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Adeyemi, Bolariwa M., "Assessment of Study Space Usage in the Kenneth Dike Library" (2017). *Library Philosophy and Practice (e-journal)*. 1634.

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Assessment of Study Space Usage in the Kenneth Dike Library

BY

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Abstract

This paper explores the actual use of the physical space in Kenneth Dike Library by the students' population, the role these spaces are playing for learning and for related services in the university of Ibadan academic environment. It looked at the suitability of available spaces and suggestions for improvement. Survey method was adopted for the study with 94.5% response rate. It found that quiet study space is what attracts majority respondents to Kenneth Dike Library. What emerged was that academic pursuits remain the most common activities in the library space.

Key words: Space Utilization, Library Services, Academic Library,

Introduction

The academic library typically occupies a central location on campus signifying its centrality to the university's mission of teaching, learning and research. Historically, patrons have come to academic libraries not only for the intellectual resources they offer, but for the spaces in which to seriously engage those resources. Many studies on space utilization in the library have been carried out, examining areas such as planning of a new library, renovation or rebuilding process, remodeling of old library building or major renovation to create additional spaces or improved environment for effective quality services in support of learning and research. As Crawford (1999) asserts "Space use within libraries has always been fairly complex and will become more so in the future." He identified the following space needs and uses by libraries: Meeting spaces, Study spaces, Reading spaces, Research spaces, Coherent spaces and Flexible spaces. While not discussing Stack or Shelving space, he acknowledged "it isn't going away" and constitute one of the reasons why Libraries will continue to need more physical space in future.

Outside the classroom, undergraduate students have a decided preference to use the library for their academic work (Applegate, 2009), while ethnographic and observational studies

by Bryant, Matthews & Walton, 2009; Demas, 2005; Foster, 2010; Foster & Gibbons, 2007; Suarez, 2007, cited by Cunningham and Tabur, 2012), confirm that even though students are not using the print collection, they are, however, engaged in academic work when in the library. Though, at some point, emergence of technology seems to be threatening the physical use of the library, visits are still being paid to the libraries. Shill & Tonner, (2003) corroborate this statement in their study “At one time students had to go to the library to use the collection but since the late 1990s a critical mass of the library's collection has been made available online, nearly ubiquitous Wi-Fi and mobile devices have made it easy to work on assignments, term papers, and theses anywhere but students are not abandoning the library for other locales. Students are choosing the physical library as much as ever and even in increasing numbers in renovated libraries.”

Library as a place

Shill and Tonner (2003) wrote that Academic librarians have debated the future of the library as a place for more than twenty years, many asserted that the virtual library would replace the physical library, that the library as a place would no longer be a critical component of an academic institution due to technological advances. There are divergent views on the role of the library with the emergence of technology. In F. W. Lancaster's *Toward Paperless Information Systems and similar writings in the 1960s and 1970s* forecasted the marginalization of print collections. “Several non-library writers have applauded the decline of the physical library as resources become digitized and available on the Internet”(Day1998). Some virtual library advocates have projected a diminishing need for collection and user space as electronic resources become increasingly central in student research and scholarly communication (Saunders 1992).

“While information technology has not replaced print media, and is not expected to do so in the foreseeable future, it has nonetheless had an astonishing and quite unanticipated impact on the role of the library. Contrary to the predictions of diminishing use and eventual obsolescence of libraries, usage has expanded dramatically—sometimes doubling or even tripling.” However, with the advancement of technology, much of that information is increasingly available to people via the Internet. This transformation has caused a drop in circulation statistics at some libraries; nevertheless, many academic libraries remain full of students and activity. These trends indicate

libraries are serving purposes beyond providing access to information (Mount Royal University 2011). Walton (2006) listed some of the reasons why library is used:

- i. To access resources;
- ii. To use learning space; and
- iii. To benefit from the environment.

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. Library is a convenient place for students to revise for examinations, study course work and research. Students are able to use books and electronic information simultaneously. Learning space 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. The learning environment in the library should be attractive enough to study better than the home environment. It should be quiet and with no distraction. Ugwuanyi, et. al (2011) reported library as a place of learning encourages browse ability, use of special collections, offers help by the library staff, a convenient space and materials to do academic work, where to experience digital libraries, celebrate research and new discoveries and to meet other researchers and students for cross-disciplinary discussion and creativity to flourish.

Freeman (2005) emphasised that academic library as a place holds a unique position on campus as it symbolically and physically represents the academic heart of an institution. He maintained that its architectural expression and citing continue to reflect the unique legacy and traditions of institutions of which it is a part. A good academic library building as a place is expected to provide flexible learning space and traditional reading rooms that encourages learning and scholarship. While some groups are regarding the Library as a “deserted library” (Carlson, 2001) and arguing that it is no more relevant in this virtual era, others are maintaining the ground that library is still a place to use for study, learning and research. Smith et al. (2005) cited by Ugwuanyi et al. (2011) corroborate this statement that “library is still indispensable as a place or base for teaching, learning and research in the digital age.” Essentially, what has taken place is that the importance of Library space is shifting from the content on our shelves to how students use and learn in our space.

