INFLUENCE OF MOTIVATION, LIBRARY MATERIALS AND LOCATION ON USE OF LIBRARY BY UNDERGRADUATES IN UNIVERSITY OF IBADAN, NIGERIA

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Abstract
The study investigated the influence of motivation, availability and adequacy of library materials as well as location of library on the use of library by undergraduates in University of Ibadan, Nigeria. The convenience sampling technique was adopted to select only 150 undergraduates while the questionnaire was used as the major instrument of data collection. Findings from the study revealed provision of conducive library environment, ICT facilities, availability of book supporting student centered curriculum, and group reading are major factors which motivate undergraduate students in University of Ibadan towards library use. Textbooks, reference resources, journals, newspapers as well as magazines were found to be the major library materials available to students while adequacy of special collection and government publications, audiovisual materials, electronic resources and students' long essays in meeting the needs of undergraduates in University of Ibadan was established. Further findings from the study revealed major purposes of use of library by undergraduates to include consulting textbooks, reading for examination, reading lecture notes, writing assignment, consulting reference materials, consulting journal (hard copies) and consulting electronic journals (online resources). Location of library was found to be easily accessible by the undergraduates. Positive relationships between motivation, library availability, adequacy, location and use of library were established which implies that proper motivation of undergraduates, high level of availability and adequacy of library materials as well ease of accessing location of library would lead to improvement in use of library among undergraduates in University of Ibadan. The study recommended proper motivation of undergraduates towards library use, provision of relevant library materials in adequate quantity and quality as well as location of university library where it can be easily accessible to ensure regular use of library by undergraduates in University of Ibadan, Nigeria.

Keywords: *Motivation, Availability and adequacy of library materials, Location, Use of library, Undergraduates in University of Ibadan, Nigeria.*

Background to the Study

The need for libraries in higher institutions of learning cannot be over-emphasized, as the quality of any education depends on the library, not the library as a magnificent building alone but users too. It is important that libraries serving academic communities are

properly sited for easy access by users while at the same time having the broadest possible collection of books and other essential materials. The academic library is an inexhaustible stone house of knowledge where users can go unrestricted to access information in meeting their knowledge needs and practical life of the past, present and forecast for the future. If a library is well stocked and the students know they can find more information than what they are taught, they will use the library maximally.

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

Reporting the purposes for which undergraduates make use of library, Yusuf and Iwu (2010) found in their study that 88% of undergraduates in Covenant University visited the library to read for examination and Online Public Access Catalog is more used than manual cataloging. Also, Ford (1986) as cited in Mason (2010) was of the opinion that library can be a stimulating place for some students while for others may not be due to the motivating factors prevailing within the library environment. He found that students come to university unprepared and unequipped to handle the demands of their course work primarily because they do not have experience with large research library, or that they do not understand how library work and are yet to acquire the skills needed to do meaningful research. George *et al* (2006) cited in Ossai (2009) noted that students library usage pattern amongst others is influenced by the attitude of the university library staff.

Franscotti (2007) conducted a survey to determine the level of usage by students and current resources of the library while Lange (1998) showed that distance from the library is an important factor in frequency of use and indicated that positive experience with library staff at early age is a determining factor of library use at adulthood and that the services of the disposition of library staff, introduction of better environment and availability of relevant collections will enable the student to use the library more. In other words, students will use more of the library if they can do their home work, access information, listen to music, watch movies and use the internet.

Walton (2006) highlighted some of the motivating factors that van draw undergraduates to make regular use of library to include; easy access to resources; availability of learning space; and conducive environment while Cannell (2007) on his own part noted that library is used as a place to find books/electronic resources, get help to work, use e-learning resource, celebrate research and meet together highlighting that academic libraries where learning spaces of varying purposes are provided like carrels which are sound proof, study rooms which may be noisy, rooms for serious work and group work/assignment are more likely to attract students' patronage.

Hiller (2002) studied patterns of library use among students from different disciplines. Findings reflected the priorities which students chose. Though the results showed differences among disciplines, they might reflect students' subjective preferences, not their actual use patterns. It could be assumed that Hiller's findings of differences in search patterns among disciplines do not account for individual use attributes. Also, Campbell and Shlecter (1979) conducted a study on the effects that the environment can have on the use of library and scanned the total environment to see how it can influence user behaviour and satisfaction. Their study concluded that the design of a library can influence user behaviour and satisfaction. Most of the constraints identified in their study are on the physical environment and library organisation, staff disposition, and resources of the libraries. Clee and Maguire (1993) focused their study on the effects of the environment on library use and reported that the total library environment has motivating impact than that of individual factors. They noted that the total environment is made up of many different factors and that any one of these factors could potentially affect a user's perception of the library and recommended better guiding, better lighting, a fresher atmosphere, more seating, and a quieter library. Lushington (2002) stated that individuals use libraries and as such, libraries should be designed with individuals in mind.

Leighton and Weber (1999) opined that academic library is more than a book repository as it also provides study space in an environment that is conducive to serious thinking and learning, symbolic of the process of education and believed that the library environment can facilitate the attainment of this role of the library. Lombardo and Condic (2001) emphasised that the library needs to be a comfortable place otherwise, students will decide to use alternative methods to gather the information they need. This remark was borne out of their observation of students' growing dependence on electronic resources and students' lack of understanding that some of the best sources that they could use for research are in print format.

