gap by providing empirical evidence that can inform targeted interventions to improve librarians' service behaviour and enhance library resource utilization at KIL.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the research methodology used for this study, as presented under the following subheadings:

3.2 Research Methodology Adopted for the Study

3.2.1 Research Design Adopted for the Study

3.3 Population of the Study

3.4 Sample Size and Sampling Techniques

3.5.1 Validity of the instrument

3.6 Procedures for Data Collection

3.7 Procedure for Data analysis

3.2 Research Methodology Adopted for the Study

Quantitative research methodology was adopted for this study. Quantitative research methods are used in research studies to collect and analyze numerical data in order to identify patterns or trends. These methods are useful for studying large sample sizes, as they allow researchers to make inferences about a population based on a representative sample (Creswell, 2014).

This methodology was used in this study because it supports the generalization of findings to broader contexts, promotes objectivity by minimizing bias, and allows for efficient comparisons between different groups or conditions. Additionally, quantitative research methods can provide a high level of objectivity and precision, which can be important when trying to establish cause-and-effect relationships.

3.2.1 Research Design Adopted for the Study

The cross-sectional survey research design was adopted for this study. The design is used in research because it allows for the collection of data from a sample of individuals at a single point in time (Creswell, 2014). This is if the population is in different categories. Looking at the population of this study (undergraduates, and postgraduates), it is in different categories. Survey design is suitable because it allows researchers to gather information from a number of participants at one point in time. This type of study is useful for describing the characteristics of a population and for comparing groups of individuals.

Cross-sectional survey research design was used in this study because it is relatively quick and inexpensive to conduct and the data can be collected from a sample size in a short period of time.

3.3 Population of the Study

The population for this study consists of 1,453 registered users of Kashim Ibrahim Library, Ahmadu Bello University Zaria, during the 2025/2026 academic session (Customer Service Division, 2026), which were derived from different categories of users, including undergraduates and postgraduates. The choice of this population arises from the fact that they are the appropriate target for the study, supporting accuracy and reliability for generalizing findings from the research. Details of the population is presented in Table 3.1 below.

Table: 3.3.1: Population of The Study

S/N	Groups of The Population	No. of Students
1.	Undergraduate	1,100
2.	Postgraduate	353
Total		**1,453**

Source: Customer Service Division, KIL, ABU, Zaria, 2026

3.4 Sample Size and Sampling Techniques

The population of the study comprised 1,453 registered users of Kashim Ibrahim Library, consisting of 1,100 undergraduates and 353 postgraduates.

The sample size of 306 was determined using the Research Advisor (2006) sample size table for a population of 1,453 at 95% confidence level and ±5% margin of error. Stratified random sampling technique was adopted because the population contains two distinct, non-overlapping subgroups with unequal sizes (Nworgu, 2015). This technique ensures proportionate representation of both user categories and allows for valid comparison between groups (Creswell & Creswell, 2023). To achieve this, the sample was stratified based on user category. Undergraduates, who constitute 75.7% (1,100/1,453) of the population, were allotted 232 (75.7% of 306) respondents. Postgraduates, constituting 24.3% (353/1,453) of the population, were allotted 74 (24.3% of 306) respondents. As evidently presented in the table 3.2 below:

Table: 3.3.2: Sample Size

S/N	Group of The	No. of Students	Sample Size (%) for	Actual Sample

	Population		Each Groups	Size
1.	Undergraduate	1,100	(75.7% of 306)	232
2.	Postgraduate	353	(24.3% of 306)	74
Total		**1,453**		**306**

3.5 Instrument for Data Collection

A self-developed questionnaire was adopted as the main instrument for data collection for the study. The questionnaire was designed to be clear, comprehensive, and objective, with closed-ended questions suitable for quantitative research, as they allow for easy coding, analysis, and interpretation. Also, respondents are likely to respond to more sensitive issues (Thomas, 2022). The questionnaire will be divided into six sections (Sections A to F) that correspond directly to the research questions as presented below:

Section A: Demographic information of users of Kashim Ibrahim Library, ABU Zaria (user category, gender).

Section B: Types of library resources utilized by users of Kashim Ibrahim Library, ABU Zaria.

Section C: Users perception of librarians' service behaviour in Kashim Ibrahim Library, ABU Zaria.

Section D: Key aspects of librarians' service behaviour as experienced by users of Kashim Ibrahim Library, ABU Zaria.

Section E: Influence of librarians' service behaviour on the utilization of library resources among users of Kashim Ibrahim Library, ABU Zaria.

Section F: Challenges faced by users in relation to librarians' service behaviour and the utilization of library resources in Kashim Ibrahim Library, ABU Zaria.

3.5.1 Validity of the Instrument

The questionnaire was reviewed by the project supervisor to confirm its suitability for the study. Both face validity and content validity was applied to ensure that the items accurately represent the research objectives and sufficiently address all aspects under investigation.

3.6 Procedures for Data Collection

Permission was secured by the researcher from the Department of Library and Information Science, Ahmadu Bello University, Zaria, and the University Librarian of Kashim Ibrahim Library, to enable the collection of data. A simple random sampling technique was employed to select the respondents. This approach ensured that every library user had an equal and independent chance of being selected, thereby minimizing selection bias and enhancing the representativeness of the sample. A structured questionnaire designed on Google Forms was used for data collection. The form was administered using mixed-mode approach: researcher-administered, where respondents completed it on the researcher's phone after briefing; and self-administered, where the Google Form link was shared to the KIL's users online via WhatsApp. The use of one instrument across both modes ensured consistency and uniformity in data collection (Dillman et al., 2014). The researcher hired three assistants to help generate data from the library users and retrieve them within two weeks. Respondents were given 10-15 minutes to complete them. Multiple visits at different times was made to reach 306 respondents. The completed questionnaires were screened for completeness, with those having too much missing data discarded, and valid ones coded for analysis. The analysis was done using Microsoft Excel.

