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Bridging the Gap: Individual Needs and Perceived Academic Achievements of Students through Personalised Knowledge Delivery by Librarians in Crescent University, Ogun State, Nigeria

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Abstract

Perceived academic achievement in contemporary times of information abundance requires students ability to effectively sieve and utilise relevant knowledge which is fundamental to attaining the requisite academic achievement. This study therefore, investigated individual needs, perceived academic achievement and personalised knowledge delivery among undergraduate students of Crescent University, Abeokuta in Ogun State. Multi-stage sampling technique was used to select 331 undergraduates from five colleges and eight departments out of which 44.7% and 55.3% of the respondents were male and female respectively; 96.3% and 3.7% were in 400 and 500 levels. Primary data were obtained on Individual needs, perceived academic achievements (PAA) and personalised knowledge delivery (PKD) through the use of adapted questionnaires. Data were analysed using mean and standard deviation. Results reveal that the level of personalised knowledge delivery in meeting my academic goals was (= 3.15), quality of one-on-one consultations with librarians (= 3.06) and rating the librarians' ability to personalise services (= 3.03). The individual needs are visitation to the library to meet my academic/ personal information needs (= 3.25) and frequently seek library resources such as books, journals, digital databases (= 3.10). The perceived academic achievements are more confident with success in my academics (= 3.18), and confident to improve my academic grades (= 3.16). Furthermore, challenges militating against PKD are librarians not identifying my needs (= 2.65), lazy attitude to reading (aliteracy) (2.64), and too much information to deal with without guidance (= 2.61). It is recommended that the university should invest more on development training for Librarians to encourage them in discharging their duties. Libraries should therefore adopt a user-centered library approach when developing and implementing innovative services.

Keywords: Individual needs, Perceived academic achievement, Personalised learning,

Introduction

Education has long been recognised as a key to the development of an individual, community/society and a nation. The swift growth of information technologies in this

contemporary age has transformed the background of education needs from being rigid to a state of flexibility to accommodate the academic needs of Gen Z whose vast majority have unhindered accessibility to technology but mostly not translating to great academic achievement. It is expected of an average student to have a mind full of different needs with the aim of achieving a set goal when searching for knowledge. This can be achieved if such a student is well guided by the custodian of knowledge towards appropriate academic resources that will enhance academic achievement of such student in order to guide against a distorted perceived academic achievement. This is achievable through Personalised knowledge delivery (PKD) by the librarians which involves tailoring available information resources to meet the specific needs of each student.

Personalised knowledge delivery in libraries can be explained as stages of services designed to meet the individual needs of library users. According to Osisanwo and Adeola (2024), library objectives as community hubs, repositories of knowledge and educational support of its parent institution cannot be overemphasized. The core of PKD is essential for libraries to accomplish these objectives as the library is a growing organism. The principle of PKD can be described as a step by step multi-service that requires a user-centered knowledge delivery approach such as diagnoses of users' needs, diverse and inclusive prescription of information sources, implementation and evaluation of the diagnosis (Ogbonnaya, 2019). It is the process of providing library resources to users in an effective, actual, timely, and efficient manner as the Bakare (2017) averred library as a gold mine of human knowledge. The PKD methods have advanced over the years to reveal developments in information technology gearing towards meeting users' needs by guiding them to find the right book at the right time according to the second and fourth law of Ranganathan simultaneously, "Every Reader Their Book" and "Save the time of the Reader", in order to increase their academic achievements.

Therefore, the onus lies on Librarians as information managers to do more listening in order to understand students' needs; this act of listening would enable the librarians to offer a high level of personalised knowledge delivery because students are not just service customers but individuals with unique needs and preferences, and they need librarian attention. Leveraging on personalised knowledge delivery, librarians can offer guided assistance, ensuring equitable access to library information resources to enhance academic achievements of all students. Students from diverse backgrounds may require specialised support because of their own

background likewise gifted and non-gifted students. These requirements may include guided assistance from librarians with information literacy, reference services, research support, access to both print and non – print resources, and guidance in the use of electronic databases services among others (Ogbonnaya, 2019). It is crucial to recognise and address these individual needs in order to foster a conducive environment that will help to improve academic achievement of students.