Situation of Space in Kenneth Dike Library

The assessment of space utilization in libraries of recent prompted this study to evaluate KDL in-terms of space availability for learning and research purposes since its establishment in 1948 and how adequate the spaces available in KDL are in terms of study space and group study. While Scholars wrote about renovations, remodeling, extensions and constructions of additional libraries buildings in response to the impact of technology, KDL has not undergone any major significant renovation to create more space for its users. In early 1990s, during its computerized programmes, spaces were created from the existing space to accommodate computers which further eroded space for collections and study areas. Additional space creation has been an issue since the last construction was made in 1970s. During the commissioning of the Main Library of the University of Ibadan in 1954, the opinion expressed then was that it was too large for the needs of the university (Odularu 2000). That assumption changed within six years of operation, due to expansion of academic programmes and consequent increase in students' enrolment, when the designed reading space of 250 was made to accommodate 320 readers. By February 1969, a new building, called the Research library joined the original one at the west end. The new extension added 5212.57sq metres of floor space to the 4284.54 sq.metres of the old building with a total sitting capacity of 1250. Even that space becomes insufficient as reported by Odularu (2000) in his paper titled '*50th year of Library Services at the University of Ibadan*', "The library is confronted with the problem of providing additional physical facilities for coping with rising population and staff." Despite that observation, there has not been any significant change in terms of expansion/ remodeling of the old buildings since its construction 47 years ago. Renovation process was carried out few times, but these had not created more space for study. Further compounding the space challenges of this premier university library is the adaptation and applications of technology to its services which necessitated the provision of certain infrastructure which resulted in shrinking the limited available spaces for effective services in the areas of circulation, reading spaces, and other essential routines. Professional assumption was that migrating library services digitally will create space, but the present situation in KDL has confirmed Cassata (1971) statement that "Irrespective of their sizes, most libraries today face or will face sometimes in their future the problem of what to do about lack of space.

The Kenneth Dike Library is a six floors building including basement and ground floor, the main floor of the library houses circulation, the general reading room and the Nigerian

collection. Print circulating collection and reading/ study space dominated a substantial portion of the four floors while the research building accommodates Reference and Serial collections, reading /study spaces, carrel rooms and other units. Assessing the current seating capacity of KDL for 2015/2016 academic year, the total population of registered student (Undergraduate and Post graduate) is 26,000. By NUC standard for libraries in federal universities, a minimum of 15% of entire student population should have seats in a university library. The present seating capacity of KDL is 2.7% as reflected below:

Seating capacity of reading areas for students

Area/ Section Capacity

Serial	91
Reference	94
General Reading RM	128
First Floor (Computer Laboratory)	88
Second Floor East	47
Second Floor West	53
Third Floor West	70
Fourth Floor West	46
Fourth Floor East (Closed access)	88
Total	705

OBJECTIVES

This study attempts to examine:

- how adequate spaces in Kenneth Dike Library are for study/learning;
- how students are making use of the available spaces;

- whether users are satisfied with the available space in relation to their reason for using the library; and
- whether students are satisfied with the other services available in the library and what their expectations for improvement are.

LITERATURE REVIEW

In Nigeria, few works like Jagboro (2009) and Ugwuayi et al. (2011) have been undertaken in the area of space utilization in libraries especially focusing on reading/study spaces. A review of the literature gives us an idea of what role library space plays in an academic environment. Spaces in the library are put to use for different purposes by students. Mizrachi (2010) investigated how students view the library; she found that many of them valued the physical space of the library as a study area, a place to stop between classes, or a place to access computers and photocopiers. Crawford (1999) identified a natural connection between libraries and study, even if library materials were not involved. Libraries, for generations, have provided safe havens for those who cannot study effectively at home or in their dormitories. Provision of spaces for study, reading and quiet contemplations, and research remained a major service offered by the library.

A study performed by Nwezeh and Shabi (2011) points to trends which show students using the library quite a bit, but mostly to study; many student visits often include little or no use of library materials. Similarly, in their summation, Opperman & Jameson (2008) found that students make use of the library primarily as a study space or computing area, whether or not they take advantage of the other, more traditional resources at the library. More studies have found that priorities differ among groups commonly found on college and university campuses. Some students prefer individual study space while some wants group or collaborative study space. One particular study showed that collaborative study spaces on campus were well used and were successful in their intended purpose of supporting collaborative work and learning. Another study found that students felt comfortable in the library spaces and that spaces were used mostly by individuals working alone (Mount Royal University, 2011). In 2004, McMaster University Libraries conducted a research into the use of public space in Mills, Innis and Thodes libraries and found that there was high level of preference for individualized study in Mills and Innis libraries while the reverse was the case at the Thodes library with preference for group

study. Crook and Mitchell examined a library space designed for group work with access to supportive technology, while Jagboro (2009) opined that settings for group study and individual research would continue to be essential especially in academic libraries.

Renovation and modern spaces are considered in supporting student learning. One of the more recent studies, done by Bailin (2011) at the University of New South Wales, attempted to assess how well the recently renovated library met the needs of students. Bailin found that near equal proportions of students were coming to the library for the quiet study space, lounge space and to use the computers. Fox (2004) explores this crazed dash to renovate and build libraries in an article that discusses 203 public and 36 academic building projects while Shill and Tonner (2004) explore the impact of these new and newly renovated facilities. In the views of Freeman (2005) modern library is becoming a place that promotes social interaction, relaxation, group study, and countless other services not traditionally thought of as integral parts of the academic library. Littleton and Rethlefsen (2008) state “users flock to library buildings and spaces that are attractive, centrally located, technologically current, and arranged to meet the needs of groups as well as solitary users”.