A study by Nagata, Toda and Kytomaki (2007) found that undergraduates visited the library for various reasons. The objectives of the study were to understand students' usage patterns of the library and their educational outcomes. Though the study focused on library use and educational outcomes, the findings regarding students' library use are relevant to this study. The identification of students' patterns came from usage context. Learners, strollers, extended users or socialisers, place and personal computer users generally showed similarities, thus creating common groups. This study showed that students were not identical in their usage contexts, and the relationship between their patterns of usage and educational outcomes.

A user's library travelling distance also affect the use of library, Palmer (2006) research made several generalisation regarding potentials users, their mode of transportation, and the subsequent accessibility of the library. As would be expected, a lack of easy access due to poor location was an found to be an important factor responsible was responsible for non-use of libraries by undergraduates. Therefore, it is expected that library should be located within the vicinity of easy location and access by the students. The long distance of the library to the undergraduate students will discourage the students from making use of the library and its resources.

Even though the library has resources and organise library orientation to make known the resources available in the library, students may not make maximum utilisation of available library resources due to their perception about availability and adequacy of library materials, library environment and other motivating factors as well as location of such library. Hence, this study investigated the influence of motivation, library materials and location on use of library by undergraduates in university of Ibadan. The following research questions guided the study:

1. What factors motivate undergraduates towards use of library in University of Ibadan?
2. What library materials are available to undergraduates in University of Ibadan?
3. To what extent are library materials in University of Ibadan adequate to the needs of the undergraduates?
4. How adequate do undergraduates in University of Ibadan consider the location of library?
5. What is the frequency of use of library by undergraduate in University of Ibadan?
6. What is the purpose of using the library by undergraduates in the University of Ibadan?
7. To what extent do motivation, library materials and location of library influence use of library by undergraduates in University of Ibadan?

Literature Review
Use of Library by Undergraduates
According to Kwon (2008) use of information resources in the library is crucial in higher education. Therefore, higher institutions should stress on students' abilities to use libraries and information resources. With the new generation of computer literate students and the vast amount of information available in both print and electronic formats, the necessity to develop the ability to use information resources in the library is paramount. Consequently, academic libraries assume a far greater role in assisting students to locate and evaluate information. In the view of Waldma (2003), students' library use assumes that the more an undergraduate uses the library, the more familiar the student will be with its resources. However, if students use the library primarily as a quiet and convenient place to study, they may not be aware of its resources at all and may not be different from the student who never visits the library.

Libraries are seen as providing the building blocks for national development. In his study on information needs of students, Kumar (2009) found that most users visit the library to borrow books, study, and search for information or reading. The purposes of their visits depend on availability of time and needs. Also, Hussain and Kumar (2006) reported that majority of the students visits the library to borrow books or other materials because they preferred the print collection over the electronic collection.

Ugwuanyi, Okwor and Ezeji (2011) stated that the abundance of information resources provided by libraries makes them a potential learning environment. On the other hand, Popoola (2008) affirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members while Iyoro (2004) identified easy accessibility to library resources as a major motivating factor for library usage by students in tertiary institutions of learning. It is accepted that the effectiveness of libraries is often measured by the volume

of library materials available to clients, the amount of use of the resources and the apparent satisfaction of clients (Simmonds and Andaleeb, 2001).

Perera (2005) submitted that satisfying user needs is essential to the management of libraries, hence the need to provide all necessary facilities to motivate students towards the use of library. The management staff of a library should be aware of the current needs of their users, which may vary from one library to another as well as from time to time. Therefore, carrying out regular surveys on user needs at regular intervals on various aspects of library usage will be an invaluable guide in determining the future directions of library developments. Popoola (2001) observed that information availability does not mean accessibility and use and that academic libraries should stimulate primary demand for their products and services. This view is upheld by Mason (2010), who opined that librarians must be sympathetic and helpful to all students on the one hand and that on the other hand, students must be aware that librarians and faculty members are there to instruct and encourage their use of library.

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

Factors Motivating Undergraduates towards Use of Library
In the academic library field, there is considerable research which emphasizes the issues of service quality and service quality evaluation (Cook & Thompson, 2000; Hernon, Nitecki, & Altman, 1999; Quinn, 1997; Nitecki, 1996; Martensen & Gronholdt, 2003). However, as Simmonds (2001) mentioned, there has not been very much written about the factors that influence students actually to use libraries. In other words, academic library user studies focused, for the most part, on what resources or services library users use, how library users assess library service quality, what relationship exists between library usage and library users, academic success, and so on resulting in the dearth of research on the fundamental motives underlying academic library user behavior to use library services and products, hence the need to find out factors which motivate students towards library usage. Academic library users are also consumers who demand and choose products and services in an information market place which is motive driven. Therefore, if academic libraries cannot successfully motivate consumers to use their products or services, they may lose the advantage to other information providers. Ultimately, academic libraries must satisfy and motivate consumers for the survival of the libraries and prosperity of users and society at large.

Simmonds (2001) stated several factors that can influence users' satisfaction which include responsiveness, competence and assurances, tangibles and resources. Sowole (1995) implored librarians to make maximum efforts to ensure that their library users derived the best possible benefits from the services they render and that materials are provided by

libraries to support the learning, teaching and research processes and to provide assistance to users.

Availability of Library Materials in University Library

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

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

Adequate supply and availability of materials must be matched with accessibility by users. Unomah (1986) saw user education on how to use the resources of the library in this regard, as very essential. He believed that users of academic library should be given proper library orientation on the use of materials in the library. Supply of serials/periodicals and newspapers should be given proper attention. These are library materials that aid research as they contain reports of recent happenings, research findings which are too recent or fresh to be contained in textbooks and if users are aware of their presence, they would be happy to patronise such libraries for effective utilization. Adequacy of services rendered in the library tells a lot of success story about the library.