Anaeme and Okoye (2017) describe a library as an organised collection of print and non – print information resources managed by professional librarians to ensure adequate utilisation of the resources by the users in order to satisfy their needs such as learning, recreation, teaching, and research. Provisions of personalised knowledge delivery to students by librarians are likely to increase the level of confidence of an average library user. This delivery can lead to increased motivation, engagement, and overall academic achievement.

Extant literature has revealed lack of personalised knowledge delivery support as one of the contributing factors to unfiltered information resources, difficulties in accessing relevant information resources, reduction of efficiency level in research, and lower perceived academic achievements among students. Also, integration of advanced technologies in university libraries remains limited due to some factors such as limited resources, lack of technicalities among librarians, and institutional policies. Therefore, a well-structured personalised knowledge delivery can be used to bridge the gap between students' individual needs and perceived academic achievements. Moreover, it has been observed that there is insufficient empirical study on the effect of personalised knowledge delivery on individual needs and perceived academic achievements of students, most especially within the Nigerian context. This study aims to bridge this gap by investigating individual needs and perceived academic achievements of undergraduate students through personalised knowledge delivery by librarians in Crescent University, Ogun state, Nigeria.

Objectives of the Study

Objectives of the study are to:

- i. determine the level of personalised knowledge delivery of librarians in enhancing students perceived academic achievements in Crescent University, Ogun State, Nigeria;
- ii. identify individual needs of students in Crescent University, Ogun State, Nigeria;

- iii. examine perceived academic achievement of students in Crescent University, Ogun State, Nigeria;
- iv. identify challenges faced with personalised service delivery by students in Crescent University, Ogun State, Nigeria.

Research Questions

The following questions will guide the research:

What is the level of personalised knowledge delivery of librarians in enhancing students' perceived academic achievements in Crescent University, Ogun State, Nigeria?

What are the individual needs of students in Crescent University, Ogun State, Nigeria?

What is the perceived academic achievement of students in Crescent University, Ogun State, Nigeria?

What are the challenges faced with personalised service delivery by students in Crescent University, Ogun State, Nigeria?

Literature Review

Level of Personalised Knowledge Delivery by Librarian

Librarians play a crucial role in personalised knowledge delivery, acting as intermediaries between students and information resources. They are essential in providing tailored support that aligns with the diverse needs of students, ensuring they have access to the right tools and materials at the right time (Igajah et al., 2024). Librarians employ strategies such as one-on-one research consultations, where they guide students in navigating academic resources and refining research skills. They also curate digital resources, creating specialised collections that match students' course requirements or research interests. Additionally, recommendation systems are used to suggest relevant materials, including articles, books, and databases, enhancing the learning experience. Through these approaches, librarians ensure that students receive personalised, timely academic support, fostering greater engagement with the university's knowledge base and contributing to their academic achievements (Umoh et al., 2024).

The evolution of digital librarianship has significantly empowered librarians to enhance content delivery by leveraging advanced technologies such as artificial intelligence (AI) and machine

learning (ML). These technologies enable librarians to offer more personalised, efficient, and effective services by analysing vast amounts of data related to students' usage patterns, academic performance, and resource preferences (Oseji, N.D.). The technologies of AI and ML can automate processes like content recommendation, information retrieval, and resource curation, ensuring that students receive timely and relevant academic support.

In summary, these technologies allow for predictive analytics, which can anticipate students' needs and suggest resources or interventions before issues arise. Thus, a high level of multitude training by librarians has not only aided in improving the accessibility and relevance of academic resources for the users but is also fostering more dynamic, responsive learning environments which to a large extent redefine the personalised knowledge delivery ecosystem.

Individual Needs and Personalised Knowledge Delivery

With advancements in Artificial Intelligence (AI), some university libraries have been able to implement refined running systems to significantly enhance personalised knowledge delivery. These systems analyse students' preferences, usage patterns, and academic behaviours to offer guided recommendations on library resources such as journals, books, and other research tools. By processing large amounts of data, AI algorithms can suggest the most relevant materials based on a student's past interactions, coursework, and research interests (Gutsche, 2022). This not only helps students discover new resources but also streamlines their academic journey by ensuring they have timely access to the most pertinent information. Such systems improve the efficiency of library services, foster deeper engagement with academic content, and contribute to better learning outcomes (Oseji, N.D.).