Another area of focus on space usage in our libraries is students’ preferences of one area over others in the library. A study conducted by Walton (2006) at the Loughborough University Library, attempted to determine why students chose certain areas of the library to study and what qualities drew them to those study spaces. He discovered that majority of students placed high importance on physical environment and low noise levels when selecting a study location within the library. Comfort of the study place according to Webb, Schaller and Hunley (2008) proved to be a very individual feeling but also an important reason for choosing one place over another. Study carrels is another preference students look out for in library space, Vaska, Chan and Powelson (2009) examined the different space needs of users of a health sciences library; they found that the majority of their library users preferred the study carrels (58.3%) because they were quiet and set apart from the main traffic of the library, while some like doing individual research in areas designed for social, noisier academic group work. In spite of this, both Montgomery (2014) and Suarez (2007) found that, for more “serious” study, students would choose other, more private library locations to work. All these studies are demonstrating that there is still much to learn about how library spaces support learning and how we can design these spaces effectively.

Research Methodology

The study was carried out in the Main Library through the survey method of research. A structured questionnaire was adapted and modified from Hall & Kapa (2015) and 200 questionnaires were used for collecting the data during the 2015–2016 academic years. Data collection coincided with what are traditionally the busiest times of the year for the library while questionnaires were administered randomly in the reading areas at the same period of time. The data collected were organized and tabulated by using statistical method.

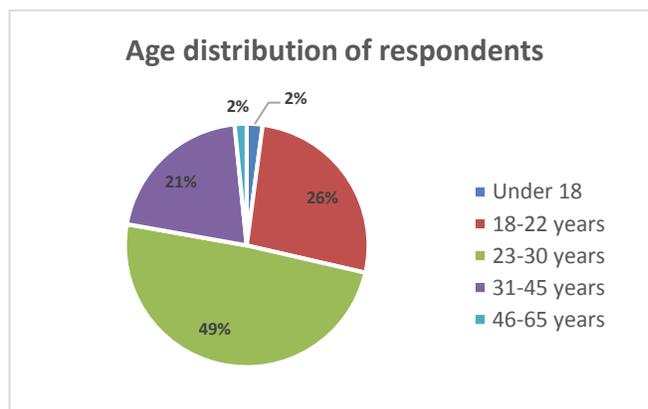
Results, Analysis and Discussion

Returns of the survey indicate that 189 responded to the KDL space study survey, resulting in a response rate of 94.5%.

Table1: Distribution of Respondents by age

Table 1: Age Distribution of respondents

Age range	Frequency	Percentage (%)
Under 18	4	2.1
18-22 years	50	26.5
23-30 years	93	49.2
31-45 years	39	20.6
46-65 years	3	1.6
Over 65 years	-	-
Total	189	100.0



The age range showed that most of the respondents (49.2%) were within 23 -30 years age bracket. Others were 18-22 years (26.5%), 31-45 years (20.6%) under 18 years (2.1%) and 46-65 years (1.6%). From the above table, it is found that the respondents age 23-30 visits the library more often than the other groups, which form the major part of the research scholars in the university.

Table 2: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
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Male	95	50.3
Female	94	49.7
Total	189	100.0

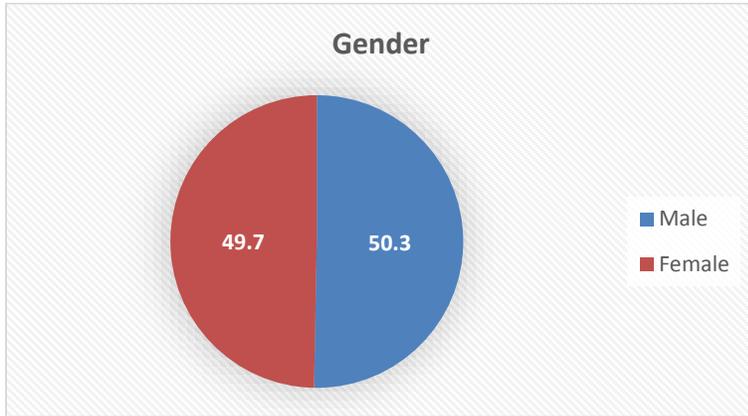
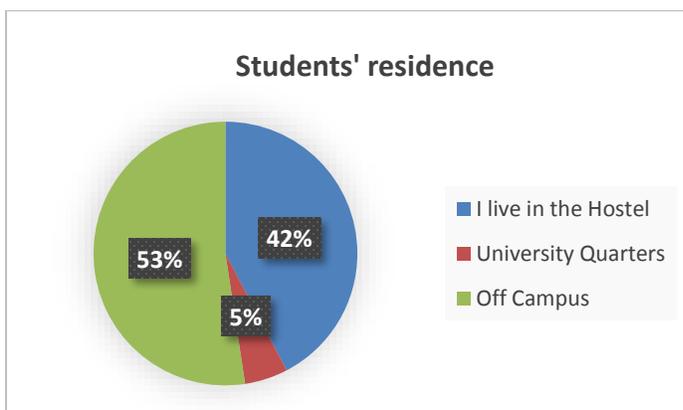


Table 2 shows the gender distribution of (50.3%) male respondents and (49.7%) female. This percentage distribution showed that there was no significant gender bias in patrons usage of Kenneth Dike Library facilities in terms of space.