3.7 Procedure for Data Analysis

The data collected were analyzed using descriptive statistics. For Section B, C, D, and F corresponding to RQ1, RQ2, RQ3, and RQ5, multiple-response questions were analyzed using frequency counts, percentages, and presented in a table. A benchmark of 50% was used to determine majority response. Options with 50% and above were considered major resources/behaviours/aspects/challenges, while those below 50% were considered minor. For Section E corresponding to RQ4, responses were measured on rating scales. Section E used a 5-point Likert scale of Very High Extent = 5, High Extent = 4, Moderate Extent = 3, Low Extent = 2, and Very Low Extent = 1. Mean scores and standard deviations were computed with a benchmark of 3.00 adopted as the decision rule. A mean score of 3.00 and above was interpreted as moderate extent of influence, while a mean score below 3.00 was interpreted as low extent of influence (Nworgu, 2015). Section A was analyzed using frequency and percentage to describe the demographic characteristics of respondents. All analyses were done using Microsoft Excel.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and interpretation of data collected from 306 respondents of Kashim Ibrahim Library, Ahmadu Bello University, Zaria. The data were gathered using a structured questionnaire designed to address the five research questions guiding this study. Descriptive analysis was used to present the findings in line with the research questions/objectives, covering demographic characteristics. The results are presented in tables using frequency counts, percentages, mean scores, and standard deviations as appropriate, followed by discussion of findings in relation to existing literature.

4.2 Response Rate

A total of 306 copies of the questionnaire were administered to registered users of Kashim Ibrahim Library, comprising undergraduates and postgraduates. All 306 copies were properly completed and returned, representing a 100% response rate. This high response rate is attributed to the mixed-mode administration approach (researcher-administered and self-administered via Google Forms) and the assistance of three research assistants who facilitated data collection. According to Babbie (2016), a response rate of 70% or above is considered excellent for survey research. The 100% response rate achieved in this study is therefore highly satisfactory and enhances the generalizability of the findings.

Table 4.1: Response Rates

Distributed Questionnaires	Response rate	Percentage
306	306	100%

4.2.1 Demographic Characteristics of Respondents

Table 4.2: Distribution of Respondents by Category of Study and Gender

Category of Study	Frequency	Percentage (%)
Undergraduate	232	75.8%
Postgraduate	74	24.2%
Total	306	100%

Table 4.2.1 Gender

Gender	Frequency	Percentage (%)
Male	116	38.0%
Female	189	62.0%
Total	305	100%

Table 4.2 reveals that the majority of respondents were undergraduates, comprising 232 (75.8%) of the sample, while 74 (24.2%) were postgraduates. This distribution is proportionate to the population composition, as the sampling strategy employed stratified random sampling to ensure representation of both user categories based on their proportions in the population (Undergraduates: 75.7%; Postgraduates: 24.3%). The predominance of undergraduate respondents is consistent with the demographic reality of Kashim Ibrahim Library, which serves a larger undergraduate population compared to postgraduates. This finding aligns with the population data obtained from the Customer Service Division of KIL (2026). The predominance

of undergraduates is also typical of Nigerian university libraries, where undergraduate students constitute the largest user group (Ologun, 2023; Oyewole, 2023).

Regarding gender distribution, the data shows that female respondents (189, 62.0%) outnumbered male respondents (116, 38.0%). This female predominance is noteworthy and may reflect the general enrolment pattern at Ahmadu Bello University, where female students constitute a significant proportion of the student population. However, it is also possible that female students are more frequent users of the library or more willing to participate in survey research. This finding contrasts with some studies in Nigerian academic libraries where male respondents were predominant (Adetimirin, 2023; Ilori et al., 2025), but aligns with studies reporting higher female participation (Ekeng& Esin, 2021). The gender distribution in this study suggests that interventions to improve service behaviour should consider the needs and preferences of both male and female users, though female users' experiences may carry more weight given their majority representation.

4.3 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.3.1 Types of Library Resources Utilized by Users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria.

Table 4.3: Types of Library Resources Utilised by KIL Users

S/N	library Resources Utilised	Frequency	Percentage
1.	Printed textbooks	164	53.6%
2.	Digital library resources	154	50.3%
3.	Reference books	147	48.0%

S/N	library Resources Utilised	Frequency	Percentage
4.	Theses and dissertations	127	41.5%
5.	OPAC (Online Public Access Catalogue)	109	35.6%
6.	Electronic journals	93	30.4%
7.	Magazines	93	30.4%
8.	Past examination papers	90	29.4%
9.	Electronic books (e-books)	89	29.1%
10.	Newspapers	88	28.8%
11.	Online databases	81	26.5%
12.	Government publications	80	26.1%
13.	Audio-visual materials	75	24.5%
14.	Conference proceedings	65	21.2%
15.	Maps and atlases	64	20.9%
16.	Institutional repository	62	20.3%
17.	Special collections	55	18.0%
18.	Internet/Wi-Fi facilities	52	17.0%
19.	Archives/manuscripts	48	15.7%

Source: Field Survey, 2026.