Technologies such as learning analytics, AI-driven search engines, and predictive modeling enable librarians to gain deeper insights into individual needs and provide more effective, customised support (Tanawade, 2011). Librarians learning analytics will allow them identify patterns, guided intervention; help track student academic achievements, behaviour, and engagement with library resources accordingly. AI-driven search engines enhance information retrieval by offering more precise, personalised knowledge search results based on individual needs and academic interests. In addition, predictive modeling allows librarians to forecast students' future information resource needs or potential challenges, enabling proactive support before issues arise (Emezie & Nwaohiri, 2013). These advanced technologies empower librarians to deliver more relevant, timely, and targeted academic assistance, ultimately fostering

a more personalised knowledge service. More reason, Bakare-Fatungase (2024) acclaimed Librarians as the information game changers whose literacy roles amid the information glut are indispensable in contemporary times.

Digital platforms such as virtual research assistants have significantly transformed the way knowledge is accessed and utilised in library settings. Virtual research assistants, guided by librarians, support students conduct research more effectively by providing organized information, personalised recommendations, and assisting with data analysis (Bush & Detlor, 2020). This digital tool, well guided by a well trained professional not only enhances access to library knowledge resources but also empowers students to engage more deeply with content, improving both their research capabilities and overall learning experience by attending to their needs.

Perceived Academic Achievement and Personalised Knowledge Delivery

Extant literature has revealed a positive relationship between perceived academic achievement and personalised knowledge delivery, Mahfooz et al. (2024), Suleiman et al. (2018) highlighting the influence of guided assistance of librarians on users' academic achievement. Students that receive any form of personalised guidance, whether through one-on-one consultations, customised learning materials, or specific resource recommendations are more likely to stay engaged, rated high in their academic achievements, and overcome challenges (Tadese et al., 2022). In other words, it will eventually aid students in a supportive and effective educational environment, leading to higher levels of academic success. Therefore, personalised knowledge delivery helps address the diverse needs of students, allowing them to access relevant resources and receive well-structured assistance that enhances their academic achievement.

Personalised knowledge delivery plays a crucial role in justifying issues such as information overload, inefficient research habits, and lack of motivation among students. By guiding students in the use of library resources to the appropriate information, databases, and research methods, personalised support helps foster more efficient and effective research habits to the users (Taylor et al., 2021). These approaches help students focus on the most relevant and manageable information by reducing the overwhelming feeling that often comes with huge amounts of unfiltered data. This personalised knowledge delivery attention not only helps students stay on track but also increases their focus, engagement and motivation, as they can see the direct relevance of information resources to their academic goals.

The ability to intervene early when a student encounters difficulties leads to more effective learning and prevents students from falling behind, ultimately contributing to better retention and academic success (Shum & Ferguson, 2019). Thus, personalised knowledge delivery could be used to track students' academic progress, by continuously monitoring student academic achievement and identifying areas where they may be struggling, this technique can dynamically adjust the knowledge content to meet the student's current level of understanding. This personalised feedback ensures that students receive the right level of support at the right time, helping them stay engaged and motivated.

Challenges in Personalised Knowledge Delivery

The strength of any library lies in its resources both prints and non – prints information resources. Despite the numerous benefits, several challenges hinder the effective implementation of personalised knowledge delivery in university libraries. Barriers such as limited funding, resource constraints, which often restrict the ability of libraries to integrate advanced technologies such as AI and machine learning. These technologies require substantial investment in both infrastructure and training, which may not always be feasible within the budgetary limitations of many academic institutions. As a result, libraries may struggle to fully harness the potential of personalised knowledge delivery, hindering their ability to provide the most effective support to students. Sahabi and Otobo (2021) noted that inadequate funding as one of the challenges in implementing full service of personalised knowledge delivery as money would be needed to acquire ICT tools, subscribe to service, staff training, reimbursement and maintenance.