According to Uwem (2003) acquisition of information resources would be a waste of funds if the resources are not consulted by users. From acquisition to processing and organisation, the critical consideration is in meeting users' needs. It is not necessary to argue with users at points of service provision in the library but a firm understanding of users' needs could be beneficial to both the library, the actual and potential users. She highlighted the need to enable the library concentrate scarce funds on the acquisition of need-based resources, organization of the resources according to the subject profile of the users; prompt provision of what is needed from what is wanted; right information delivery to the right person and easy retrieval as major reasons why user needs should be thoroughly understood because the library system has been designed from the stand point of the users.

Awana (2000) opined that reading materials, no doubt, are one of the essentials or important resources needed for effective learning of any course or subject. They will continue to be one of the main sources of information and knowledge to both students and teachers. Textbooks are needed to enhance effective learning and teaching in an institution and they should meet the challenges and the increasingly dynamic concepts of education and learning. However, if the needed materials are not available, then frustrations set in. Unomah(1986) proved this to be correct in a research on unavailability syndrome in academic library. He said that 300 (71.4%) of his respondents went home frustrated when they failed to get what they wanted.

The resources of the library are essential input in the learning process and for the overall assessment of the educational objectives and achievement. Advances in technologies have ensured that library resources have gone beyond the print media-electronic, multimedia, the internet have made a lot of impact on the availability of reading materials. This is a very big task for the library profession, and librarians must brace up to face the new challenges, if they must remain relevant in the scheme of things. Periodicals/serials, like books, form part of the reading materials in an academic library. Periodicals and serials are publications issued at regular intervals and which as a rule, are intended to be published indefinitely. Periodicals maybe published daily weekly, monthly, bi-monthly, quarterly or yearly. They usually have volume and issue numbers, month and year of publication.

Availability of information resources also entails acquiring and also providing means by which users could get necessary information resources needed. It tries to ensure that every user gets document, which could satisfy his/her quest for information. Indeed, availability of information resources could justify the existence of the library or information center. It is in line with this that the study set to assess the level at which information resources are made available and accessible by the users of Lafia public library. Perhaps a study such as this could give an insight into how the library is used and relevance services provided to the users.

Availability of information resources refers to the presence of books and non-book materials in a library and information center. Managing the physical resources of library depends on the availability of the resources. Abdulsalami (2013) remarks that availability requires workable performance measure to back it up even if the ultimate benefit to the individual user and to the community is difficult to assess. The access to library resources of the library is also a factor of availability for without the physical presence of a document a user cannot access anything. This therefore, reveals that the effective use of any library is best measured in terms of access and demand of its resources and services.

The daily growth of information brings about problem of location, acquisition, organization and dissemination, the growth brought about problems of making available to users the right type of information at the right time. Robert (1998) remarked that, immediate availability of information resources is important but limited concepts. As a standard of library services it is rather one dimension, since it reflects the library capacity to satisfy a demand at discreet moment in term, not as a continuous process. In that sense the concept of availability is misleading to its project image of a library as a mere warehouse in which information resources are either available on demand or not.

University libraries exist to enhance the acquisition of knowledge by their clientele through the provision of reading materials (book and non-book) for the purposes of teaching, learning and research. A university library, according to Mallaiah, Kumbar and Mudhol (2008) occupies the central and primary place in teaching and research, therefore, it has to meet the diverse and growing needs of educational programme at the undergraduate, postgraduate and research levels. Every tertiary library, including university library, is expected to meet the objectives of the institution that established and funds it. In a similar vein, library, according to Aina (2004) is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study and consultation. He further sees university library as leaning centre which provides materials that are needed for learning all the courses offered in the university, as well as potential courses that may be offered. Oyedum (2006) asserted that one of the objectives of a university is to encourage acquisition of knowledge, that is, to encourage and promote scholarship and research in all fields of learning and human endeavour. She claimed that apart from classroom teaching and practical exercises in university laboratories, one of the main departments that assist the university to achieve this objective is the library.

To determine whether the objectives of the library are met, according to Bassey (2006), the views, opinions, and perception of the library users should be sought. In other words, any library that wants to improve its resources and services must solicit the help of its users to identify areas of weakness in order to improve upon them. On the adequacy of library resources and services, Aguolu and Aguolu (2002) showed that it is the size of a collection, combined with its quality that ensures its adequacy. Thus, adequacy of any collection has both qualitative and quantitative dimensions. The extent to which library resources and services satisfy the needs of users will determine how effective and efficient a particular library is. For a library to be worth its salt, the resources and services it renders must strive to meet and satisfy the needs of its users. However, user's perception, which is a way a user forms impression of and makes inferences about library resources, services and personnel in term of how far they meet their expectation, should be used to measure library performance. This is because, according to Aina (2004) user is critical to the practice of librarianship and that all processes revolve round the users.

Popoola (2001) argued that information availability does not only mean accessibility and utilisation and suggested, among others, that academic libraries should stimulate primary demands for their products (materials) and services just as Akinlade (2000) observed that the expectations of people are high when sourcing and retrieving information, hence frustration too is high when expectations are not met. She suggested that for a library to satisfy the needs of users, both human and material resources must be available. In an effort to provide reference services to patrons, the American library, Brown (1994) reported that quality improvement techniques used by business organizations were adopted to improve the quality of their reference services.