Table 3: Distribution of respondents by residence

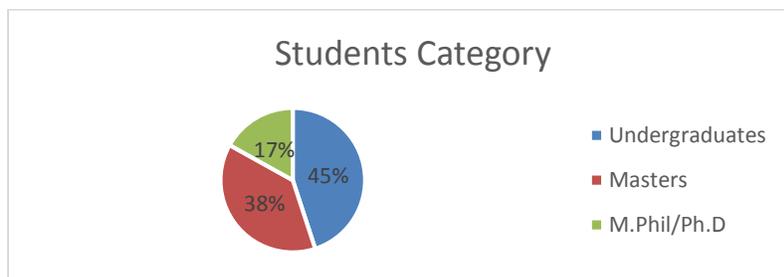
Residence	Frequency	Percentage (%)
I live in the Hall	80	42.3
University Quarters	10	5.3
Off Campus	99	52.4
Total	189	100.0



The respondents who live off campus are 52.4%, followed by 80(42.3%) that live on campus. This demonstrates that distance is not a barrier for studying and making use of the library space

Table 4: Distribution according to category of students

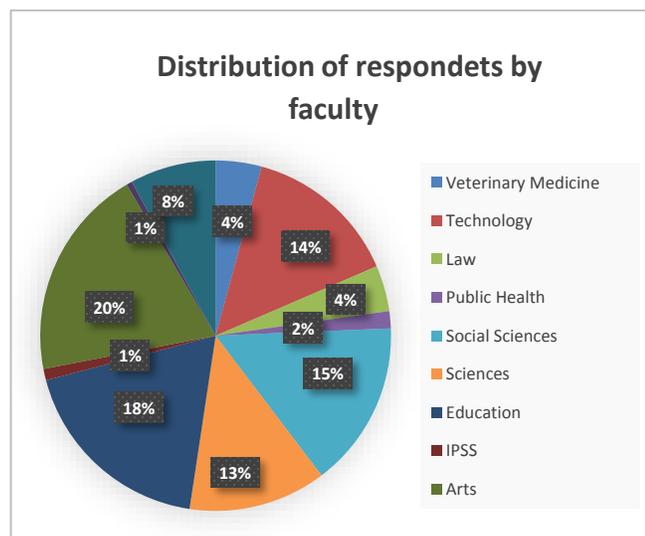
Category of students	Frequency	Percentage (%)
Undergraduates	85	45.0
Masters	72	38.1
M.Phil/Ph.D	32	16.9
Total	189	100.0



The distribution of the respondents by category in table 4 shows that majority 85(45.0%) were undergraduate students, (38.1%) Master students, while the remaining 32(16.9%) were M.Phil/Ph.D students. The indication of this is that the undergraduate’s constitute the largest number that uses Kenneth Dike Library Space.

Table 5: Distribution of respondents by Faculty

Faculty	Frequency	Percentage (%)
Veterinary Medicine	8	4.2
Technology	27	14.3
Law	8	4.2
Public Health	3	1.6
Social Sciences	29	15.3
Sciences	24	12.7
Education	35	18.5
IPSS	2	1.1
Arts	37	19.6
Pre-Clinical Sciences	1	0.5
Agriculture and Forestry	15	7.9
Total	189	100.0



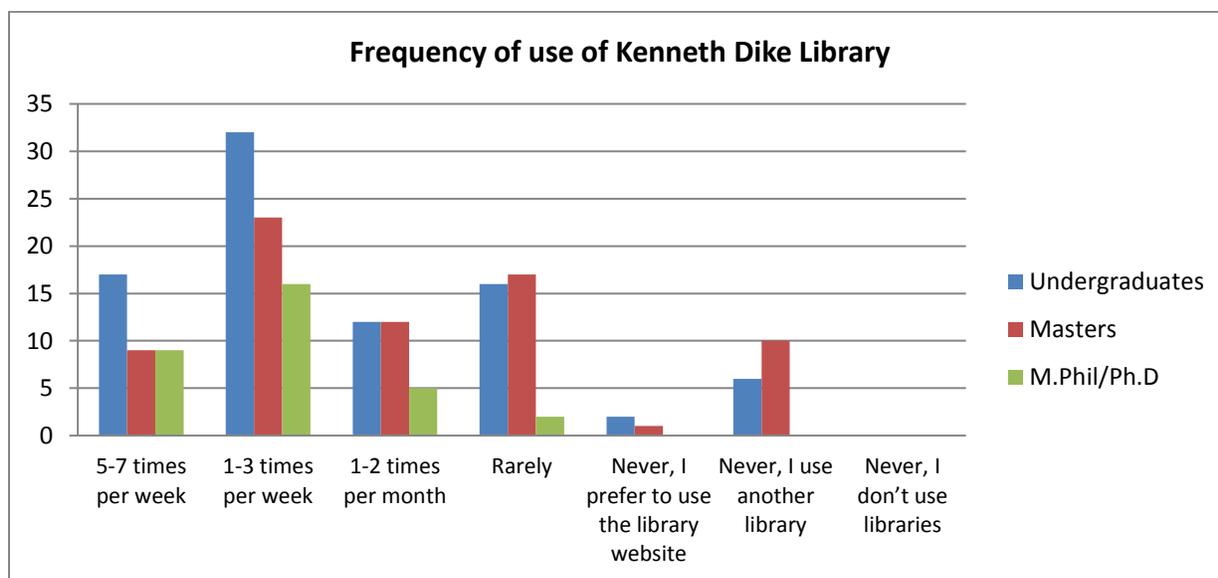
Respondents were spread across all the Faculties with Faculty of Arts having the highest percentage 37(19.6%) followed by Faculty of Education, 35(18.5%) while Faculty of Social Sciences, Faculty of Technology and Faculty of Sciences recorded 29(15.3%), 27(14.3%) ,

24(12.7%) respectively. The least respondents are from Faculties of Veterinary Medicine and Law (4.2%), Public Health (1.6%) and Pre-Clinical Sciences (0.5%). In summary, respondents from Faculties of Arts and Education use the library space more than other Faculties, which might be due to their proximity to the library.

Table 6: How often do you use Kenneth Dike Library?

