# PERCEPTION AND UTILISATION OF INFORMATION RETRIEVAL TOOLS BY THE UNDERGRADUATES OF AJAYI CROWTHER UNIVERSITY, NIGERIA

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**Abstract:**
*There is no doubt in the fact that; the utilisation of information retrieval tools (IRTs) by the undergraduate students might have a favorable effect on their varied academic pursuits by providing them access to the right information sources. However, observations and empirical proofs had revealed that; utilisation of a number of the information retrieval tools by several students seems to be low. Conceivably, this supposed observation may not be unrelated with the perception linked with ease of access of information retrieval tools which might have an impact on how they are used by students. The survey investigated perception and utilisation of information retrieval tools by the students. The descriptive research design and multistage sampling method was adopted. Out of 3,236 students population 191 sample was selected. Results declared that; a significant percentage (4.90 > 3.50) and (4.15 > 3.50) of respondents indicated that; bibliographies and databases were the most accessible IRTs. Majority (3.54 >2.50) and (3.46 >2.50) of the undergraduates also indicated that; seminar preparation and continuous assessment preparation were the major purposes of utilising IRTs. Most of the students displayed a good perception towards the utilisation of IRTs. Findings also revealed a significant association between perception and utlisation of IRTs by the students (r = .218, n=174, p(.004)<.05). The recommendation is that; in a bid to establish a positive perception towards the utilisation of information retrieval tools by the undergraduates, library management should launch episodic information literacy, user education programmes and make sure that all undergraduates take part in it.*
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**Introduction**

Universities are distinguished for teaching, learning, research and community development endeavours. However, undergraduates, according to Olaniyi and Oyewole (2018), are important stakeholders in most universities; because they constitute a significant group of the students in most universities. These undergraduates engage in academic activities which, according to Olaniyi (2022), include; project writing, seminar presentation, examination and continuous assessment and being the major fundamental components of academic exercises necessary for satisfying the institution's nuts and bolts for awarding Bachelor's certificate in the end. However, as much as access to the right sources of information becomes paramount for undergraduates to competently and actively participate in the aforementioned academic activities, information retrieval tools should also be accorded with greater concern. Information retrieval tools, also referred to as access tools, finding aids, information retrieval system, and information access tools can be regarded as the established instruments and means through which information users are enabled right to use various information sources for satisfying diverse desires.

Edom (2012) stated that information retrieval tools are the straight forward devices or methods that let library patrons find, obtain, and utilize the information contained in books or materials. Also, Nwosu and Ottong (2014) averred that; IRTs are schemes designed to make information easier to access or retrieve from an structured information hub are called information access or retrieval tools. Therefore, Abass and Arowolo (2017) made it clearer that; the main goal of an (IRS) is to assist library clienteles in finding pertinent information that meets their varying needs or a source that meets those criteria. Some studies have identified certain types of IRTs to include Online Databases, Reading List, Bibliographies, OPAC, Search Engines, Shelf Guides, Abstracts, Directories and Indexes (Nnadozie, 2007; Edom, 2012). Manasseh, Nongo and Onah (2017) also classified different types of IRTs into the traditional IRTs and online IRTs for accessing information sources. Therefore, as long as IRTs are central to information accessibility for academic activities, its utilisation becomes a necessity for the undergraduates.

Furthermore, the utilisation of information retrieval tools cannot be over-emphasised. Information retrieval, according to Akanwa and Udo-Anyanwu (2017), is the process of using and extracting data and other document contents from various information sources. While Atanda and Adeyemi (2018) asserted that; an IR System acts as a conduit between the information generation and creation worlds and the information patrons, Echem and Udo-anyanwu (2018), explained that; the whole essence of information retrieval tools is to make it possible for information seekers to discover and retrieve the resources they need in a timely and effective manner. Also, information retrieval system involves the process of getting the appropriate information to the appropriate user at the appropriate

moment (Rashid, 2020). Therefore, one can aver that; information retrieval tool is simply a means to an end of accessing information sources for the purpose of meeting certain information needs. As much as IRTs are basically utilised for obtaining information for academic activities of the undergraduates, their perceptions of information retrieval tools should be a major concern.

Ghadirian, Ayub and Salehi (2017) opined that perception is a course of occurrence that enables information acquisition. Being possessed by individual information users through the process of sensing, perception is based on the experiences and feelings of individuals. Zhuang, Toms and Demartini (2016) stated that; perception has been used to appraise interactive information retrieval systems. Consequently, even if the undergraduates recognise that; the utilisation of information retrieval tool is valuable to their academic activities; their perception of these tools could prevent them from utilising it for accessing information sources. This shows that; perception is a vital phenomenon which might decide the utilisation of retrieval tools. Therefore, the survey was conducted to investigate the bond connecting perception and utilisation of information retrieval tools among the undergraduates of Ajayi Crowther University, Oyo, Nigeria.
Statement of the Problem

Continual investment on both human and material resources are constantly being directed towards ensuring that; adequate, relevant information resources and services are without fail, made available either in print or electronic forms for meeting the clienteles' needs. Nevertheless, the utilisation of these information resources in diverse formats seems to be low. Yet, it is in observation that; some undergraduates encounter challenges accessing suitable information resources and in so doing, retrieving information becomes challenging. Again, in some other instances, some undergraduates could be observed roaming the shelves areas in the library or loafing on their computer systems in uncertainty, because they could not access the needed information. However, most difficulties being experienced by some undergraduates in the course of accessing information sources might be connected to their perception of information retrieval tools. Therefore, the survey is interested in examining the perception and utilisation of information retrieval tools among the undergraduates.