According to Brown, the techniques include: identifying the characteristics of customers and their needs; periodically evaluating service and identifying their limitations; promoting teamwork through employee's involvement. Reference services should be more of customer driven. In order to ascertain whether or not the academic library

materials and services have met the information needs of the clientele, there is need for evaluation of the use of library resources and services. That is, it entails quantification and comparison with laid-down standards of library provisions and services. When we evaluate we quantify performance practice and sometimes compare with output of another library considered as ideal. Libraries are concerned with the evaluation of the effectiveness of library services and the library as an institution.

Influence of location of library on use of library by undergraduates
University libraries are those academic libraries established in the university environment to promote research, teaching and learning activities in the parent institutions. In other words, a university library is understood by everybody as a house of knowledge established in various universities where students are expected to visit and effectively make use of the resources to satisfy their information needs. For effective use of university libraries to be achieved, they should not only provide and preserve information materials for all categories of users but should endeavour to keep the reading environment inviting and attractive. Thus, the environmental factors such as good ventilation, noise-free reading areas and physical facilities such as furniture and lighting / illumination are necessary for adequate use of university libraries to be achieved.

Physical facilities as one of the environmental factors could influence the students' use of library. Students, for instance, who use the library resources in carrying out some research work or doing any type of class assignment such as writing of projects, term papers, seminar and workshop papers, and other practical assignments will be encouraged to do so if the physical facilities of the library are adequate. In other words, university libraries are expected to provide conducive reading chairs and tables as well as bright lighting system in order to encourage and enhance learning and research. The library user will also be encouraged to use the library if the building/library location is not far from their department or faculty.

McVey (1971) as cited by Nock (1998) argued that the learning conditions such as light, temperature and sound if not properly incorporated into the school design may negatively affect human beings and deter learning. Therefore, according to Nock (1998) the learning environment must have a good lighting, temperature and humidity control necessary for the comfort of the users. Similarly, Lushington (1980) (in Nock, 1998) emphasized that: "a welcoming staff, comfortable seat and place to talk, to meet people and enjoy a snack, colourful, well lighted displays that suggest what to read, look at, or listen to, control of sound, lighting that encourages behaviours suitable to a variety of activities, books that look attractive, and machines for use with other media that work, all enhance learning and even make it more enjoyable."

In the same vein, Metcalf (1970) (in Nock, 1998) observed that most readers come to academic libraries primarily to read and study, and expect a reasonable amount of visual and acoustics privacy. Harvey (1993) expressed that; enough and appropriate furniture and equipment should be provided to ensure that handling of library materials is as easily and comfortably carried out as possible. Also important are other furniture such as bookstands or lecterns to support rare books, large or sloping tables for large bound volumes and adequate lighting in reading rooms.

Pierce (1980) further revealed that, "it is important that study chairs be large enough for the comfort of today's users, many of whom are larger than their parents." Studies have shown that library users in study chairs shift their positions to some degree with great frequency. A chair that is large enough or that has design elements that encourage shifts in position will be more comfortable to users than a chair which does not permit many variations in seating posture. Arms on a study chair provide additional support elements that encourage position changes. Nearly everyone will find the support arms helpful in sitting, reading, or writing comfortably, even though it has its own drawbacks (Pierce, 1980). He equally pointed out that chairs of metals and plastics in various combinations of these two and other materials are presented for use as library study chairs. A few are of good quality and quite suitable for the purpose, while others are not at all satisfactory. Wood library study chairs according to Pierce (1980) are often specially designed for use in libraries and meet their needs very well. Most metal/plastic chairs are designed for mass production for other purposes and are not really suited for use as library study chairs.

Furthermore, adequate illumination for libraries according to Idachaba (1998) could be derived from two sources: power (electricity) and natural light (energy). Without adequate lighting, library cannot perform its functions- particularly when it opens into the night as in university libraries. It is good to consider the quality, intensity and cost for installing it and its constant future maintenance from the on-set. Fluorescents are more costly, last long and produce bright illumination. On the other hand, bulbs produce incandescent lighting and costly to maintain. Apart from electricity, positioning of the library building so that sun- light can get as far inside the building as possible for most part of the day is equally important. The location of the library is equally necessary for the user of the library, the library users will not be encouraged in paying transportation fare before getting to use the library. This location of the library can discouraged the users from using the library. This is particularly relevant because according to Idachaba (1998) in places like Nigeria, for example, light supply is so erratic that for a whole day, week, or even months there may not be light supply in an area. The only way to circumvent this, he maintained, is for the library to have a stand-by generator. Many do so, but its maintenance and running-cost give a cause to worry about. From the foregoing, it can be deduced that physical facilities can affect learning and an effort to always improve the level of physical facilities in every university library is necessary.

Influence of Motivation on Use of Library by Undergraduates
Motivation is derived from the Latin word "movere" which means to move. According to Sharma (2011) motivation is the inner force that moves the people to work. Motivation is concerned with why people choose a particular course of action in preference to others and why they continue with a chosen action, often over a long period and in the face of difficulties and problems (Mullin, 1996). It is thus the driving force in a person that makes him to do something willingly. The underlying concept of motivation is some driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation (Sharma, 2011). Satisfaction occurs when the set target bring the anticipated rewards. Dissatisfaction on the other hand occurs when the rewards are either not forthcoming or do not meet expectations (Pettinger, 1996).