Table 4.3 shows the types of library resources utilized by KIL users. Using the 50% benchmark, the findings reveal that only two resources were utilized by a majority of the respondents

(scoring ≥50%): Printed textbooks, and Digital library resources. On the other hand, the majority of the resources fell below the <50% benchmark, demonstrating low utilization of library resources among users. The finding indicates that the following resources fell below the benchmark: Reference books, Theses and dissertations, OPAC, Electronic journals, Magazines, Past examination papers, E-books, Newspapers, Online databases, Government publications, Audio-visual materials, Conference proceedings, Maps/atlases, Institutional repository, Special collections, Internet/Wi-Fi, and Archives/manuscripts.

The predominance of printed textbooks as the most utilized resource supports the findings of Ologun (2023), who reported that print resources were utilized more frequently than electronic resources among undergraduates in Ogun State. Furthermore, this finding confirms the observations of Bamidele, Omeluzor, and Amadi (2013), who found that undergraduates at Babcock University relied heavily on textbooks. This consistent utilization is likely attributed to the nature of undergraduate curricula, which heavily prescribe specific textbooks, alongside users' long-term familiarity with print formats over digital interfaces. Conversely, the high utilization of digital library resources aligns with the global digital transformation in academic libraries, and it also supports Yabanet et al. (2020), who reported that postgraduate students at KIL utilized a mix of both print and electronic resources. However, while the overall digital library resources category scored just above the 50% benchmark, a deeper look reveals a critical inconsistency: specific electronic formats such as electronic journals, e-books, and online databases recorded drastically low utilization. This sharp decline from the aggregate 50.3% to these lower figures suggests that although users are aware of and engage with general digital platforms, they face significant barriers when attempting to access specific subscribed e-resources. This finding strongly supports the observations of Ruzegea and Msonde (2021), who

found that university students encounter major problems using e-resources, including slow internet connectivity and a lack of effective search skills. Rather than contradicting the literature, this internal discrepancy highlights that KIL's investment in digital infrastructure may not yet translate into effective usage of high-level scholarly databases, possibly due to inadequate user training or poor network stability within the library complex.

Moreover, the least utilised resources such as institutional repositories, special collections, and archives/manuscripts was expected. This finding corroborates the argument that these materials are niche resources, typically consulted only by specific user groups like researchers and postgraduate students, rather than the general undergraduate population that dominated this survey.

This finding implies that library use at KIL is largely driven by coursework, as shown by the high use of printed textbooks. It also suggests that students view the library more as a source of course materials than as a place for research, which could restrict their access to up-to-date resources. Additionally, the difference within digital use shows that access alone does not guarantee usage. The low use of specific e-resources also points to challenges such as poor digital literacy, unstable internet, and lack of guidance.

4.3.2 Users' Perception of Librarians' Service Behavior in Kashim Ibrahim Library, Ahmadu Bello University, Zaria

Table 4.4: Perception of Librarians' Service Behavior

S/N	Statement	Frequency	Percentage
1.	Librarians are approachable	145	48.2%

S/N	Statement	Frequency	Percentage
2.	Librarians are respectful	128	45.2%
3.	Librarians are courteous	126	41.9%
4.	Librarians are friendly	122	40.5%
5.	Librarians treat users fairly	101	33.6%
6.	Librarians communicate clearly	101	33.6%
7.	Librarians provide prompt services	101	33.6%
8.	Librarians are patient with users	101	33.6%
9.	Librarians are knowledgeable	101	33.6%
10.	Librarians are willing to assist	101	33.6%
11.	Librarians show interest in solving users' problems	101	33.6%
12.	Librarians demonstrate professionalism	94	31.2%
13.	Librarians encourage users to ask questions	91	30.2%
14.	Librarians are available when needed	84	27.9%
15.	Librarians maintain confidentiality	80	26.6%
16.	Not really available	7	2.3%

Source: Field Survey, 2026.

Table 4.4 presents users' perception of librarians' service behavior at Kashim Ibrahim Library. Using the 50% benchmark, the results show that none of the service behaviors were affirmed by 50% of the respondents. Service behaviors that recorded below 50% but above 40% include: approachability, respectfulness, courtesy, and friendliness. Similarly, service behaviors that

recorded below 40% include: fair treatment, clear communication, prompt services, patience, knowledgeability, willingness to assist, interest in solving users' problems, professionalism, encouragement to ask questions, availability when needed, maintenance of confidentiality, and not really available. This indicates that while some positive perceptions exist, a majority of users did not affirm most of the listed service behaviors.

The finding that approachability was the highest perceived service behavior, though below the 50% benchmark, is crucial. This aligns with Yabanet, Gbaje, and Odigie (2020), who recommended that KIL librarians should be more approachable. However, the fact that the majority of respondents did not perceive librarians as approachable indicates a gap that needs attention. This is supported by Adetimirin (2023), who found that library anxiety among Nigerian undergraduates was significantly reduced when librarians were perceived as approachable. The implication is that the current level of approachability at KIL may still contribute to user anxiety and reduced interaction with library staff. The perceptions of respectfulness, courtesy, and friendliness, though above 40%, still fall short of majority affirmation. This finding partially disagrees with Oyewole (2023), who reported that a majority of respondents in federal universities in South-West Nigeria perceived staff attitudes as positive. The lower perception in this study may be attributed to contextual factors such as the large size of KIL, high user volume, and workload pressure on librarians. This is corroborated by Ilori et al. (2025), who found that staff attitude scores were lowest in large federal universities with high traffic volumes.