Moreover, a lack of technical expertise among librarians may pose a significant barrier to adopting AI-driven solutions for personalised knowledge delivery. While AI has the potential to revolutionise library services, the complexity of these technologies requires specialised knowledge, which many librarians may not possess without additional training or support (Sahabi & Otobo, 2021; Estuya et al., 2024, and Njume et al., 2024). These challenges must be addressed to completely integrate personalised knowledge delivery and ensure they are both secure and beneficial to students. Therefore, challenges such as funding, lack of adequate training, infrastructure and others were found to be barriers, which may need intervention of strategic investment in technology and a long-term commitment to enhancing the digital infrastructure of university libraries.

Methodology

Descriptive survey research design was adopted for the study and was guided by four specific objectives and research questions. The study population comprises 2383 undergraduate students of Crescent University, Abeokuta Ogun State. The study adopted a multistage sampling technique. The first stage was purposive selection of five colleges namely College of Arts, Social and Management Sciences (CASMAS), Bola Ajibola College of Law (BACOLAW), College of Health Sciences (COHES), College of Information and Communication Technology (CICOT) and College of Natural and Applied Sciences (CONAS) and eight departments listed as Law, Accounting, Business Administration, Islamic Studies, Nursing, Anatomy, Biochemistry and Computer Science Departments, while the final stage was simple random sampling selection of 331 respondents from 400 and 500 level, been 14% of the total population of the study using Krecjie and Morgan (1970) Sample size table. A self developed questionnaire was designed to elicit data from the selected respondents. Only 322 respondents responded to the questionnaires, representing 97.3% response rate. The data collected were analysed using descriptive statistics such as frequency, percentage, mean and standard deviation. A mean of 2.50 was used as a benchmark for decision making for each item, since; a four-point rating scale was used for the study. Thus any item with a mean of 2.50 and above was considered as accepted by the respondents, while any item with a mean below 2.50 was considered as unaccepted.

Results

Table 1: Demographic Characteristics of the respondents

Colleges	Respondents	Percentage
BACOLAW	51	15.8
COHES	80	24.8
CASMAS	90	28.0
CICOT	91	28.3
CONAS	10	3.1
Total	322	100.0
Departments		
LAW	52	16.1

NURSING	75	23.3
ANATOMY	6	1.9
BUSINESS ADMIN	36	11.2
ISLAMIC STUDIES	6	1.9
ACCOUNTING	48	14.9
BIOCHEMISTRY	10	3.1
COMPUTER SCI.	89	27.6
Total	322	100.0
Level		
400	310	96.3
500	12	3.7
Total	322	100.0
Gender		
MALE	144	44.7
FEMALE	178	55.3
Total	322	100.0

Table 1 reveals five colleges participated in the study. CICOT: 28.3% and CASMAS: 28.0% have the largest respondents while CONAS: 3.1% have the lowest. The Department of computer science: 27.6% and Nursing: 23.3% as the highest respondents while Islamic studies and Anatomy departments have lowest respondents with 1.9% and 1.9% respectively. Furthermore, 96.3% of the respondents were in the 400 level and 3.7% are in the 500 level. Female respondents are more than male with 55.3 % and 44.7 % each respectively.

Research Question one: What is the level of personalised knowledge delivery of librarians in enhancing students' perceived academic achievements in Crescent University, Ogun State, Nigeria?

Table 2: Mean response and standard deviation rating of extent of personalised knowledge delivery of librarians in enhancing undergraduate students' academic achievements

S/N	ITEMS	MEAN	STANDARD DEVIATION	DECISION
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1.	How would you rate the quality of one-on-one consultations with librarians?	3.06	0.78	Accepted
2.	To what level have personalised knowledge delivery helped in meeting your academic goals?	3.18	0.71	Accepted
3	How would you rate yourself in terms of your unique academic interests and programme requirements when suggesting resources?	3.00	0.76	Accepted
4	How would you rate your ability to personalise services based on your feedback ?	3.03	0.79	Accepted
5	How would you rate the accessibility of personalised knowledge delivery services (e.g., consultations, specialised subject resources) provided by your university library?	3.00	0.81	Accepted
6	How would you rate book loaning services in your library?	3.01	0.84	Accepted
7	To what extent have library orientation sessions helped in identifying personalised services?	2.89	0.83	Accepted
8	How would you rate personalised guidance from librarians in helping students overcome challenges such as information overload in finding relevant academic materials	2.91	0.87	Accepted
9	How would you rate extent of availability of personalised services during your visit to the library	2.95	0.77	Accepted
10	How would you rate your level of satisfaction in the receipt of personalised service	2.95	0.79	Accepted

Table 2 shows response of students on the extent of personalised knowledge delivery of librarians in enhancing undergraduate students' academic achievements. All the ten items obtained mean scores above 2.50. This is an indication that all the items were accepted as a high level of personalised knowledge delivery among librarians in enhancing undergraduate students' academic achievements based on the attainment of an overall mean of 3.00 (0.76).