S/N	Category of Students	5-7 times per week	1-3 times per week	1-2 times per month	Rarely	Never, I prefer to use the library website	Never, I use another library
1	Undergraduates	17(9.0%)	32(16.9%)	12(6.3%)	16(8.5%)	2(1.1%)	6(3.2%)
2	Masters	9(4.8%)	23(12.2%)	12(6.3%)	17(9.0%)	1(0.5%)	10(5.3%)
3	M.Phil/Ph.D	9(4.8%)	16(8.5%)	5(2.6%)	2(1.1%)	-	-
	Total	35(18.5%)	71(37.6%)	29(15.3%)	35(18.5%)	3(1.6%)	16(8.5%)

Source: Field Survey, 2017



The most frequent time respondents visit the library is 1-3 times per week (37.6%) and additional (18.5%) use it at 5 -7 times per week. 18.5% rarely visits the library which may be due to preference choice of other reading spaces. Users by category, Undergraduate students have the highest respondents with 32(16.9%) visiting Kenneth Dike Library 1-3 times per week, followed by Master Students with 23(12.2%) respondents. Only 16(8.5%)M.Phil/Ph.D students claimed that they make use of Kenneth Dike Library 1-3 times per week. Shows that all the respondents visit the library regularly; however, the frequency differs among the respondents.

Table 7: What other library do you use?

S/ N	What other library do you use?	Faculty Library	Departmental Library	Departmental Reading Room	Hall Reading Room	Public Library	My room/house	My Classroom
1	Undergraduates	35(18.5%)	21(11.1%)	-	18(9.5%)	2(1.1%)	8(4.2%)	1(0.5%)
2	Masters	14(7.4%)	30(15.9%)	2(1.1%)	5(2.6%)	1(0.5%)	20(10.6%)	-
3	M.Phil/Ph.D	11(5.8%)	4(2.1%)	1(0.5%)	1(0.5%)	6(3.2%)	9(4.8%)	-
	Total	60(31.7%)	55(29.1%)	3(1.6%)	24(12.7%)	9(4.8%)	37(19.6%)	1(0.5%)

Source: Field Survey, 2017

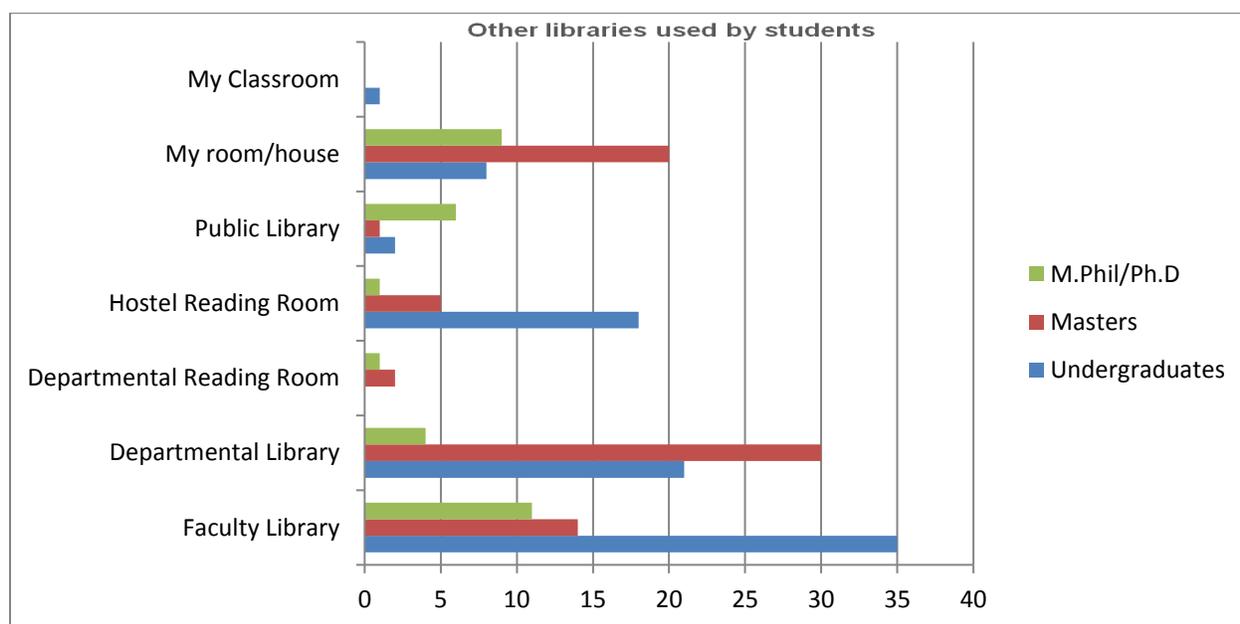
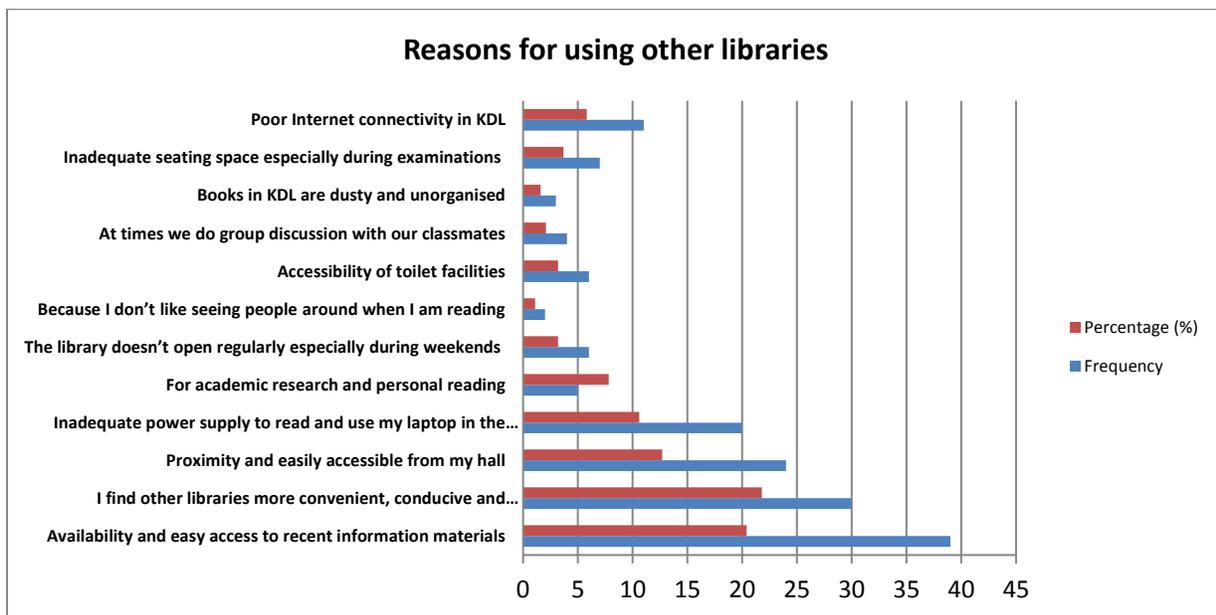