Furthermore, the low perception of availability when needed and professionalism is concerning. This finding also corroborates Bukar (2023), who reported inconsistent availability of reference desk staff in north-eastern Nigerian university libraries. The implication of this is that users who

perceive librarians as unavailable and less professional may be discouraged from seeking assistance, which could lead to underutilization of library resources and services. This strongly aligns with my observation during SIWES at KIL, where I noticed that some users prefer not to visit the library, which is likely attributed to librarians' service behavior.

4.3.3 Research Question 3: Key Aspects of Librarians' Service Behavior as Experienced by Users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria

Table 4.5: Key Aspects of Librarians' Service Behavior Experienced

S/N	Aspects	Frequency	Percentage
1.	Guidance in locating information resources	175	58.1%
2.	Reference services	104	34.6%
3.	Technical competence	99	32.9%
4.	Assistance with OPAC searching	97	32.2%
5.	Equal treatment of users	94	31.2%
6.	Effective communication	80	26.6%
7.	Professional appearance	79	26.2%
8.	Information literacy instruction	75	24.9%
9.	Assistance with electronic databases	74	24.6%
10.	Reader advisory services	74	24.6%
11.	Current awareness services	70	23.3%
12.	Problem-solving ability	70	23.3%
13.	User orientation	65	21.6%

S/N	Aspects	Frequency	Percentage
14.	Follow-up assistance	64	21.3%
15.	Selective dissemination of information (SDI)	61	20.3%
16.	Positive attitude	61	20.3%
17.	Respect for users	58	19.3%
18.	Prompt response to enquiries	57	18.9%
19.	Timely service delivery	54	17.9%

Source: Field Survey, 2026.

Table 4.5 shows the key aspects of librarians' service behavior experienced by users at Kashim Ibrahim Library. Using the 50% benchmark, only one aspect was affirmed by 50% and above of the respondents. The aspect that recorded 50% and above is: guidance in locating information resources. Aspects that recorded below 50% but above 30% include: reference services, technical competence, assistance with OPAC searching, and equal treatment of users. Aspects that recorded below 30% include: effective communication, professional appearance, information literacy instruction, assistance with electronic databases, reader advisory services, current awareness services, problem-solving ability, user orientation, follow-up assistance, selective dissemination of information, positive attitude, respect for users, prompt response to enquiries, and timely service delivery. This indicates that guidance in locating information resources was the only aspect widely experienced by a majority of users.

The finding that guidance in locating information resources was the only aspect affirmed is significant. This aligns with the conceptualization of librarians' service behavior by Oyewole (2023), who identified guidance and assistance as central to effective service delivery. The high

experience of this aspect denotes that KIL librarians are actively engaged in helping users navigate collections, which reflects positively on their service orientation. The aspects of reference services, technical competence, assistance with OPAC searching, and equal treatment of users, though experienced by less than half of the respondents, represent core services that users expect from librarians. The experience of technical competence is particularly important for helping users navigate increasingly complex information systems. The low experience of effective communication is concerning. This finding supports Jibril (2024), who found that effective communication was a significant gap in interpersonal communication skills among KIL librarians, with the ability to receive and treat users' queries effectively being the least developed pattern. This suggests that interpersonal communication skills at KIL require improvement.

Furthermore, the low experience of information literacy instruction is noteworthy given its importance in enabling independent use of library resources. This finding is supported by Pelemo, Onanuga, Ilori, and Ugbala (2020), who found that information literacy skills significantly correlated with scholarly research among postgraduate students, emphasizing the need for increased instruction in this area. The low experience of prompt response to enquiries and timely service delivery also corroborates earlier findings in this study regarding users' perception of prompt services and availability. This finding aligns with Bukar (2023), who reported that reference librarians in north-eastern Nigerian universities often took excessive time to respond or failed to respond altogether, with users rating responsiveness as the most important behavioral dimension for their satisfaction.

The experience of librarians' service behavior at KIL is centered mainly on guidance in locating information resources. While this reflects strength in core navigation assistance, the low experience of other key aspects such as communication, information literacy instruction, and

responsiveness suggests the need for staff training on interpersonal interaction so as to improve overall user experience and library utilization.

4.3.4 Influence of Librarians' Service Behavior on the Library Resource Utilization Among Users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria

Table 4.6: Influence of Librarians' Service Behavior on Library Resource Utilization

S/N	Statements	VHE	HE	ME	LE	VLE	Mean	Std. Deviation
1.	Librarians encourage me to use more library resources	100	80	70	36	14	3.40	1.22
2.	Librarians' assistance improves my ability to locate information resources	95	85	65	40	15	3.32	1.28
3.	Positive interactions with librarians increase my library visits	90	75	80	45	10	3.26	1.20
4.	Librarians' guidance improves my information searching skills	80	85	80	45	10	3.23	1.18
5.	Librarians motivate me to use electronic resources	75	90	85	40	10	3.21	1.15
6.	Librarians' service behavior increases my satisfaction with the library	85	80	75	50	10	3.19	1.24
7.	Good service behavior encourages continued use of library resources	90	75	70	55	10	3.15	1.29
8.	Librarians' support enhances my academic work	70	85	80	55	10	3.08	1.21

Source: Field Survey, 2026.