Research Question two: What are the individual needs of students in Crescent University, Ogun State, Nigeria?

Table 3: Mean response and standard deviation rating of individual needs of undergraduate students

S/N	ITEMS	MEAN	STANDARD DEVIATION	DECISION
1.	I often visited the library to meet my academic/ personal information needs	3.25	0.65	Accepted
2.	My unique academic needs are understood by the library staff	2.86	0.74	Accepted
3	I frequently seek library resources such as books, journals, digital databases	3.10	0.71	Accepted
4	I usually feel lazy when it is time to read	2.50	0.99	Accepted
5	My level of exposure to library resources is minor	2.73	0.86	Accepted
6	Availability of Personalised assistance by the librarian has aided my understanding of reading	2.85	0.81	Accepted
7	Availability of Personalised assistance by the librarian has aided my understanding of searching for resources	2.96	0.68	Accepted
8	Availability of Personalised assistance by the librarian has improve my reading habit	2.82	0.79	Accepted
9	Personalised assistance rendered by the librarians has improve my library patronage	2.92	0.75	Accepted
10	I am satisfied with the service of personalised assistance	2.98	0.82	Accepted

Table 3 shows responses on the individual needs of undergraduate students. The ten items obtained mean scores above 2.50. This indicates that respondents strongly agreed to the individual needs based on the overall mean of 2.90 (0.75).

Research Question three: What is the perceived academic achievement of students in Crescent University, Ogun State, Nigeria?

Table 4: Mean response and standard deviation rating perceived academic achievement of undergraduate students

S/N	ITEMS	MEAN	STANDARD DEVIATION	DECISION
1.	Frequent personalised assistance from librarians has helped me achieve better results in my academic tasks (e.g., assignments, projects, or research)?	3.15	0.75	Accepted

2.	Personalised assistance contributes to my confidence in achieving academic success	2.99	0.72	Accepted
3	Resources recommended by librarians have improved your academic achievements	3.00	0.73	Accepted
4	I will recommend personalised knowledge delivery services to my peers as a means to enhance their academic achievement	3.09	0.72	Accepted
5	The service has improve my critical thinking	3.03	0.81	Accepted
6	It has improve my research skills	3.12	0.75	Accepted
7	I am confident to improve my academic grades	3.16	0.76	Accepted
8	The service has helped me reduce academic stress	2.98	0.77	Accepted
9	I am more confident with success in my academic	3.18	0.73	Accepted
10	Upgrades of library resources and services have aided my academic achievements	3.07	0.76	Accepted

Table 4 shows the response of students on the perceived academic achievements. All the ten items obtained mean scores above 2.50, indicating that they agreed to perceived academic achievements of undergraduate students based on the overall mean of 3.08 (0.74).

Research Question four: What are the challenges faced with personalised service delivery by students in Crescent University, Ogun State, Nigeria?

Table 5: Mean response and standard deviation rating challenges faced with personalised service delivery by undergraduate students

S/N	ITEMS	MEAN	STANDARD DEVIATION	DECISION
1.	Librarians do not identify my needs	2.65	0.90	Accepted
2.	librarians were not able to provide resources to individual with erratic academic preferences	2.55	0.84	Accepted
3	Information overload actually affected my academic achievement	2.54	0.86	Accepted
4	Too much online resources without personalised delivery service affected my academic achievement	2.61	0.85	Accepted
5	Librarians do not guide on my aliteracy attitude	2.56	0.81	Accepted
6	Librarians do not bother to balance personalised knowledge delivery with the management of infobesity	2.57	0.85	Accepted

	and aliteracy to support our academic achievement			
7	I feel so lazy to read most times	2.64	0.93	Accepted

Table 5 reveals respondents' responses to the challenges faced. All the seven items tested were agreed to be the militating factors. This implies that students agreed to the challenges based on the overall mean of 2.60 (0.85).

