

# **A Study of Users' Characteristics and their Observance of Library Regulations in University Libraries in Cross River State, Nigeria**

**Iyishu, V. A. Ph.D (CLN)**

Department of Library and Information Science,  
Cross Rivers State University of Science and Technology.  
Cross River State, Nigeria  
[iyishuvictoria@gmail.com](mailto:iyishuvictoria@gmail.com)

&

**Boma Torukwein David-West,**

Department of Library and Information Science,  
University of Port Harcourt.  
Rivers State, Nigeria.  
[boma.davidwest@uniport.edu.ng](mailto:boma.davidwest@uniport.edu.ng)

## **Abstract**

*This study investigated users' characteristics and their observance of library regulations in academic libraries in Cross Rivers State. It focused on frequency of library use, academic discipline, and genders on observance of library regulations. Three research questions and hypotheses were formulated to guide the study. Ex-post factor research design was adopted for the study. The population for the study comprised 7,736 registered library users. The instrument for data collection was a structured questionnaire. The simple random sampling technique was used to select a sample size of 774 library users, thereby giving everyone an equal opportunity to be selected. The hypotheses were tested for statistical significance at .05 alpha levels using Independent t-test and Analysis of Variance (ANOVA). The result revealed that, frequency of library use, academic discipline and gender significantly influenced the observance of library regulations. The study concluded that patrons should use the library frequently not periodically so that they can be familiar with the rules and regulations of the library and observe them, which will promote orderliness in the library. The study recommended among others that, heads of both libraries should devise measures that are punishable on defaulting library users and ensures that they observe these regulations.*

**Key words:** Users' characteristics, Library regulations, University libraries Cross River State.

## **INTRODUCTION**

Library is an essential instrument for intellectual development. All libraries, particularly academic libraries are now user-centered. Hence the professional librarians are expected to be proactive in getting the users to know about the library and have interest in exploring the library resources. Aligned with the goals, objectives and programmes of its parent institution, the library selects, process, organize, store information bearing resources and disseminates same in all disciplines to promote teaching, learning and research. In order for the library to perform these tasks effectively, the library sets out policies that can help it provide the best services to its users. Like every other organization, the library regulations are formulated to enhance good service delivery to users. Hence, it is only right for users to conform to these regulations so that they can get the best services.

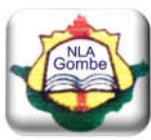


Osim (2012) state that library rules and regulations are made by individual libraries to suit each individual library's purpose and they govern the relationship between library users and the library. Library rules and regulations bring to the knowledge of the library users their rights and privileges. It is of absolute necessity for library users to know the rules and regulations guiding the operations of the library, because it will enhance a more cordial and hitch free relationship for all. The rules and regulations of an academic library cover items such as membership registration, registration procedures, charging and discharging of books, conditions for lending library materials, dress code, checking in and checking out of the library, durations of loans, fines for over-due books, care for library materials, conduct within the library, opening and closing hours (Devi University Handbook, 2023). Such rules and regulations are subject to periodical reviews and revisions. Use of the library services is conditional upon observance of library rules, regulations and guidelines. Lack of knowledge or understanding of any rule or regulation does not excuse a user from being bound by the rules or provide exemption from penalties or any other sanction for non-compliance. A breach of any of the rules and regulations will be viewed very seriously and may lead to withdrawal of borrowing rights, expulsion from the library and further disciplinary actions. Some libraries display these rules and regulations on the walls of their libraries for their users, while others print them in the student's handbook for easy access.

The rate at which materials disappear in the university libraries cannot be over emphasized. According to Jato (2010), scandalous behaviors such as theft and mutilation, hiding materials, refusal to return overdue borrowed materials, drinking and eating in the library, among others have become a common occurrence in academic libraries if this is not checked, it will lead to serious drought of information materials in the library. Most of the academic libraries in developing nations including Nigeria, lack security measures which encourages users the opportunity to perform such deviant act. Aside this, library materials are not available in large quantity in some libraries. More so, most libraries do not have photocopy facilities for users in case of any need. This among others tempt the users to engage in such disruptive act.

Momodu (2012) posited that academic libraries have been faced with varying degrees of criminal behavior in the use of their resources. The extent of this problem varies from one library to another. In some cases the dimension of the problem is restricted that it seems non-existent, in some others, the dimension is so immense that it calls for serious concern. The findings of Momodu (2012) asserted that delinquent readership in selected urban libraries in Nigeria, revealed that, every library has delinquent client problem and that there is no direct correlation between the type of library and the extent of the problem. The problem seems to be universal.