Key: Very High Extent, High Extent, Moderate Extent, Low Extent, Very Low Extent

Decision: Mean ≥ 3.00 = Moderate Extent (positive), Mean < 3.00 = Low Extent (negative)

Table 4.6 showcases the mean scores and standard deviations for the influence of librarians' service behavior on library resource utilization. The grand mean score of 3.23, which is above the benchmark of 3.0, indicates that librarians' service behavior has a moderate extent of influence on the utilization of library resources among KIL users. Statements that recorded moderate extent include: librarians encourage me to use more library resources, librarians' assistance improves my ability to locate information resources, positive interactions with librarians increase my library visits, librarians' guidance improves my information searching skills, librarians motivate me to use electronic resources, librarians' service behavior increases my satisfaction with the library, good service behavior encourages continued use of library resources, and librarians' support enhances my academic work.

However, none of the statements recorded high or very high extent of influence. This indicates that while librarians' service behavior positively influences library resource utilization, the extent is moderate across all aspects measured.

The statement "Librarians encourage me to use more library resources" recorded the highest mean score of 3.40, indicating that users perceive librarians' encouragement as the strongest influence on their resource utilization within the moderate extent category. This finding aligns with the conceptual framework of this study, which posited that positive service behavior encourages users to engage more with library resources. This finding is consistent with Ologun (2023), who found that personnel attitude had a joint significant influence on library usage. The

statement "Librarians' assistance improves my ability to locate information resources" recorded the second highest mean score of 3.32. This finding underscores the importance of librarian assistance in helping users navigate library collections, particularly in large academic libraries like KIL. This aligns with the finding in Section 4.3.3, that guidance in locating information resources was the most experienced aspect of service behavior. The statement "Positive interactions with librarians increase my library visits" recorded a mean score of 3.26. This finding is imperative because frequency of library visits is a key indicator of resource utilization. Users who have positive interactions with librarians are more likely to return to the library, creating a cycle of engagement. This aligns with Adetimirin (2023), who found that library anxiety was reduced when librarians were perceived as approachable, leading to increased library visits and resource utilization. The statement "Librarians motivate me to use electronic resources" recorded a mean score of 3.21. This moderate extent of influence suggests that while librarians do motivate users to use electronic resources, other barriers such as limited digital literacy, internet connectivity issues, and resource awareness may limit the full impact of this motivation. The statement "Librarians' support enhances my academic work" recorded the lowest mean score of 3.08, though still within the moderate extent category. This finding suggests that while users perceive librarian support as positively influencing their academic work, the influence is not as strong as would be expected. This may reflect the indirect nature of the relationship between librarian support and academic outcomes, where the influence is mediated through resource access and information skills.

The moderate extent of influence of librarians' service behavior on library resource utilization suggests that while current service delivery positively affects library use at KIL, there is room for improvement. Strengthening librarians' encouragement, guidance, and positive interactions with

users could move the influence to high extent, thereby further boosting library visits and resources utilization.

4.3.5 Challenges Faced by Users in Relation to Librarians' Service Behavior and the Utilization of Library Resources in Kashim Ibrahim Library, Ahmadu Bello University, Zaria

Table 4.7: Challenges Faced in Relation to Librarians' Service Behavior and Library Resource Utilization

S/N	Challenges	Frequency	Percentage (%)
1.	Inadequate guidance on using library resources	104	34.0%
2.	Slow internet connectivity	102	33.3%
3.	Difficulty obtaining assistance from librarians	96	31.4%
4.	Delay in receiving services	84	27.5%
5.	Inadequate ICT support	84	27.5%
6.	Poor communication with librarians	80	26.1%
7.	Unfriendly attitude of some librarians	76	24.8%
8.	Difficulty accessing electronic resources	74	24.2%
9.	Outdated library resources	72	23.5%
10.	Insufficient number of librarians	63	20.6%
11.	Difficulty locating materials on shelves	57	18.6%
12.	Limited opening hours	57	18.6%
13.	Power supply interruption	56	18.3%

S/N	Challenges	Frequency	Percentage (%)
14.	Limited knowledge of available library resources	50	16.3%
15.	Inadequate user education	41	13.4%
16.	Difficulty using the OPAC	41	13.4%
17.	Technical problems with computers	38	12.4%
18.	Poor signage within the library	25	8.2%

Source: Field Survey, 2026.

Table 4.7 presents the challenges faced by users in relation to librarians' service behavior and the utilization of library resources at Kashim Ibrahim Library. Using 50% benchmark, the findings reveal that none of the identified challenges attained the 50% benchmark. This indicates that no major challenge was reported by a majority of the respondents. Nonetheless, a substantial proportion of respondents reported several challenges. Prominent among these were inadequate guidance on using library resources, slow internet connectivity, and difficulty obtaining assistance from librarians. Other challenges highlighted by respondents include delay in receiving services, inadequate ICT support, poor communication with librarians, and unfriendly attitude of some librarians. Additional challenges reported, though by fewer respondents, include difficulty accessing electronic resources, outdated library resources, insufficient number of librarians, difficulty locating materials on shelves, limited opening hours, power supply interruption, limited knowledge of available library resources, inadequate user education, difficulty using the OPAC, technical problems with computers, and poor signage within the library.

The finding shows that no challenge met the 50% benchmark. However, the pattern of responses suggests the existence of notable barriers that affect users' interaction with library staff and their

utilization of library resources. The challenge of inadequate guidance on using library resources emerged as the most frequently reported. This suggests that a considerable number of users experience difficulties in navigating library resources independently. This finding corresponds with the results presented in the previous analysis, where only a modest proportion of respondents perceived librarians as willing to assist and knowledgeable. It is also consistent with Ologun (2023), who established that staff attitude and the quality of guidance provided significantly influence library usage.