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

Entwistle (2003) reported a conceptual framework which identified a variety of factors which influence the quality of a university student?s learning experience. This framework identifies two broad influences. First are influences attributable to teachers such as the design of a teaching and learning environment and the development of course materials. The second set of influences are those attributable to the attitudes and behaviours of students. These characteristics include, for example, *"existing knowledge"*, *"styles of learning"*, *"abilities"* and *"motives"*. This is reinforced by Cole et al (2004) who argue that motivation is an important issue for research into all levels of education because it is one of the crucial determinants of the success of any learning activity. This point is reinforced by Breen & Lindsay (2002) who see academic performance as being grounded in motivation and ability and suggest that this lies at the heart of much research in the area which attempts to *"find motivational constructs that predict student success"*. The outcome of this, according to Lucas & Meyer (2005), is that students bring different expectations, learning strategies and learning skills to their studies and this frequently manifests itself in different types of learning. For example, students with high levels of extrinsic motivation will tend to focus on surface learning compared to students with high levels of intrinsic motivation who have a desire to understand. For Lucas & Meyer (2005), what is crucial in understanding the outcomes of learning is an understanding of why individuals want to learn in the first place.

There is a significant body of literature which examines how motivations to study impact on the experiences of students in higher education. For example, Kong et al (2003) explore this issue in terms of engagement with curricula and suggest that the cognitive, behavioural and emotional engagement of students with their studies is frequently determined by the students? motivation to study. The importance of motivation to the experience of students is further explored by Henderson-King & Smith (2006) who discuss it in the wider context of the *"meaning"* of education. They suggest that each student will have a unique motivation to study and this is important because *"the degree to which individuals are intrinsically or extrinsically motivated to engage in academic work should have some bearing on their approach to education contexts"*. This relationship between outcome and purpose is examined in detail by Ponton et al (2005) in the context of *"agency"* and the different actions which result from different types of motivation. Overall, therefore, motivation is a crucial issue for research because it influences the *"decision making processes determining the direction, focus and level of effort individuals will apply to a learning activity"* (Cole et al, 2004).

Massingham & Herrington (2006) suggest that there have been a number of significant changes to the motivations to study of students over the past three decades. They identify a number of studies carried out in the 1970s which suggested that the key motivations for students were based around issues such as "*intellectual discovery*", a "*desire for knowledge*" and "*enthusiasm*" and argue that, for a number of reasons, this type of motivation is being eroded and replaced by more instrumental motivations whereby education has become "*a means towards some end, rather than being valuable in its own right*". This is a reasonable reflection of a broad cross section of the literature which examines the long term changes in higher education and their impact on traditional views of academia (see, for example, Adcroft & Willis, 2005).

The first question is based around choices of degree programme and whether there are significant differences in types and levels of motivation between students studying generalist degree programmes and more specialist degree programmes. The second question considers the relationship between a student's motivation to study and their stage of study; Is the level and type of motivation to study different between students at different stages of their degree programmes? The paper will next provide some theoretical underpinning to the examination of motivation to study followed by an explanation of the methodological approach taken to data collection before presenting the results of that data collection. The paper considers some of the academic and practical implications of the data before drawing conclusions and making some suggestions for future research in this area.

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

The natural and logical counterpoint to intrinsic motivation is extrinsic motivation. Again there is a common explanation across much of the literature which focuses on the "*performance of an activity in order to attain some separable outcome*" .Fagan et al (2008) take this one step further and argue that there must be an element of "*perceived usefulness*" to

activities carried out. This is reinforced by Vallerand et al (1992) who define it as "*a wide variety of behaviours which are engaged in as a means to an end and not for their own sake*". As with intrinsic motivation, the constituent parts of extrinsic motivation are as important as the broad definition and Ryan & Deci (2000) summarise a number of studies by suggesting that there are four dimensions to extrinsic motivation: First, "*external regulation*" where the individual focuses on rewards and/or punishments that may result from undertaking an activity; second, "*introjection*" where an activity is undertaken in order to secure approval from others; third, "*identification*" where the individual begins, consciously, to value the activity and, fourth, "*integration*" where the outcomes of the activity are congruous with the individuals wider goals.

In discussing the differences in motivation between students at different stages of their studies, Ditcher (2001) examines the issue in the context of engineering undergraduates and concludes that, over time, students take an increasingly "*instrumental*" approach to their learning which is "*marked by a motivation to pass exams … rather than an interest in learning*". Husman & Lens (1999) explain this phenomenon through the importance of goals and argue that motivation to study is essentially driven by the goals of the student. As students progress through their studies they become more focused on their goals and, as a result, intrinsic motivation falls and extrinsic motivation increases. Dolnicar (2005) reinforces this point by looking at the specific issue of lecture attendance across a broad range of subject areas and shows a growing pragmatism among more experienced students whereby lectures are attended to "*find out what I am supposed to learn*" rather than because the student may "*enjoy them*". Husman et al (2004) draw similar conclusions and suggest a growth in instrumentality as students get closer to the end of their studies. Dolnicar (2005) sums up the position by suggesting that "*pragmatism now determines the reality of the education environment*".

The differences between generalist and specialist students, is examined by Cordova & Lepper (1996) who discuss the issue across three dimensions; contextualisation, personalisation and choice. Where each of these dimensions is present, Cordova & Lepper (1996) argue, motivation will be higher. This is reinforced by Iyengar & Lepper (1999) who suggest that the link between high levels of motivation and individuals carrying out actions they have made explicit choices about is "*self evident*". Further evidence is provided by Reeve et al (2003) who have examined the relationship between "*self-determination*" and motivation and whether individuals feel higher levels of autonomy and motivation if they undertake actions which are the result of their own choices. Reeve et al (2003) studied undergraduate students in education studies and found that explicit and proactive choice of study frequently goes hand in hand with high levels of motivation to study.