One issue that needs to be addressed as regard destructive behavior in academic libraries is collection security and users behavior. Ugah (2007), considers collection security violation as formidable obstacles to information access and use. Such acts are serious problems that can result in user dissatisfaction. He identifies major security issues in libraries to include; theft and mutilation; vandalism; damages and disaster; or delinquent borrowers; and purposefully displacing arrangement of materials. Every library user is expected to adhere to basic rules and regulations in the library, as long as they desire to access the library services. Such services range from book lending to access to reference materials. When library books are issued, users must check the pages of the books and if pages are found missing, a report must also be made to the libraries before leaving the counter. The essence of this is to avoid being falsely accused of mutilating the book(s) as mutilation of library materials is an offence and users are required to handle books and other reading materials carefully. In addition, marking library books with



pencil or ink, and tearing off book pages are prohibited. Similarly, noise making, drinking and eating in the library, defacing of library books/materials, tables and shelves are strictly prohibited. The prohibition of food and drinks is to avoid food remnants, as they are believed to attract insects and other animals that may eventually turn to devouring the books and other library materials (Jato, 2010).

Library services in the university are open and free to all students. On registration, a user will be allowed to use the library resources and services irrespective of age, academic level, discipline, race, nationality, religion, sex, language among others. It is one of the most liberal and democratic facilities. It is only natural that those it serves conform to the stipulated regulations that bind library use and by so doing promote a good working relationship between the users and the staff of the library.

Institutions have also introduced library instructions or skills as users' education since most students in Nigeria universities had never used any type of library before gaining admission into the university. David-West, (2020) ascertain that library user education is very vital as it teaches students to make use of library resources without assistance from staff. It is necessary that they must learn how to exploit the resources of the university library. Furthermore, scholars like Akinbola, (2007), Ogunmodede and Emeahara; (2010) share a common view that undergraduates have not had a good library experience and that the reason necessitates the mounting of a course in user education. According to them, the course has progressed from a library tour of one or two hours of talk and slide show to an academic credit unit earning course as part of General Studies Programme in all universities in Nigeria and it enables students to know the library, how to use it as well as the rules and regulations.

The library should continuously provide an attractive environment and effective services where users can learn effectively. These rules and regulations are meant to promote good conduct within the library. Without these rules and regulations, the library institution would collapse and there may not be orderliness in the library. Orderliness in the library stimulates the staff to put in the best of their time and effort. The study therefore, is to examine users' characteristics and their observance of library regulations in university libraries in Cross River State, Nigeria.

### **Statement of the Problem**

University libraries are located within academic environments. It is therefore not totally strange to encounter certain behaviors associated with young adults that may abuse the set down rules and regulations. For a library to adequately take care of her clientele's expectations, the operational environment must be made conducive to all patrons. Maintenance of conducive environment on the other hand can only be made possible when staff and clients observe and comply with the rules and regulations put in place to create the ambience for effective library usage.

While academic libraries spend time and money to acquire the right resources and staffing to provide the best services to users, these efforts may be abused by students, who may put up behaviors that are not in conformity with library standards and this in turn affects the services provided by the staff. Despite library orientation and use of library courses that students undertake, one tends to wonder why they act negatively in the library. Such observations and reasoning could at best be regarded as speculative until confirmed using empirical evidence, to substantiate questions like; do users' characteristics in terms of frequency of library use, academic discipline and gender influence their observance of library regulations? This study therefore was set to address the questions in university libraries in Cross River State, in order to provide perspective to the observed phenomenon of users' negative attitude to library use.



### **Research questions**

- 1 What is the influence of student's frequency of library use on their observance of library regulations?
- 2 What is the influence of student's academic discipline on their observance of library regulations?
- 3 What is the influence of student's gender on their observance of library regulations?

### **Hypotheses**

The following hypotheses were tested in the study:

1. There is no significant influence of users' frequency of library use on their observance of library regulations.
2. There is no significant influence of users' academic discipline on their observance of library regulations.
3. There is no significant influence of users' gender on their observance of library regulations.

### **LITERATURE REVIEW**

The following are the sub-topics under which the review was carried out.

- 2.1 Frequency of library use and observance of library regulations.
- 2.2 Academic discipline and observance of library regulations.
- 2.3 Gender and users' observance of library regulations.