Table 7 displays other library spaces use by respondents when not using KDL spaces. Undergraduate students have the highest respondents with 35(18.5%) that claimed that they use Faculty library, followed by 11(5.8%) M.Phil/Ph.D. While, 30(15.9%) Masters claimed that they make use of the departmental Library. This still demonstrate the uniqueness of library space in the academic activities of students.

Table 8: Why using other libraries?

Reasons for using other libraries	Frequency	Percentage (%)
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Availability and easy access to recent information materials	39	20.4
I find other libraries more convenient, conducive and comfortable	30	21.8
Proximity and easily accessible from my hall	24	12.7
Inadequate power supply to read and use my laptop in the main library	20	10.6
For academic research and personal reading	5	7.8
The library doesn't open regularly especially during weekends	6	3.2
Because I don't like seeing people around when I am reading	2	1.1
Accessibility of toilet facilities	6	3.2
At times we do group discussion with our classmates	4	2.1
Books in KDL are dusty and un-kept	3	1.6
Inadequate seating space especially during examinations	7	3.7
Poor Internet connectivity in KDL	11	5.8
Total	189	100.0



From Table 8, four main reasons for using other libraries are; ‘easy accessibility to information materials’ with 39(20.4%) respondents, followed by ‘I find other libraries convenient, conducive and comfortable’ 30(21.8%), ‘proximity and easily accessible from my hall’ 24(12.7%) followed by ‘inadequate power supply to read and use my laptop in the main library’ 20 (10.6%).

Table 9: For what purpose do you visit the library?

Purpose	Frequency	Percentage (%)
Use the quiet study space	99	52.4
Use a study room	29	15.3

Meet up with friends	-	-
Find books or journal articles	38	20.1
Borrow return/books	4	2.1
Read newspapers	3	1.6
Get help from a librarian	2	1.1
Consult a reference material	3	1.6
Use the Internet/Computer	5	2.6
Use the photocopier	-	-
Conduct personal research	6	3.2
Total	189	100.0