These two elements of diversity of motivation raise a number of issues as far as teaching and learning are concerned. For example, Breen & Lindsay (2002) discuss the issue in relation to managing cohorts of students where there are different levels of motivation within the student members. In discussing the relationship between motivated and unmotivated students, they conclude that where there is likely to be influence it will probably have its most powerful effect in dragging down the motivation of students rather than vice versa; "*students who lack motivation can demotivate their peers and the academics who teach them*". Under these conditions, managing motivation is a crucial task for academic

staff. For example, Pintrich & De Groot (1990) suggested that teachers develop "*classroom situations and tasks that can foster motivation*" and Reeve et al (2003) explain the relationship between teaching activities and student motivation as being "*mutually supportive*".

In measuring overall motivation, Ryan & Deci (2000) suggest that, on an individual by individual basis, it will differ in two ways. First, individuals will have different levels of motivation and, second, individuals will have different orientations to their motivation. In this study an individual?s motivation to study is not seen as being either intrinsically or extrinsically driven but rather as a blend of the two. The conceptual challenge in all this is to combine them to provide an overall view of motivation for both individual students and also for cohorts of students. In order to do this, the research uses the approach taken by Adcroft & Teckman (2008) who examine the relationship between motivation (and other variables) and the outcome of sporting contests. On this basis, two key differences are identified. First, those with high intrinsic motivation will tend to find their motivation through themselves, and, second, they will be focused on the process of the activity. Alternatively, those with a high extrinsic motivation will be more driven by external factors and will focus on outcomes.

The first group *highly motivated* are those individuals who are not only curious about the activity but also want to achieve a clear result from it. The second group, *Interested*, are those who are less concerned with outcomes and issues external to them but are simply curious about the activity. The third group, *Results Driven*, are those people who are relatively indifferent about the activity but, nevertheless, want to achieve good results and the final group *Unmotivated*, are those individuals who are not interested or curious about the activity and are unconcerned with what outcome they may achieve. Dealing with motivations to study in this conceptual manner allows for two important points of analysis. First, it facilitates an understanding of the diversity of motivations within any given cohort of students and, second, it allows for an easy comparison between different cohorts of students

Influence of Library Materials on Undergraduates use of Library
Textbooks usage account for most reasons for library visits (Akobundu, 2007). In the library field, researchers usually approach user satisfaction in traditional way in which researchers emphasize the investigation of user material needs and fulfillment - what users requested and received from libraries (Fei Yu, 2006). Because, the physical objects like books and journals are the one of the major materials in the library. Library literature usually interprets the fulfillment of user needs by assessing whether users have obtained the materials they were seeking. Popoola (2001) observes that information availability does not mean accessibility and use, and that academic libraries should stimulate primary demand for their products and services. An under resource library will therefore not serve its cardinal purpose and hence undermine effective academic in improving the academic facility to suit its general expectations. Applegate (1997) defines user satisfaction as a personal and emotional reaction to a library service or product. Gronroos (1990) proposes that service quality can be divided into two dimensions, namely technical quality and functional quality. Technical quality represents the outcome of the service, and functional quality relates to the service process. This study focuses on aspects of functional quality.

The functional quality has a clear direct impact on technical quality and both have an impact on customer satisfaction and library productivity.

Simmonds (2001) stated several factors that can influence users' satisfaction; these factors include responsiveness, competence and assurances, tangibles and resources. Sowole (1995) implored librarians to make maximum efforts to ensure that their library users derived the best possible benefits from the services they render. Materials are to be provided by libraries to support the learning, teaching and research processes and to provide assistance to users. A lot of studies have been carried out on library use. This is so because it is the users that make the library and its services come alive. A library that is not used is as good as dead as it cannot justify its existence. It is therefore the use to which the library is put that infuses life into its resources and services; hence, use and user studies cannot outlive their usefulness. Akinade (2000) observed that the expectations of people are high when sourcing and retrieving information and when such information needs are not met, frustration usually set in and this may drive the users away from the library. Akande (2003) therefore noted that the use of library resources is uppermost in the minds of the university libraries as this will enable the management know how best they can serve their users. Users' study is thus regarded as a veritable tool for the assessment of libraries and their services (Tsafe, 2004).

However, literature has revealed that information availability does not mean accessibility and utilization; therefore, university libraries have to market their resources and services to attract users. Osinulu (1998) also confirmed in her study that low use of the library is due to lack of awareness on the part of users. Ozoemelem (2009), on the other hand, stated that informed library users know that libraries have resources that are more comprehensive and scholarly than most web sites provide but the problem is that these resources they are not straightforward like that on the webs. Though users use the library for different purposes, Oyesiku and Oduwole (2004) study on the use of academic library revealed that students use the library mostly during examinations period. In a study conducted by Igun and Adogbeji (2007) among the students, majority of the students claimed that their main purpose of using the library is to update their knowledge and skills. It is therefore, essential to know the needs and opinions of the users in order to satisfy them. In buttressing this Bassey (2006) posited that satisfying the request of users implies providing the actual information or services that will meet their needs.

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

Methodology

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

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

This chapter presents the result of data analysis, interpretation and discussion of findings obtained from the data gathered on the influence of motivation, library materials and location on use of library by undergraduates in University of Ibadan, Nigeria. One hundred and sixty copies of questionnaire were administered to the respondents out of which only 150 (93.7%) were returned and found with useful responses.

Demographic information of respondents
Table 1. Distribution of respondents according to gender

Gender	Frequency	Percentage
Male	86	57.3
Female	64	42.7
Total	**150**	**100.0%**

Table 1 showed the background information of the respondents revealed the gender distribution of respondents, there were more males (86, 57.3%) than females (64, 42.7%) students among the respondents.