#### **2.1 Frequency of library use and observance of library regulations.**

Library services in the universities are open and free to all users. Although libraries are vital for study, learning, teaching and research, their usefulness can only be achieved if users develop the right attitude to use them. Several studies on academic library use have been carried out over the years. Ugboma (2012) in her study of gender dimension of frequency of use of libraries in Nigerian polytechnics revealed that, 28.61% of female students, and 20.52% of male students use the library daily, while 36.44% of female students, and 14.92% of male students use the library 2-3 times a week. Once a week use of the libraries, however, attracts 45.98% male over 8.45% of female while occasional use attracted 24.31% of male above 15.67% of female. On the whole, it is obvious from the study the female students use and by implications observe library regulations because they use the library more frequently than their male counterparts.

A survey of Canadian undergraduates' library use was carried out by Julien (2010), reported that active learner who participated more in class, read, write and study more, are frequent and active library users. This is actually very true as Akanbi (2004) conducted a study on staff user's interactions in university libraries, using a survey research design found out that (88%) of the students were active users of the library, this implies that majority of the students are conversant with library rules and regulations governing the use of the library, its resources and facilities. Slightly less than (30%) had disagreement with library staff during the course of using the library. Also Guskin, (2006) emphasizing the use and importance of the university libraries reported that, the frequent use of university library promotes active learning and this contributes to students' ability to think critically, work well independently and in group.

Sylvester (2011) conducted a study to assess the impact of gender on the use of the digital library at the University of Ibadan, the findings on gender as a factor in frequency of library use reveals that the percentage of females (71.9%) who use the library daily is higher than that of the males (68.2%). Also more females (8.6%) than males (4.7%) make use of the library only when it was very close to examination. The difference in the frequency of library use of



the both sexes is not significant, as the calculated chi-square value of 7.3 is lower than the t-value of 7.82 at alpha level of 0.05.

Shepherd (2013), in observational study of what students really do in the library, observed 730 collegiate students in the library and recorded their study or non-study activities. It was revealed that approximately 60% of the behaviors were study related. The most commonly observed behavior was reading print materials (18.8%). The second most common behavior was the use of social media (11.4%). Although the finding that 73% of those working on a computer were more likely to engage in non-study behavior suggests that the presence of computer or other mobile devices can be a major distraction. Ajayi (2006) reported that the students who do not appreciate the value of the library are handicapped and visit the library to read for examination only.

## **2.2 Academic discipline and observance of library regulations**

A library is the physical manifestation of the core values and activities of academic life. “Librarians are dedicated to maintaining the importance and relevance of the academic library as a place of intellectual stimulation and a center of activity on campus” Hilse (2012). This makes it necessary for academic libraries to propound rules that would govern users’ conduct as well as materials.

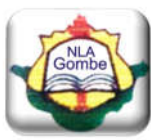
Omehia, Obi and Okon (2008) carried out a study on students’ characteristics and use of library services in University of Uyo with a total of 428 respondents, three academic disciplines were used and they are sciences 281 (65.70%), social sciences 86 (20.0%) and Arts and Humanities 58 (13.6%). ANOVA was used for the data analysis and the result obtained shows that the F-calculated value of 299.28 was greater than the critical F-value of 3.86, and the null hypothesis was rejected. They concluded that academic discipline affected students’ use of library services.

Norliaya (2009) examined the differences in satisfaction between three faculties such as law (LW), Administrative Science, Public Policy (AM) and Information Management (IM). According to the researcher, students of faculty of Information Management are more likely to be satisfied than those from Administrative Science and Public Policy and Law.

Adedibu (2008) pointed out that 90.1% of science students in the University of Ilorin use the library catalogue to access library materials, 74% of them claim to know how to use both the card catalogue and the online Public Access Catalogue (OPAC). The users of the OPAC represented a small portion with 33 students (7.9%). Specific user related characteristics that have been measured in the past. Also Chrzastowski and Joseph (2008) in their survey of graduate and professional students’ perspective on library services, facilities and collections at the University of Illinois: to find out whether subject discipline continues to influence library use, reported that satisfaction with library services is highest among physical sciences and Engineering graduate students, while Arts and Humanities have a slightly higher satisfaction with library collections than other disciplines. Chandrasekar and Muragathas (2012) investigating the reasons why students visit the library, find out that majority of the students (71%) who gave the highest emphasis for borrowing books, were biological sciences, followed by the purpose of completing assignments and tutorials, reference work, quiet to study and literature search are other reasons to visit the library.