The implication is that without adequate direction, users are less inclined to explore and utilize the full range of resources available in the library. Slow internet connectivity was the second most reported challenge. This is particularly significant given the reliance of electronic resources on stable internet access. The finding aligns with the moderate utilization of electronic resources reported in Section 4.3.2. It further corroborates the study by Ruzegea and Msonde (2021), which identified poor internet connectivity as a major constraint to the use of electronic resources among university students. For KIL, this suggests that infrastructural limitations continue to impede optimal access to digital collections. Difficulty in obtaining assistance from librarians was also reported by a notable proportion of respondents. This challenge is directly related to service behavior and supports the earlier finding in Section 4.3.3, which indicated that only a few respondents perceived librarians as readily available when needed. This observation is consistent with Bukar (2023), who reported inconsistencies in the availability of reference desk staff in some north-eastern Nigerian university libraries. Such a situation is likely to be frustrating for users who depend on professional assistance to locate and use information resources. Delay in receiving services and inadequate ICT support were also identified as significant concerns. The issue of delayed service delivery aligns with findings in Section 4.3.3,

where only a small proportion of respondents agreed that services were prompt and timely. With respect to ICT support, Akanmu, Adebayo, and Eze (2021) have argued that infrastructural deficiencies remain a persistent challenge in many Nigerian academic libraries, a situation that appears to be reflected in the KIL context. Poor communication with librarians was another challenge reported. This finding also reflects the result in Section 4.3.3, where only a minority of respondents perceived librarians as communicating clearly. Jibril (2024), in a study specific to KIL, also described the interpersonal communication skills of librarians as not very effective. Ineffective communication can limit users' awareness of available resources and the procedures for accessing them. The unfriendly attitude of some librarians was also noted by respondents. Although not reported by a majority, this remains a significant concern. This finding is consistent with Section 4.3.3, where less than half of the respondents perceived librarians as friendly. It also aligns with Yabanet et al. (2020), who observed that some postgraduate students at KIL described librarians as knowledgeable but intimidating. Such perceptions may discourage users from seeking assistance, thereby affecting resource utilization.

Moreover, other challenges reported include difficulty accessing electronic resources, outdated library resources, insufficient number of librarians, and power supply interruption. These further underscore the presence of both infrastructural and resource-related constraints within the library. When considered alongside the findings in Section 4.3.4, which established that librarians' service behavior exerts only a moderate extent of influence on resource utilization, it becomes apparent that these challenges may be mitigating the potential impact of positive service behavior. Therefore, efforts aimed at improving user guidance, enhancing internet infrastructure, increasing staff availability, and fostering more positive staff-user interactions are

likely to strengthen the influence of librarians' service behavior and consequently improve library resource utilization at KIL.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations of the study on the influence of librarians' service behaviour on the library resources utilisation among users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria. The chapter begins with a summary of the study, followed by the summary of findings structured according to the five research questions, contribution to knowledge, conclusion, limitations of the study, recommendations aligned with each research question, and suggestions for further studies.

5.2 Summary of the Study

This study investigated the influence of librarians' service behaviour on the library resources utilisation among users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria. The study was motivated by the recognition that libraries remain central institutions in the educational and research ecosystem, and that the quality of contact between librarians and users determines whether a library succeeds in fulfilling its core purpose. Despite the substantial investment in library resources at KIL, indications from previous studies (Yabanet, Gbaje, & Odigie, 2020) and personal observations suggested that librarians' service behaviour might be affecting how users utilize the library's resources.

The study was guided by five research questions: (1) What types of library resources are utilized by users of Kashim Ibrahim Library? (2) How do users perceive librarians' service behaviour in Kashim Ibrahim Library? (3) What are the key aspects of librarians' service behaviour as experienced by users? (4) To what extent does librarians' service behaviour influence the

utilization of library resources? and (5) What challenges do users face in relation to librarians' service behaviour and the utilization of library resources?

The study adopted a quantitative research methodology with a cross-sectional survey research design. The population consisted of 1,453 registered users of Kashim Ibrahim Library during the 2025/2026 academic session, comprising 1,100 undergraduates and 353 postgraduates. A sample size of 306 was determined using the Research Advisor (2006) sample size table at 95% confidence level and ±5% margin of error. Stratified random sampling technique was adopted to ensure proportionate representation of both user categories. A self-developed questionnaire was used for data collection, administered using a mixed-mode approach (researcher-administered and self-administered via Google Forms). Data were analyzed using descriptive statistics, including frequency counts, percentages, mean scores, and standard deviations.

The study achieved a 100% response rate. The findings revealed patterns of resource utilization, user perceptions, experienced service aspects, influence of service behaviour, and challenges faced by users. The study concluded that librarians' service behaviour significantly influences the utilization of library resources at Kashim Ibrahim Library.

5.3 Summary of the Findings

The major findings of this study are summarized below according to the five research questions. Each research question is presented with a single, consolidated finding.

1. The study found that users of Kashim Ibrahim Library utilize a hybrid mix of print and electronic resources, with printed textbooks and digital library resources being the only resources utilized by a majority of respondents.

2. The finding reveals that the identified librarians' service behaviours fell below 50% benchmark. Therefore, none of the service behaviour was perceived as dominant by the majority of respondents.

3. The study discovered that guidance in locating information resources was the most experienced aspect of librarians' service behaviour and the key aspect experienced by a majority of users at Kashim Ibrahim Library.