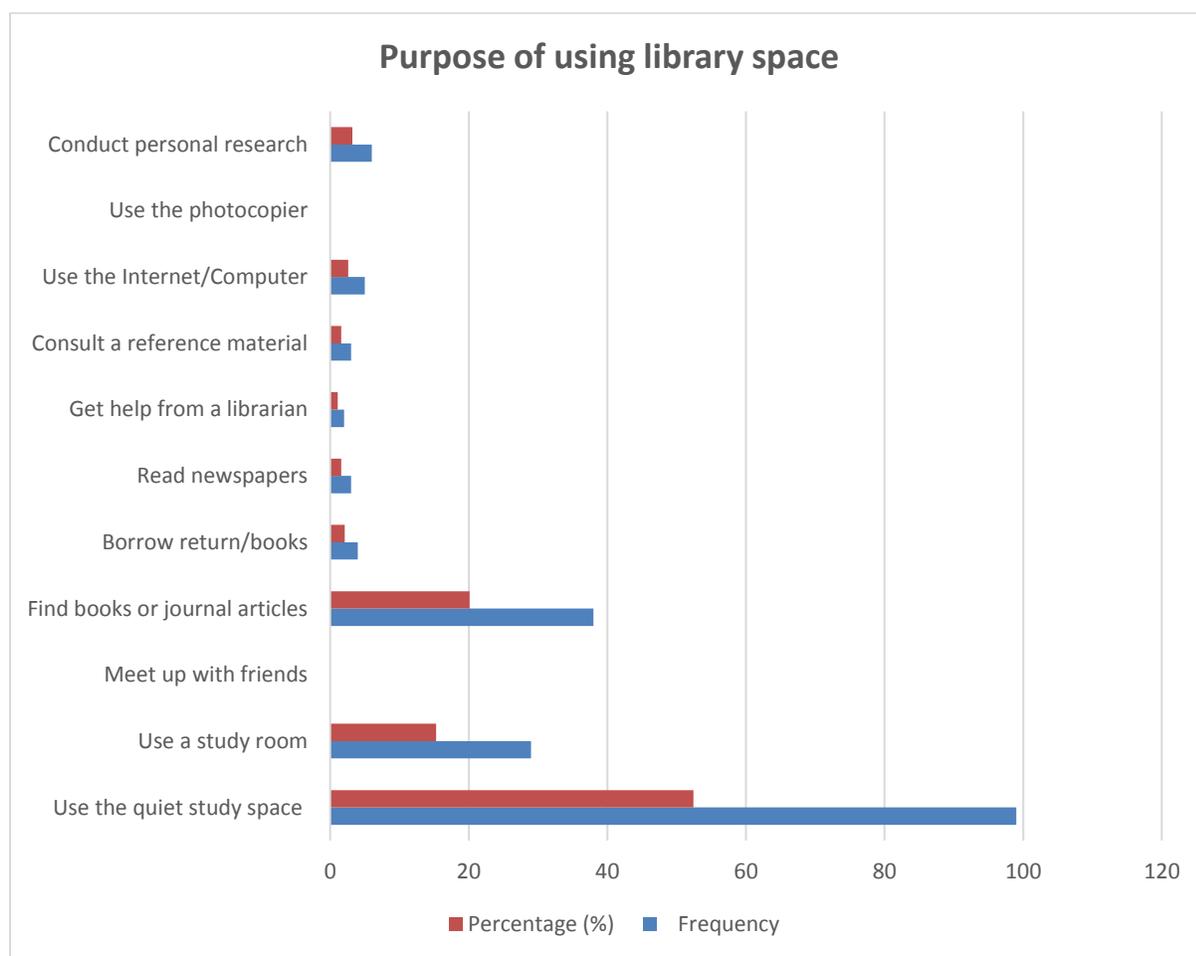
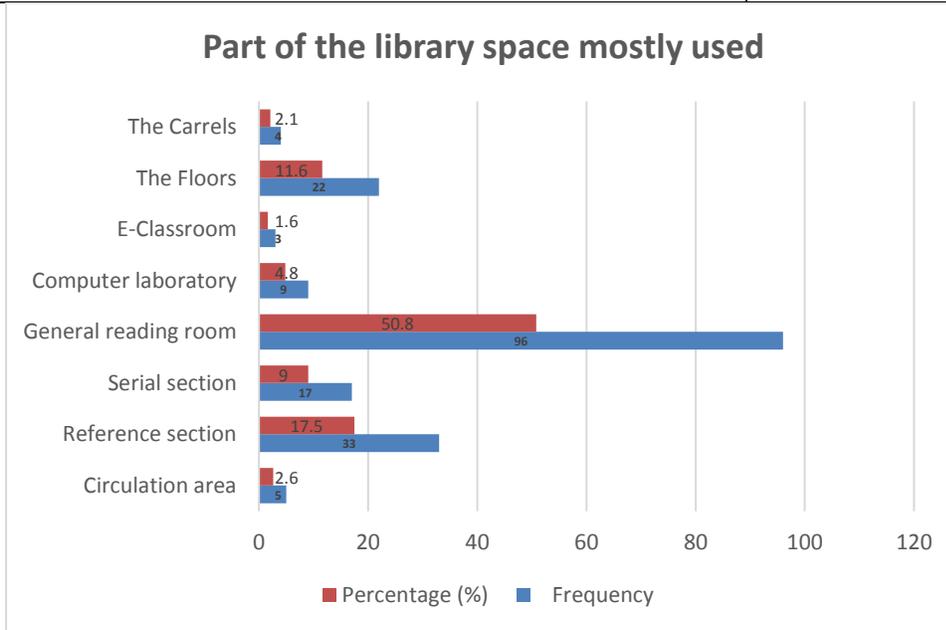


Table 9 shows that KDL is used as a place to study by overwhelming majority of respondents with 99(52.4%) exclusively using the quiet study space followed by find books or journal articles with 38 (20.1%) respondents and use a study room with 29(15.3%) respondents. One of the main reasons for using KDL rather than going elsewhere is the conduciveness to studying. These three top activities are highly suggestive of the academic work buttressing Silver’s (2007) who found that students reported an average of 55% of their studying took place in the library

Table 10: What part of the library space do you mostly use?

Part of the library space mostly use	Frequency	Percentage (%)
Circulation area	5	2.6
Reference section	33	17.5
Serial section	17	9.0
General reading room	96	50.8
Computer laboratory	9	4.8
E-Classroom	3	1.6
The Floors	22	11.6
The Carrels	4	2.1
Total	189	100.0



Preferred space for respondents as revealed in Table 10 is General Reading Room with 96(50.8%) respondents, followed by Reference section with 33(17.5%) respondents, the Floors with 22(11.6%) respondents and the Serial section with 17(9.0%) respondents were the major part of the library space mostly used by the students.