The extent to which a student climbs in his/her level of study brings more challenges to the area of study. It is believed that the type of course one undertakes in school increases one’s use of library. Britain (2011) noted that information search are influenced by many traits and vary





from discipline to discipline and with age or level of education. Rosch (2013) examined the differences between independent variables of user education and journal collections and library use. None of these studies provided empirical evidence on the effect of students' characteristics and their use and observance of library regulations among students from different disciplines. Eskola (2008) found large differences in how students of different disciplines use and observe library regulations.

### **2.3 Gender and users' observance of library regulations**

In librarianship, gender is always used in categorizing users or group of users. Nina-Okposung and Anyaobi (2011) in their research on users' observance of, and attitude to borrowing of library materials using descriptive survey, 300 registered library users were sampled which consist of 150 male and 150 female users, the responses were sought to know male and female users observance of, and attitude to library borrowing regulations. Results obtained from the study revealed that female students observed borrowing regulations than the male students. The researchers opined that library management should ensure that in every academic year, librarians offer series of library orientation courses on library use, and the need to observe library rules and regulations and users conduct. This is to help check the level at which users violate regulations as well as educate patrons on the use of libraries. Since violation of the library borrowing regulations may lead to inconvenience for other users and attract fines or penalties, users are expected to carefully read and absorb the content and comply accordingly.

Osim (2012) in her study on students' characteristics and their observance of library regulations using survey design revealed that female students observed library regulations more than the male students. For the aspects of students defacing library materials, male users' defaced library materials more than the female, the sum of strongly agreed and agreed was 77.3% with 104 (37.8%), 95 (34.6%) from Unical and 111 (56.6%) 54 (27.6) from CRUTECH respectively. The sum of strongly disagreed and disagreed was 49.7 percent. For the aspect that says male students play music with their phones in the library, the sum of strongly disagreed and disagree was 91 (33.1) and 107 (38.9%) from Unical and 12 (6.1%) and 24 (12.2%) from CRUTECH. It was revealed that female students have a more positive attitude towards library regulations. Uhegbu (2010) noted that information required by an adult male may differ from the demand by an adolescent male while an adult female may require a different information completely, ranging from birth control, cost of food, fashion, latest hair style, where to spend vacation etc. He suggested that it is important that libraries analyze the purpose of any information sought by users so that he/she can have appropriate information sources to match the users' needs.

Onovughe and Ogbah (2011) carried out a study on gender differences in the use of library among students of colleges of education in Delta State. The survey research design was employed for this study. The population of the study consisted of 264 actual library users of the colleges of education. Questionnaire was the instrument for data collection. Frequency counts and simple percentages were used to analyze the data gathered. Findings revealed that the female students make use of the library and observed library regulations more than the males; both sexes have similar reasons for the use of the library, both sexes acquired their search skills/knowledge through user education, library guide/handbook etc. It was recommended in the study that students should visit the library more often as this will help them to be more familiar with the library and its rules and regulations.

Agwunobi (2009) conducted a study on students' variables and their delinquent behavior in two university libraries. It was observed that the calculated t-value of 3.602 is greater than the critical t-value of 1.960 at .05 alpha level of degrees of freedom 589. This implied that there is



a significant difference between male and female users in terms of their delinquent behavior. Also supporting the view that there is a significant relationship between gender and delinquency, Osim (2012) stated that for many years, there had been marked difference between males and females in the scope and rate of delinquency. He stated that boys are more involved in delinquent behavior five times as often as girls. He also stated that a greater number of boys than girls indulge in delinquent or aggressive behaviors such as burglary, theft, malicious mischief and use of hard drugs. He however, stated that greater number of girls than boys are involved in running away from home, defiance of parental discipline and illicit sexual behavior. He however stated that in the present decade the margin of delinquent acts between males and females are narrowing. Girls have increased their latitude of delinquent behavior to include some of the antisocial acts, which were formerly performed only by boys.

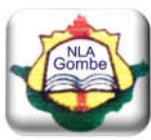
In the library situation, cited in Onovughe and Ogbah (2011) study shocked readers, when it revealed that girls stole more books than boys. They stated that this is possible because girls can easily break through security checks using their feminism to their advantage. Zondi (1992) in her study established that majority of students who show a very low level of competence in the use of library and display poor information seeking patterns were males. Bassey (2010) in his view on the influence of sex on library use by undergraduate students stated that there is no significant influence of students' sex on their use of library resources and observance of library rules and regulations. This implies that whether male or female, sex of students is of no consequence on their reading or use of library resources. This seems to disagree with most of the studies reviewed.