Table 2: Distribution of respondents according to Age

Age group	Frequency	Percentage
16 to 25yrs	54	36.0
26 to 35yrs	79	52.7
36yrs and above	17	11.3
Total	**150**	**100.0%**

Table 2 revealed that majority of the respondents were within the age range of 16 to 35 years with response range of (133 or 88.7%). This is closely followed by (54 or 36.0%) of the respondents who are within the age range of 16 to 25 years. This implied that most of the undergraduate in University of Ibadan are within the age range of 16 to 35 years.

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

Table 3: Factors which motivate undergraduates towards use of library

Motivating Factors	Agree	Disagree	$\overline{X}$	Std. Dev	Ranking
Provision of conducive Library environment	93 (60.0%)	57 (40.0%)	2.20	.976	1
ICT facilities	94 (61.3%)	56 (37.0%)	2.20	1.215	2
Student centered curriculum	101 (67.3%)	49 (32.7%)	2.08	.886	3
Group reading	105 (70.0%)	45 (30.0%)	1.98	.930	4
Availability of necessary facilities in the library	126 (85.3%)	24 (14.7%)	1.67	.841	5
Availability of books supporting Student own interest	128 (85.3%)	22 (27.3%)	1.60	.819	6
Librarian and other staff Attitude	144 (96.0%)	6 (4.0%)	1.57	.572	7
Through their lecturer	146 (97.3%)	4 (2.7%)	1.45	.550	8
N= 150, Weighted Mean=1.84					

The respondents were asked to indicate the **factors which motivate them towards use of library. The results in Table 3 reveals p**rovision of conducive library environment (150 (100.0%); = 2.20), provision of ICT facilities within the library (150 (100.0%); = 2.20), availability of book supporting student-centered curriculum (150 (100.0%); = 2.08), and group reading (150 (100.0%); = 1.98) as major factors which motivate respondents towards use of library as affirmed by all the respondents. This implies that undergraduates in University of Ibadan are motivated towards library use by factors such as provision of conducive library environment, provision of necessary ICT facilities, and availabilities of books supporting student-centered curriculum as well as group reading.

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

Table 4: Library Materials Available to Undergraduates in the Library.

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

Items	Available	Not Available	$\overline{X}$	Std. Dev	Ranking
Audio visual materials	106(70.7%)	44(29.3%)	2.72	1.073	1
Special collections and government publications	124(82.6%)	26(17.4%)	2.71	.909	2
Electronic resources	125(83.3%)	25(16.7%)	2.52	.995	3
Students long essays And projects	131(87.3%)	19(12.7%)	2.37	.993	4
Journals	147(98.0%)	3(2.0%)	1.85	.798	5
Magazines	146(97.3%)	4(2.7%)	1.78	.818	6
Newspaper	147(98.0%)	3(2.0%)	1.74	.746	7
Reference resources	147(98.0%)	3(2.0%)	1.47	.757	8
Textbooks	150(100.0)%	0(0.0%)	1.43	.649	9
N= 150, Weighted Mean=2.06					

The respondents were asked to indicate the library materials available for their use in the library. The results in Table 4.4 showed, audio visual materials ($\overline{X}$ = 2.72), special collections and government publications ($\overline{X}$ = 2.71), electronic resources ($\overline{X}$ = 2.52), and students projects and long essays ($\overline{X}$ = 2.37) as topping the list of library materials available to respondents within the library. This implies that audiovisual materials, special collection and government publications, electronic resources and students projects as library materials readily available in the library to undergraduates in University of Ibadan, Nigeria.

Research question 3: To what extent are library materials in University of Ibadan adequate to the needs of the undergraduate?

Table 5: Extent of Library Materials Adequacy to the Needs of Undergraduates

Library Materials	Adequate	Not Adequate	X	Std. Dev	Ranking
Special collections and government Publications	132(88.0%)	18(12.0%)	2.49	.925	1
Audio visual materials	133(78.7%)	17(21.3%)	2.45	1.102	2
Electronic resources	138(92.0%)	12(8.0%)	2.23	.949	3
Students long essays and projects	141(94.0%)	9(6.0%)	2,23	.855	4
Journals	135(34.0%)	4(2.7%)	2.01	.867	5
Newspaper	142(94.7%)	8(5.3%)	1.98	.871	6

Magazines	145(96.7%)	5(3.3%)	1.86	.795	7
Reference resources	145(96.7%)	5(3.3%)	1.57	.831	8
Textbooks	135(97.3%)	4(2.7%)	1.47	.748	9
N= 150, Weighted Mean=2.01					

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

Research question 4: How adequate do undergraduates in University of Ibadan consider the location of library?

Table 6: Respondents' Opinion on Adequacy of Library Location

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

Table 6 presents information on the adequacy of location of library. It shows that majority of the respondents (138 or 92.0%) affirmed that the location of the library in easily accessible to them. The inference to be drawn from this is that the location of University of Ibadan library is adequate for the undergraduate's access and use.

Research question 5: What is the frequency of use of library by undergraduate in University of Ibadan?

Table 7: Frequency of Use of Library by Undergraduates

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

The respondents were asked to indicate the frequency of use of library and the results as shown in Table 7 revealed that most of the respondents indicated that they use the library on a daily basis and weekly basis with response rates of 79 (52.7%), and 79 (52.7%), respectively. Only few of the respondents 68 (45.3%), indicated their use of library on occasional basis. It can therefore be inferred that undergraduate in University of Ibadan make regular use of library.