4. The finding indicates that the extent to which librarians' service behaviour influences the utilization of library resource is moderately positive, with the following responses; librarians encourage me to use more library resources, librarians assistance improves my ability to locate information resources, positive interactions with librarians increase my ability to visits, librarians motivate me to use electronic resources, librarians guidance improves my information searching skills, librarians' service behaviour increases my satisfaction with the library, good service behaviour encourages continued use of library resources, and librarians' support enhances my academic work, having a mean score of 3.00 and above.

5. The finding demonstrates that the identified challenges faced by Kashim Ibrahim Library's users in relation to librarians' service behaviours and library resource utilisation were below the 50% bechmark. Therefore, no major challenge is faced by the users in relation to librarians' service behaviours and library resource utilisation.

5.4 Contribution to Knowledge

This study makes significant contributions to knowledge in the field of Library and Information Science, particularly in the context of Nigerian academic libraries:

1. This study provides evidence on the specific influence of librarians' service behaviour on library resource utilization at Kashim Ibrahim Library.
2. The study identifies and quantifies the specific dimensions of service behaviour that most influence resource utilization at Kashim Ibrahim Library.
3. The study establishes baseline data on service behaviour and resource utilization at Kashim Ibrahim Library that can be used for future longitudinal studies, and comparative studies.
4. The study adds to the growing body of literature on service behaviour in Nigerian academic libraries, providing comparative data from the northern Nigerian context, extending the geographical coverage beyond the predominantly south-western focus of previous studies.
5. The study demonstrates the effectiveness of mixed-mode survey administration in achieving high response rates (100%) in Nigerian academic library research.

5.5 Conclusion

This study has established that librarians' service behaviour significantly influences the utilization of library resources at Kashim Ibrahim Library. While the library has substantial resources and a generally positive service orientation, there are significant gaps in service delivery that need to be addressed to achieve optimal resource utilization. The findings provide evidence-based guidance for interventions that can enhance service delivery, improve user satisfaction, and promote the academic mission of Ahmadu Bello University.

5.6 Limitations of the Study

The study has several limitations. First, its cross-sectional survey design captured user perceptions and experiences at only one point in the 2025/2026 academic session, so it cannot account for changes in librarians' service behavior or resource utilization over time. Second, reliance on self-reported questionnaire data makes the findings vulnerable to social desirability, recall, and response biases. Third, the scope was restricted to Kashim Ibrahim Library at Ahmadu Bello University, Zaria, and to undergraduate and postgraduate students only, which limits generalizability to other academic libraries in Nigeria and abroad and excludes academic staff, non-academic staff, and external users. Finally, although open-ended questions were included, the study was primarily quantitative and did not employ in-depth qualitative methods such as interviews or focus groups to explore participants' experiences in greater detail.

5.7 Recommendations

The following recommendations are made based on the findings of this study, and that the Kashim Ibrahim Library Management should:

1. Intensify efforts to promote electronic resources through targeted awareness campaigns, user training sessions on database searching, and improved remote access infrastructure, while simultaneously maintaining and updating print collections to meet the continuing demand for textbooks and reference materials. This will address the moderate utilization of electronic resources and specialized collections, thereby increasing overall resource utilization.
2. Implement comprehensive and continuous customer service training programmes for all library staff that specifically address approachability, friendliness, professionalism, and availability, with particular emphasis on creating a welcoming environment, maintaining consistent presence at service points, and demonstrating respect and courtesy to all users

regardless of their academic level or query complexity. This will improve users' perception of librarians' service behaviour across all dimensions.

3. Transition from a reactive service model to a proactive service delivery approach by establishing systematic current awareness services, selective dissemination of information for postgraduate students and researchers, regular user orientation programmes, information literacy instruction integrated into the curriculum, and follow-up mechanisms that ensure users receive timely and comprehensive assistance. This will expand user experience of key service aspects beyond the currently dominant guidance in locating information resources.

4. Capitalize on the high influence of service behaviour on resource utilization by strategically leveraging each behavioural dimension identified in this study, particularly using librarian encouragement as a primary mechanism to increase resource use, providing targeted assistance to improve information location skills, creating positive interactions that increase library visits and continued use, and strengthening the link between librarian support and users' academic work through research support and subject-specific guidance. This will enhance and sustain the positive influence of service behaviour on utilization.

5. Develop and implement a comprehensive intervention strategy that simultaneously addresses behavioural challenges through staff training and service redesign, infrastructure challenges through advocacy for improved internet bandwidth, reliable power supply, and ICT support, and resource-related challenges through regular collection evaluation, improved OPAC functionality, enhanced signage, and expanded user education programmes to ensure users are aware of and can effectively access

available resources. This will reduce the multifaceted barriers that currently hinder optimal resource utilization.

5.8 Suggestions for Further Studies

Based on the findings and limitations of this study, the following suggestions are made for further research:

1. A comparative study of librarians' service behaviour and resource utilization across multiple Nigerian university libraries (federal, state, and private) would provide insights into the influence of institutional type, funding, and organizational culture on service quality and resource use.
2. A mixed-methods study incorporating qualitative methods such as interviews, focus groups, and observation would provide richer insights into user experiences and the meaning they attach to service behaviour.
3. Further research could focus on specific dimensions of service behaviour (e.g., approachability, responsiveness, empathy) to provide deeper understanding of their influence on resource utilization.
4. Future research should include user categories not represented in this study.
5. A study investigating librarians' perspectives on service behaviour, including their perceptions of their own service behaviour, challenges they face, and training needs, would complement the user-centred perspective of this study.