Studies show that women and men use the internet for different purposes. According to Fallows (2005) women tend to use the internet more for communication compared to the men who use it for entertainment and news. A large-scale study by Jones, Millermajer and Perez (2009) on college students show similar patterns. In the study, female college students use the internet more for communication and academic purposes than the males who used the internet for a wider variety of leisure activities.

### **Research Methodology**

The research design adopted for this study was ex-post facto design. Isanghedihi (2012) asserted that ex-post facto research design is a systematic empirical inquiry in which the researcher does not have direct control of the independent variables because their manifestations have already occurred or inherently not changeable. This study was conducted in Cross River State using University of Calabar (Unical) and Cross River University of Technology (CRUTECH) academic libraries. The population of this study comprises 7,736 registered students in University of Calabar and Cross River State University of Technology libraries. In University of Calabar (UNICAL) (5,516 users) and Cross River University of Technology (CRUTECH) 2,220 users). The simple random sampling technique was used in the selection of 774 users for the study (552 users from UNICAL; and 222 users from CRUTECH). The sample size is 774 users. Thereby giving equal opportunity to everyone to be selected.

The instrument used for data collection questionnaire. Split-half method of reliability was used to determine the reliability estimate of the instrument. The instrument was administered once to the respondents to complete. Table 1 shows the result of the reliability testing.



## Results

The results are presented on the basis of each of the hypotheses set for the study. Each hypothesis is re-stated, and the result of data analysis carried out to test is presented. Each hypothesis of the study was tested at .05 level of significance.

### Hypothesis one

There is no significant influence of users' frequency of library use on their observance of library regulations. The independent variable in this hypothesis is users' frequency of library use (Daily, once a week, and once a month); while the dependent variable is observance of library regulations. To test this hypothesis, observance of library regulations of users' who use the library daily, weekly, and once a month were compared using one-way analysis of variance (ANOVA). The result of the analysis is presented in Table 2.

**Table 1**  
**One-way ANOVA of the influence of users' frequency of library use on their observance of library regulations (N = 753).**

Users' frequency of library use	N	$\bar{X}$	SD
Daily – 1	98	69.51	.50
Once a week – 2	402	72.24	2.24
Once a month – 3	253	76.61	3.08
<b>Total</b>	<b>753</b>	<b>73.35</b>	<b>3.48</b>

Source of variance	SS	Df	Ms	F	Sig of F
Between group	4636.6661	2	2381.330	386.948*	.000
Within group	4493.079	750	5.991		
<b>Total</b>	<b>9129.740</b>	<b>752</b>			

\*Significant at 0.05 level, critical F=3.00, df = 2,750

The result on Table 1 revealed that the calculated F-value of 386.984 was higher than the critical F-value of 3.00 at .05 level of significance with 2 and 750 degree of freedom. With this result the null hypothesis was rejected. This result therefore implied that, users' frequency of library use significantly influenced users' observance of library regulations. Since users' frequency of library use has a significant influence on users' observance of library regulations, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 2.

**Table 2**  
**Fishers Least Significant Difference (LSD) multiple comparison analysis of the influence of users' frequency of library use on their observance of library regulations**

Users' frequency of library use	N	Daily	Once a week	Once a month
Daily	98	69.51 <sup>a</sup>	-0.77 <sup>b</sup>	-7.60
Once a week	402	-2.51 <sup>*c</sup>	72.24	-6.37
Once a month	253	-14.66 <sup>*</sup>	-18.21 <sup>*</sup>	76.61
<b>MSW = 5.991</b>				

\*Significant at .05 level, critical t = 1.96, df = 751.

The result of the analysis in Table 2 showed that users' who use the library daily are significantly different in their observance of library regulations from those who used the library once a week and once a month. Also users' who used the library once a week are significantly





different from those who used the library once a month in their observance of library regulations.

**Hypothesis two**

There is no significant influence of users’ academic discipline on their observance of library regulations. The independent variable in this hypothesis is users’ academic discipline (Education, Social Sciences/Humanities and Sciences/Engineering); while the dependent variable is observance of library regulations. To test this hypothesis, observance of library regulations of users’ from Education, Social Sciences/Humanities and Sciences/Engineering were compared using one-way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 3.