Research question 6: **What is the purpose of using the library by undergraduate in University of Ibadan?**

Table 8: The Purpose of Use of Library by Undergraduates

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

Table 8 presents information on the purpose of use of library by the respondents. The results showed that majority of the respondents affirmed that they use library for the purposes of consult textbooks (126, 84.0%), to read for examination (125, 83.3%), to read lecture notes (124, 82.7%), to write assignment (120, 80.0%), to consult reference materials (105, 70%), to consult journal (hard copies) (94, 62.7%), and to consult electronic journals (online resources) (92, 61.3%). This implies that the major purposes of using the library by undergraduates in University of Ibadan were mostly to consult textbooks, read for examination, read lecture notes, write assignment, consult reference materials as well as hard copy and electronic journals.

Research question 7: What type of relationship exists between motivation, library material available, material adequate and material location on the frequency use of Library by University of Ibadan undergraduate?

Table 9: Correlation between Motivation, Library Materials Availability, Adequacy and Location and the Use of Library

Variables	X	S.D	r	p	Remark
Use of Library	12.86	2.619	-	-	-
Motivation	14.74	2.732	.577**	.000	Sig.
Library Material Available	18.28	3.680	.487**	.000	Sig.
Library Material Adequate	18.28	3.680	.487**	.000	Sig.
Library Location	7.44	1.495	265**	.001	Sig.
* Correlation at 0.05 level of significance					

Table 9 presents information on the type of relationship which exists between motivation to use library, library materials, availability and adequacy as well as location of library and use of library. The result revealed that there is a significant positive relations between use of library and motivation to use library (r= .577, p< 0.05), library material availability

(r=0.487, p < 0.05), library material adequacy (r=0.487, p < 0.05) and location of library (r=0.265, p < 0.05). The implication to be drawn from the foregoing is that adequate motivation, library materials availability and adequacy as well as good location of library would lead to improvement in use of library by undergraduates in University of Ibadan.

Considering the degree of influence which each of the independent variables (motivation, library materials availability, adequacy and location of library) had on the dependent variable (library use), it can be inferred from the results of the study that tor library use by undergraduates would increase by 33.0% (r2 = 0.33), .24.0% (r2=0.24), 24.0% (r2=0.24) and 7.0% (r2=0.07) with one level increase in motivation, library materials availability, adequacy and location of library respectively. This implies that motivation, library materials availability, adequacy and location of library do have significant influence on library use by undergraduates in University of Ibadan, Nigeria.

Discussion of Findings

Findings from the study revealed that provision of conducive library environment, ICT facilities, availability of book supporting student centered curriculum, and group reading are major factors which motivate undergraduate students in University of Ibadan towards library use. This finding supported the result of the Applegate (1997) which revealed user satisfaction with the library environment and facilities as major factors that attract students towards the library. Also, finding from the study revealed textbooks, reference resources, journals, newspapers as well as magazines as major library materials available for the use by undergraduates in University of Ibadan, Nigeria. This result supported the findings of Buckland (2008) who reported books, maps, special collection and serials as major library material available in libraries for students' usage. (Clarke, 1997) said books and other information disseminating media are very important in libraries such that they can help to achieve the objective for which they are set up to attain. The materials which should be current should be made available and accessible to the potential users.

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

Moreover, finding on the frequency of library use by undergraduates revealed regular use of library by undergraduates in University of Ibadan. This finding supported Olaotan (2015) finding which reported regular usage of library among undergraduates. The result also supported the finding by Okiy (1999), who stated that the main reason why library exist is to provide the right material to meet the information needs of their users. Adomi

(1998) also shared the same view that the most comfortably used place for reading, is the library, while according to Ifidon (1999) library should contain all those great work in literature which are either too difficult or expensive for individuals to procure, this would go a long way to ameliorate the problems associated with the increasing cost of library

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

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

Summary of findings
This research work investigated influence of motivation, library materials and location on use of library by undergraduates in University of Ibadan, Nigeria. The study revealed that;
1. Undergraduates in University of Ibadan are motivated towards library use by factors such as provision of conducive library environment, provision of necessary ICT facilities, and availabilities of books supporting student-centered curriculum as well as group reading
2. Audiovisual materials, special collection and government publications, electronic resources and students projects as library materials readily available in the library to undergraduates in University of Ibadan, Nigeria.
3. Special collections and government publications, audio visual materials, electronic resources and students' long essays and projects as library materials which undergraduate of University of Ibadan considered as adequate to their needs.
4. Location of University of Ibadan library is adequate for the undergraduate's access and use
5. Undergraduates in University of Ibadan make regular use of library
6. Major purposes of using the library by undergraduates in University of Ibadan were mostly to consult textbooks, read for examination, read lecture notes, write assignment, consult reference materials, consult hard copy and electronic journals
7. Adequate motivation, library materials availability and adequacy as well as good location of library would lead to improvement in use of library by undergraduates in University of Ibadan

Conclusion

The study concluded that there is a there is significant relationship between **motivation,** library material available, material adequate and material location on the use of Library such that they have influence on use of library by undergraduates in University of Ibadan, Nigeria. Therefore, adequate motivation, availability, adequacy and easy accessibility to library offer increased possibilities for codification use of library for knowledge acquisition and cognitive activities anywhere at any time. #

Recommendations

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

1. University authorities should make provision for facilities that would attract and motivate undergraduates towards library. The library should be made conducive enough to cater for the various academic activities of students.
2. University library should be located in a place where students can easily access it without much stress.
3. Also, relevant library resources should be made available within the library in adequate quantity and quality to for undergraduates use.
4. Students should be encouraged to use and access library and see the library as a learning laboratory that provides total learning package for their academic pursuit.
5. Government should support student's especially in becoming progressive users of electronic resources through adequate orientation and training..

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