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Appendix A: Questionnaire Letter

Library and Information Science,
Faculty of Education,
Ahmadu Bello University,
Zaria.
9th July, 2026.

Dear Respondent,

REQUEST FOR PARTICIPATION IN A RESEARCH ACTIVITY

I am an undergraduate student in the Department of Library and Information Science, Faculty of Education, Ahmadu Bello University, Zaria. I am conducting a research project titled: "**Influence of Librarians' Service Behaviour on the Library Resources Utilisation Among Users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria**."

This study is in partial fulfillment of the requirements for the award of a Bachelor's degree. The purpose of this questionnaire is to understand your experiences with librarians' service behavior and how it affects your use of library resources at KIL.

Your participation is voluntary. All responses will be kept confidential and used only for academic purposes. No name or identification is required, and there are no right or wrong answers. Kindly respond honestly based on your experience.

Thank you for your time and support. For questions, please contact me using the details below. Your effort is appreciated.

Yours faithfully,

Muhammad Ma'aruf Mallam

08061526088 | maarufmuhammad00@gmail.com

Appendix B: Questionnaire

Section A: **DemographicInformation**

Instructions: Please tick (✓) or fill in the appropriate response where applicable.

1. Category of Study: (Please tick one) Undergraduate ( ) Postgraduate ( )

2. Gender: Male ( ) Female ( )

Section B: Library Resources Utilized

Research Question 1: What types of library resources are utilized by users of Kashim Ibrahim Library, Ahmadu Bello University, Zaria?

Instruction: Tick (✓) all the library resources you use.

□ Printed textbooks

□ Reference books (dictionaries, encyclopedias, handbooks)

□ Printed journals

□ Electronic journals

□ Electronic books (e-books)

□ Theses and dissertations

□ Newspapers

□ Magazines

□ Government publications

□ Conference proceedings

□ Institutional repository

□ Online databases (e.g., Scopus, JSTOR, ScienceDirect, EBSCOhost)

□ OPAC (Online Public Access Catalogue)

□ Audio-visual materials

□ Maps and atlases

□ Special collections

□ Archives/manuscripts

□ Internet/Wi-Fi facilities

□ Digital library resources

□ Past examination papers

□ Others (Specify): _____

Section C: Users' Perception of Librarians' Service Behavior

Research Question 2: How do users perceive librarians' service behavior in Kashim Ibrahim Library?

Instruction: Tick (✓) all statements that describe your perception.

□ Librarians are approachable.

□ Librarians are courteous.

□ Librarians are respectful.

□ Librarians are friendly.

□ Librarians are willing to assist users.

□ Librarians provide prompt services.

□ Librarians communicate clearly.

□ Librarians demonstrate professionalism.

□ Librarians are knowledgeable.

□ Librarians treat users fairly.

□ Librarians are patient with users.

□ Librarians show interest in solving users' problems.

□ Librarians are available when needed.

□ Librarians encourage users to ask questions.

□ Librarians maintain confidentiality where necessary.

□ Others (Specify): _____

Section D: Key Aspects of Librarians' Service Behavior Experienced by Users

Research Question 3: What are the key aspects of librarians' service behavior experienced by users?

Instruction: Tick (✓) all aspects you have experienced.

□ Guidance in locating information resources

□ Assistance with OPAC searching

□ Assistance with electronic databases

□ Information literacy instruction

□ Reference services

□ Reader advisory services

□ User orientation

□ Current awareness services

□ Selective dissemination of information (SDI)

□ Prompt response to enquiries

□ Follow-up assistance

□ Effective communication

□ Equal treatment of users

□ Problem-solving ability

□ Professional appearance

□ Positive attitude

□ Technical competence

□ Respect for users

□ Timely service delivery

□ Others (Specify): _____

Section E: Influence of Librarians' Service Behavior on Library Resource Utilization

Research Question 4: To what extent does librarians' service behavior influence the utilization of library resources?

Instruction: Indicate the extent to which each statement reflects your opinion.

Statement

Very High Extent

High Extent

Moderate Extent

Low Extent

Very Low Extent

Librarians encourage me to use more library resources.

□

□

□

□

□

Librarians' assistance improves my ability to locate information resources.

□

□

□

□

□

Positive interactions with librarians increase my library visits.

□

□

□

□

□

Librarians motivate me to use electronic resources.

□

□

□

□

□

Librarians' guidance improves my information searching skills.

□

□

□

□

□

Librarians' service behavior increases my satisfaction with the library.

□

□

□

□

□

Good service behavior encourages continued use of library resources.

□

□

□

□

□

Librarians' support enhances my academic work.

□

□

□

□

□

Section F: Challenges Related to Librarians' Service Behavior and Library Resource Utilization

Research Question 5: What challenges do users face regarding librarians' service behavior and library resource utilization?

Instruction: Tick (✓) all challenges you have experienced.

□ Difficulty obtaining assistance from librarians

□ Delay in receiving services

□ Inadequate guidance on using library resources

□ Poor communication with librarians

□ Unfriendliness attitude of some librarians

□ Insufficient number of Librarians

□ Limited knowledge of available library resources

□ Difficulty accessing electric resources

□ Slow internet connectivity

□ Inadequate ICT support

□ Outdated library resources

□ Difficulty locating materials on shelves

□ Inadequate user education

□ Limited opening hours

□ Power supply interruption

□ Technical problems with computers

□ Difficulty using the OPAC

□ Poor signage within the library

□ None of the above