**Table 3**  
**One-way ANOVA of the influence of users’ academic discipline on their observance of library regulations (N=753).**

Users’ academic discipline	N	$\bar{X}$	SD			
Education	249	72.99	1.79			
Social Science/Humanities	402	72.51	3.73			
Sciences/Engineering	102	77.55	2.51			
<b>Total</b>	<b>753</b>	<b>73.35</b>	<b>3.48</b>			
Source of variance	SS	Df	Ms	F	Sig. of F	
Between group	2114.041	2	1057.020	112.999*	.000	
Within group	7015.699	750	9.354			
<b>Total</b>	<b>9129.740</b>	<b>752</b>				

\*Significant at .05 level, critical F = 3.00, df = 2,750.

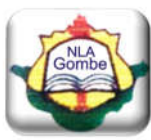
The result on Table 3 revealed that the calculated F-value of 112.999 was higher than the critical F-value of 3.00 at .05 level of significance with 2 and 750 degree of freedom. With this result the null hypothesis which stated that academic discipline has no significant influence on users’ observance of library regulations was rejected. This result therefore implied that, users’ academic discipline significantly influenced users’ observance of library regulations. Since users’ academic discipline has a significant influence on users’ observance of library regulations, a further pattern of influence was employed using Fishers’ Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in table 5.

**Table 4**  
**Fishers’ Least Significant Difference (LSD) multiple comparison analysis of the influence of academic discipline on their observance of library regulations.**

Academic discipline	N	Education	Social Sciences/Humanities	Sciences/Engineering
		<b>249</b>	<b>402</b>	<b>102</b>
Education	249	72.99 <sup>a</sup>	-0.25 <sup>b</sup>	-8.17
Social Sciences/Humanities	402	-0.67 <sup>c</sup>	72.51	-7.92
Sciences/Engineering	102	-15.03*	-15.43*	77.55
<b>MSW = 9.354</b>				

\*Significant at .05 level, critical t=1.96, df = 751.

The result of the analysis in Table 5 indicated that users’ from Social Sciences/Humanities are significantly different in their observance of library regulations from users from



Sciences/Engineering. Also users' from Education are not significantly different from those in Social Sciences/Humanities and Sciences/Engineering in their observance of library regulations.

### **Hypothesis three**

There is no significant influence of users' gender on their observance of library regulations. The independent variable in this hypothesis is gender (male and female), while the dependent variable is observance of library regulations. To test this hypothesis, observance of library regulations of male and female users were compared using independent t-test analysis. The result of the analysis is presented in Table 5.

**Table 5**

**Independent t-test analysis of the influence of gender on users' observance of library regulations (N=753)**

Gender	N	$\bar{X}$	SD	t-value
Male	453	73.73	3.46	3.65*
Female	300	72.79	3.45	

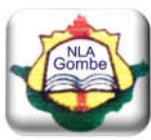
\*Significant at .05 level, critical t = 1.96, df = 751.

The result of the analysis as presented in Table 5 revealed that the calculated t-value of 3.65 was greater than the critical t-value of 1.96 at .05 level of significance with 751 degree of freedom. With this result, the null hypothesis was rejected. This result indicated that, gender had a significant influence on users' observance of library regulations.

### **Discussion of Findings**

The result of the first hypothesis revealed that there was significant influence of users' frequency of library use on their observance of library regulations, in that user who visit or go to the library daily observe library regulations more than their counterparts who visit the library weekly or monthly. By implication, users who make frequent use of the library are more conversant with library rules and regulations than those who do not, the reason being that they must of a necessity observe or comply so as not to be deprived of their privileges. The frequent use of the university library should promote active learning and this contributes to students' ability to think critically, work well independently and in group. In support of this finding, Julien (2010) reported that active learners who participate more in class, read, write and study more, are frequent and active library users. Observance of library rules and regulations will ensure that users who frequent the libraries apply themselves to the academic and research purposes for which the library exists to fulfill. This is confirming the findings of Akanbi (2004) who reported that frequent users of the library are conversant with the rules and regulations governing the use of the library, its resources and facilities.