Discussion of the Findings

The findings of the study revealed high level of personalised knowledge delivery of librarians in enhancing academic achievements of undergraduate students' of Crescent University, Abeokuta, Ogun state, Nigeria in the following order: to what level have personalised knowledge delivery helped in meeting your academic goals, how would you rate the quality of one-on-one consultations with librarians, how would you rate your ability to personalise services based on your feedback, how would you rate book loaning services in your library, how would you rate yourself in terms of your unique academic interests and programme requirements when suggesting resources, and how would you rate the accessibility of personalised knowledge delivery services (e.g., consultations, specialised subject resources) provided by your university library. This finding is in consonant with the findings of Igajah et al., 2024 who posited that librarians are indispensable in providing guided support that aligns with the diverse needs of students in ensuring they have access to the right tools and materials at the right time. Also, it corroborated with Umoh et al., 2024 who postulated librarians ensure that students receive personalised, timely academic support, fostering greater engagement with the personalised knowledge delivery that has been contributing to their academic achievements.

The findings also revealed individual needs of the undergraduate students in the following order: I often visited the library to meet my academic/ personal information needs, I frequently seek library resources such as books, journals, digital databases, I am satisfied with the service of personalised assistance, Availability of personalised assistance by the librarian has aided my understanding of searching for resources, personalised assistance rendered by the librarians has improve my library patronage, I usually feel lazy when it is time to read. These finding are corroborated by Emezie & Nwaohiri, 2013, Tanawade, 2011 who noted that librarians should forecast students' future information potential needs, enabling proactive support before issues arise and technologies such as learning analytics, AI-driven search engines, and predictive modeling enable librarians to gain deeper insights into individual needs and provide more

effective, customised support. This reveals that individual needs are being met with the aid of personalised knowledge delivery which encourages more students to patronise libraries even when they do not feel like reading.

Also revealed by the findings is the strong agreement to perceived academic achievement with the aid of personalised knowledge delivery in the following order: I am more confident with success in my academic, I am confident to improve my academic grades, Frequent personalised assistance from librarians has helped me achieve better results in my academic tasks (e.g., assignments, projects, or research), Personalised knowledge delivery has improve my research skills, I will recommend personalised knowledge delivery services to my peers as a means to enhance their academic achievement. This is in alignment with Tadese et al., (2022), Taylor et al., (2021) & Shum & Ferguson, (2019) opinion on students that receive any form of personalised guidance, whether through one-on-one consultations, customised learning materials, or specific resource recommendations are more likely to stay focus and rated high in their academic achievements.

Finally, the findings revealed challenges such as inadequate ability to identify individual needs, laziness to reading, too much online information resources, and too much information. This is in line with Estuya et al. (2024) and Njume et al. (2024) who posed some of the challenges such as funding, lack of trained staff, infrastructure and others. Therefore, information overload (too much information), aliteracy (laziness to study), lack of trained staff were discovered to be the challenges.

Conclusion

The study was designed to investigate the effect of personalised knowledge delivery on individual needs and perceived academic performances among undergraduate students of Crescent University, Abeokuta, Ogun State. The study found that personalised knowledge delivery has made a lot of positive effect in solving students' individual needs which has made a great impact on their academic achievements. This shows that librarians at Crescent University have been making frantic efforts in supporting their users' needs and perceived academic achievement by rendering adequate personalised knowledge delivery to the students in order to translate to better academic achievement. Although, the study reveals some challenges such as untrained personnel that affects their searches sometimes, which may lead them to have an

overload of information resources. Also, reveal was the students' lazy attitude to their reading that can be referred to as aliteracy.

Recommendations

1. The university should invest more on staff development training for Librarians. This will encourage the librarians in discharging their duties, also to aid students in their academic achievements.
2. Librarians should adopt a user-centered approach fully to aid in identifying their users' needs. This will go a long way in easing their duties.
3. Librarians should improve on discharging their duties with personalised knowledge delivery. This will boost students morale and give them confidence in their academic achievements.
4. University management should invest more funds on infrastructure and capacity building of staff. Also, librarians should be encouraged to foster good relationships with their users. This will inspire the students to patronise libraries from time to time.

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