Table 11: Opinion about the library space and other facilities

S/N	Library space and facilities	A	N	D	Mean	S.D	Ranking
1	There is enough study space	119(63.0%)	27(14.3%)	43(22.8%)	3.57	1.107	3 rd
2	There are enough computers	24(12.7%)	82(43.4%)	83(43.9%)	2.58	1.000	6 th
3	There are enough carrels/personal study	65(34.3%)	59(31.2%)	65(34.3%)	3.00	1.037	5 th

	rooms						
4	There is comfortable seating	154(81.5%)	18(9.5%)	17(9.0%)	3.97	.856	2 nd
5	It offers a quiet environment	169(89.4%)	15(7.9%)	5(2.6%)	4.25	.734	1 st
6	There is adequate lighting	107(56.6%)	26(13.8%)	56(29.6%)	3.40	1.253	4 th
7	There is adequate ventilation	119(63.0%)	19(10.1%)	51(27.0%)	3.59	1.263	3 rd

From Table11 information on the opinion about the library space and other facilities by the respondents revealed ‘it offers a quiet environment’(Mean = 4.25, S.D = 0.734),‘there is comfortable seating’ (Mean = 3.97, SD = 0.856), ‘there is enough study space and adequate ventilation’ (Mean=3.57, SD=1.263 and 3.59, SD= 1.107) respectively as being the top lists of opinion of the students about the library space and other facilities. The least opinion about library space and other facilities with (Mean=2.58, SD=1.000), there are enough computers. This implies that the library space in KDL provides ambience for quiet study.

Table 12: Importance of study spaces to academic work

S/N	Study spaces	Extremely Important	Important	Neutral	Less Important	Not Important	Mean	S.D
1	Quiet study space	133(70.4%)	55(29.1%)	1(0.5%)	-	-	4.70	.472
2	Individual study carrels	76(40.2%)	86(45.5%)	22(11.6%)	3(1.6%)	2(1.1%)	4.22	.794
3	Group study rooms	23(12.2%)	60(31.7%)	66(34.9%)	30(15.9%)	10(5.3%)	3.30	1.045
4	Big study hall	22(11.6%)	59(31.2%)	68(36.0%)	23(12.2%)	17(9.0%)	3.24	1.098
5	Laptop free study spaces	54(28.6%)	66(34.9%)	47(24.9%)	15(7.9%)	7(3.7%)	3.77	1.066
6	Computer classrooms	47(24.9%)	79(41.8%)	43(22.8%)	12(6.3%)	8(4.2%)	3.77	1.031
7	Space to use and consult print journals and books	82(43.4%)	69(36.5%)	29(15.3%)	7(3.7%)	2(1.1%)	4.17	.897

Respondents were asked to state the importance of study space to their academic work (Question 12). The responses, shown in table12 indicate that ‘quiet study space’ 133(70.4%) with mean of 4.70 and ‘Space to use and consult print journals and books’ 82(43.4%) with mean of 4.17are extremely important study spaces to students’ academic work, followed by ‘individual study carrels’ 86(45.5%) with mean of 4.22, ‘Laptop free study spaces’ 66(34.9%) with mean of 3.77 and ‘Computer classrooms’ 79(41.8%) with mean of 3.77 respectively were important study spaces to students’ academic work. However, respondents were neutral on ‘big study hall’ 68(36.0%) with mean of 3.24 and ‘group study rooms’ 66(34.9%) with mean 3.30as study spaces to academic work. ‘Quiet study space’ and ‘individual study carrels’ were very important to most respondents.

Table 13: Importance of “extras” to students comfort while studying

S/N	“Extras”	Extremely Important	Important	Neutral	Less Important	Not Important	Mean	S.D
1	Separate space dedicated to conversation and use of	45(23.8%)	60(31.7%)	40(21.2%)	33(17.5%)	11(5.8%)	3.50	1.197

	cell phones							
2	Rest or lounge spaces	40(21.2%)	72(38.1%)	38(20.1%)	30(15.9%)	9(4.8%)	3.55	1.132
3	Space where food is allowed	46(24.3%)	56(29.6%)	32(16.9%)	33(17.5%)	22(11.6%)	3.38	1.334
4	Access to sockets for charging and using laptops	127(67.2%)	50(26.5%)	6(3.2%)	1(0.5%)	5(2.6%)	4.55	.815

The “Extra” values respondents considered extremely important to make library space comfortable while studying as revealed in table15 is ‘access to sockets for charging and using laptops’ 127(67.2%)(Mean= 4.55). While, ‘rest or lounge spaces’ 72(38.1%) with mean 3.55, ‘separate space dedicated to conversation and use of cell phones’ 60(31.7%) with mean of 3.50 and ‘space where food is allowed’ 56(29.6%) with mean of 3.38 were important for students comfort while studying.

Improvement Expected from Kenneth Dike Library

Students were asked to give their opinion about improvements they would like to see in the library. The number one priority for respondents is the 24hours power supply especially at night. While adequate provision of computer and Internet access were the second most frequently cited area identified as needing improvement. Their comments for improvements also range from KDL should have group discursion rooms, the need for more silent study areas, currency of its collection and easy access to them to good sanitation of the restrooms.

Conclusion

The study of library as a place cannot be over flogged because of its purpose in the university community. Even with the emergence of technology and easy access to Internet, Students and Researchers still visit the library regularly; however, the frequency of visits differs among users. The results of the study showed that respondents are satisfied with the study space in Kenneth Dike Library because it offers a quite environment; comfortable seating; enough study space and adequate ventilation whenever they make use of the library. Respondents also found quiet study spaces ‘Extremely Important’ to their academic work thereby supporting the conclusion that it is the library that is the preferred place for academic activity as reported by Applegate (2009). To make these study spaces more accommodating and worth visiting, some improvements need to be carried out as expressed by the respondents. Some of other expectations which include and

not limited to constant power supply especially during late hours, access to Internet facilities and provision of groups study space.

In the light of the findings of this study, the following recommendations emerge to enhance better learning environment:

- The Library Management should put greater efforts to remodel/ renovate the old KDL building to create modern study space that would provide quiet individual study space and group study rooms.
- Stringent efforts should be made to update Library Collections while improving the supporting facilities in the library such as photocopiers, fast internet services and comfortable furniture for the enhancement of academic work.

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