The result of the second hypothesis showed that there was a significant influence of users' academic discipline on their observance of library regulations. The findings also revealed the declining observance of library regulations, in the following order, users from Engineering and sciences to social sciences and humanities and education. This could be substantiated with Osim (2012) whose study found out that academic discipline significantly influences students' observance of library regulations. Omehia, Obi and Okon (2008) in their study showed variations in library use based on academic discipline (sciences, social sciences, humanities and Arts) and reveals that science students use the library more than their counterparts from Arts and Humanities. To support this Norliaya (2009) examined the differences in satisfaction between three faculties such as law, administrative science, public policy and information



Management and found out that there is difference in their level of satisfaction of library use. Britain (2011) also noted that information search is influenced by many traits and vary from discipline to discipline and with age or level of education. On the whole, many authors noted that age; academic discipline and income rate are significant determinants of library use and observance of regulations in more than 90 percent of the studies using these variables, which could become significant in the programming of user education by academic libraries and relevant faculties.

The result of the third hypothesis revealed that there is significant influence of users' gender on their observance of library regulations. This means that the sex of a user does affect the way he/she behaves while in the library. This finding is in line with Nina-Okposung and Ayaobi (2011) who found out that the female students observe borrowing regulations more than their male counterparts. Osim (2012) also supported that with her study on students' characteristics and their observances of library regulations which has shown that there is significant influence on gender as female students do show positive attitudes towards library rules and regulations more than their male counterparts.

Onovughe and Ogbah (2011) expressed that female students observe library rules and regulations more than the male students. This is in line with the view of Uhegbu (2010) that information required by an adult male may differ from the demand by an adolescent male, while an adult female may require a different information completely, ranging from birth control, cost of food, fashion, latest hair style, where to spend vacation etc. He suggested that it is important that librarians analyze the purpose of any information sought by users so that they can have appropriate information sources to match the users' needs.

Fallows (2005) also noted that women tend to use the internet more for communication compared to the men who use it for entertainment and news information. Millermajer and Perez (2009) also noted that, female college students use the internet more for communication and academic purposes than the males who use the internet for a wider variety of leisure activities. Bassey (2010) tends to disagree with this view that sex of a library user does not significantly influence their use of library resources, implying that whether male or female, sex of a user is of no consequence on their reading or use of library resources. Since gender differences result from physical differences between male and female sexes and such differences may be significant in library use, a more critical examination of this relationship is deemed necessary to substantiate present finding.

### **Conclusion**

Based on the findings the study concluded that patrons should use the library frequently not periodically so that they can be familiar with the rules and regulations of the library and observe them, which will promote orderliness in the library. Users' frequency of library use significantly influenced their observance of library regulations. Users' academic discipline significantly influenced their observance of library regulations. And also, users' gender significantly influenced their observance of library regulations.

On the basis of the statistical analysis and findings of the study, the following recommendations were made:

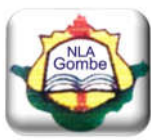
1. The new National University Commission (NUC) guidelines recommending the implementation of library skills as a separate credit earning course in General studies (GSS) in Nigerian Universities should be enforced by university Management to enable students become more serious with the course.



2. Marketing of library services, creation of ambience and user friendliness should be upgraded so as to encourage users to become more compliant to library rules and regulations.
3. User's education should be embedded into regular courses of study in a way that also help students to learn specific library regulations and rules that apply in their field. This could be achieved through collaboration between libraries and relevant faculties.
4. Use of new technologies for improved security measure within and around the library e.g. security cameras, close circuit televisions (CCTV) among others should be employed in libraries to enforce compliance with library rules and regulations.
5. Heads of academic libraries in University of Calabar and Cross River University of Technology should devise measures of enforcing penalties on defaulting library users who violate (flout) library regulations.

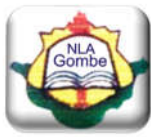
## REFERENCE

- Adedibu, B.M (2008). The impact of library orientation programme on the use of library resources by students. *Gateway Library Journal*. (2)46-54.
- Agwunobi, J.N. (2009) student variables and delinquent in academic libraries in Cross River State, Nigeria, Unpublished M.L.S Thesis, University of Calabar
- Ajayi, K. (2006). Library and information services for Education in Nigeria. Lecture Delivered at the Annual lectures of the Nigeria library Association Ogun State UNAAB Abeokuta march 31.
- Akanbi, M.L (2004) staff user interaction in University Libraries: A case study "Middle Belt. *Journal of Information Science* 4 (1), 49-59
- Akinbola, O.O (2007). Significance of user education programme on the use of library. *International Journal of Research in Education* 4(1&2), 188-192
- Bassey B.A (2010) The influence of sex on library use by undergraduate students in University of Calabar, Nigeria. *Library and Information Practitioner (LIP)* 3(2) 268-275.
- Britain, J.M (2011). Information and its user: A review with special college Research library 56, 33-47.
- Chandrasekar, K. & Murugathas, K. (2012). User education, Academic libraries. *International Journal of Information Technology and Library Science research* 1(1): 01-06.
- Chrzastowki, T.E & Joseph, L (2008). Surveying graduate and professional student 'perspective on library services, facilities and professional University of Illiriois at urban-campaign. *Journal of Issues in Sciences and Technology Librarianship* Dol:10.5062/F&D20685.
- David-West, B.T. (2020), Library user education and student's utilization of library resources in University of Port Harcourt, Rivers State, Nigeria, *Journal of Information and Knowledge Management*. 10 (1), 5-10.
- Devi University Handbook (2023). <https://www.smvdu.ac.in>
- Eskola, E (2008). University students' information seeking behavior in a changing learning environment, 4 (2) retrieved from <http://www.shef.ac.uk/is/publication>.



- Falows, J. (2005). Assessing the impact of reference services provided to undergraduate students. *College & Research Libraries*. 66(4), 324-34
- Guskin, M. (2006). Theft and damage in an academic library. *Journal of Librarianship and Information Science*, 27(4)191-97.
- Hilse, M. (2010). Gender and ICT in the House hold: Evolving patterns of internet use in the United States. *The information Society*, 22,231-240.
- Jato, M. (2010). Causes and effects of delinquent behavior in academic Libraries (Kenneth Dike Library as a case study). *Owena Journal of Library and Information Science*, 2(1), 25-34.
- Jones, A. Milltermajer, S. & Perez, O. (2009). U.S. College students' internet use race, gender and digital devices. *Journals of Computer-mediated Communication*, 14 244-254.
- Julien, H. (2010). Information literacy instruction in Canadian Academic Libraries. *Longitudinal Trends and International Comparison College and Research Libraries*, 16 (6) 510-523.
- Momodu, M, A. (2012). Delinquent readership in selected urban libraries in Nigeria Library Review, 51 (9) 469-473.
- Nina-Okposung, A. A, & Anyaobi, C. (2011). Users' observance of and attitude of students to borrowing of library materials in university libraries. *Journal and Information and Knowledge Management*, Vol. 1(2) 102-109.
- Norliaya, A, S. (2009). Evaluating users' satisfaction on academic library performance. *Malagsian Journal of Library and Information Science*, 14 (2), 101-115.
- Ogunmodede, T. A. & Emeahara, E, N. (2010). The effect of library use education as a course on library patronage: a case study of LAUTECH library, Ogbmosho. Nigeria Library Philosophy and practice available at [www.webpages.widaho.edu/~lpp2010.htm](http://www.webpages.widaho.edu/~lpp2010.htm).
- Omehia, A. E. Obi, O, O. & Okon, H, I. (2008). Student characteristics and use of library in University of Uyo. *Library Philosophy and Practice*. Available at <http://unllib.un.edu/llp/omehia>.
- Onovughe, E, A. & Ogbah, O. (2011). Gender differences in the use of library. Students of college of education in Delta State, *Owena Journal of Library and Information Science*, Vol. 2(1) 35-43.
- Osim, T, A. (2012). Students' characteristic and their observance of library regulations in tertiary institutions in Cross River State, Nigeria. Unpublished MLS Thesis, University of Uyo.
- Rosch, F. E. (2013). How do student's perception of their library usage influence their educational outcome? *College Student Journal*; Vol. 35,(3). 366-372.
- Shepherd, B. (2013). A comparative study of users' satisfaction with the management of library service in three academic libraries in Benue state. *Journal of Studies in Social Sciences*, Vol. 6 (1), 23-30.





- Sylvester, N. (2011). Users' information behavior. A gender perspective information research, Vol. 12(3) 12-35.
- Ugah, A, D. (2007). Obstacles to information access and use in developing countries library philosophy and practice. Available. <http://unlib.un/.edu/LPP/ugahz.htu>.
- Ugboma, M, U. & Edewor, N. (2012). The gender dimension of use of libraries in Nigerian polytechnics. *Journal of Nigerian Library Association*, 45. 53-61.
- Uhegbu, A, N. (2010). The information user: Issues and themes. Enugu: John Jacobs Classic Publisher Ltd.
- Zondi, E, L. (1992). Library use skills and information seeking patterns of first year students at the university of Zulu land, South Africa south Africa *Journal of Library and Information Science*, 60 (4), 204-218.