**Research Questions**
**The research questions are:**
1. What are the retrieval tools available to students?
2. What is the purpose of utilisation of information retrieval tools among the students?
3. What is the frequency of utilisation of information retrieval tools among the students?
4. What is the perception of information retrieval tools among the undergraduates?
5. What are the challenges to the utilisation of information

retrieval tools among the students?

**Research Hypothesis**
1. There is no significant association between perception and utilisation of information retrieval tools among the undergraduate students?

**Literature Review**
Perception of information retrieval tools among students

Gohain and Saikai (2013) investigated the utilisation of OPAC among the students in Tezpur University. Their study revealed that; 14(3.59%) of the respondents utilised OPAC because they perceived it to be easy in searching different categories of information resources. In the same vein, Kumar and Vohra (2013) examined the perception of OPAC in India. Their findings from Panjab University, Chandigarh (PUC) showed that; 53(35.1%) respondents perceived OPAC to be easy while 54 (35.8%) respondents perceived OPAC to be difficult. Also, their findings from Punjabi University, Patiala (PUP) showed that; 27 (31.8%) respondents perceived OPAC to be easy, while 33 (38.8%) respondents perceived OPAC to be difficult. Again, their findings revealed that; 37 (54.4) respondents perceived OPAC to be easy while 15 (22.1%) respondents perceived OPAC to be difficult. Also, Eserada and Okolo (2019) examined the urilisation of OPAC. Their survey revealed that; (3.3) mean score accounted for respondents who perceived that OPAC was not user friendly enough.

According to Ijantiku and Babangida (2020), in their investigation of how 160 undergraduate students turned out with various responses. Their findings revealed that; 60 (36.08%) of the respondents perceived that Online Public Access Catalogue was fast at retrieving information resources, some of the respondents also perceived that; OPAC is simple and easy to use. However, the study further revealed that; some respondents perceived that Online Public Access Catalogue was not easy and very confusing while 10(6.13%) respondents perceived that; OPAC saves time in searching for library resources. Mustapha, Muhammad and Ibrahim (2023) conducted a study on OPAC. Their findings showed that; 76(26.21%) respondents perceived that OPAC is indeed user friendly, while 82(26.28%) respondents perceived that; OPAC makes retrieving library resources easy. In the same vein, their findings revealed that; 72(24.83%) respondents perceived that; OPAC help them in getting timely information, while 76(26.21%) perceived that; OPAC provides the precise information needed.

Utilisation of information retrieval tools among students

Garba, Mohammed and Umar (2015) conducted a study on indexing services. Their findings showed that; majority 13(59%) of the respondents moderately utilised indexing services while 2(9%) did not utilise index at all. In the same vein, their findings revealed that; exactly half 11(50%) of the respondents did not utilize abstracting services while 7(31.8%) of the respondents moderately utilised the

abstracting services. However, their findings further showed that insufficient amenities and low level of awareness were the main difficulties encountered while utilising these information retrieval tools. On the frequency of utiliation of IRTs, Swaminathan (2017) in their survey revealed that; 85 (55.20%), 31(20.13%) and 8 (5.19%) respondents utilised OPAC daily, once in a week and once in a month respectively. Ozonuwe, Nwaogu and Fagbohun (2018) assessed the utilisation of search engines in an academic environment. Their findings revealed that; (88.6%) respondents used search engines to do assignment, (82.3%) used search engines for quick answers to research paper writings while (70%) used search engines to write term papers. Their findings further revealed that; (64.8%) respondents used Google always, (37.4%) used Bing always while (34.4%) used Yahoo always. Also, the respondents indicated that; information overload and irrelevant information were some of the major challenges of using search engines.

Again, Oyewole and Alegbeleye (2018) investigated preference for search engines in some universities in Nigeria. Their findings revealed that; 195 (97.0%) and 130 (92.9%) respondents at University of Ibadan and Redeemer's University respectively indicated Google as the most utilised search engine, while 126 (62.7%) and 70 (50%) respondents at UI and RUN also indicated Yahoo as the second most utilised search engine. Furthermore, their findings revealed that; respondents

at UI and RUN utilised web search engines for assignment completion while they also utilised Google daily. Oghenekaro (2018) also carried out a study on the utilisation of library catalogue. The survey revealed that; only 10 (4.0%) respondents utilised it more than 4 times each week, while the majority 70 (27.9%) of the respondents never used it. The finding further revealed that; 94 (37.5%) respondents utilised library catalogue for research purpose while 66 (26.3%) respondents utilised it for enquiry. Apagu, Temboge and Hassan (2018) investigated difficulties encountered by undergraduates while utilising OPAC. The survey revealed that; 111(57.81) respondents pointed to inadequate abilities to utilise Online Public Access Catalogue, 135(70.31%) respondents indicated insufficient OPAC terminals while 123(64.06%) of the respondents identified poor user education as some of the major challenges of using OPAC.

In the same vein, Afebende and Nna-Etuk (2019) examined IRTs and utilisation of information sources. Their findings revealed that; IRTs accounted for (23.9%) utilisation of library materials by the respondents. Rahoo, Nagar and Bhutto (2019) investigated the utilization of IRTs. Their findings revealed that; (54%) respondents utilised internet search engine to the maximum level, (38%) respondents used card and book catalog to the maximum level while only (9%) respondents used online databases to the very minimum level. Their findings further revealed that; (39%)

respondents used IRT for academic and research to the maximum level, while only (6%) respondents used IRT for general purpose to the minimum level. Eserada and Okolo (2019) investigated the utilization of OPAC in some universities in Nigeria. Their survey showed that; some of the respondents utilised Online Public Access Catalogue to; find information sources, find out if a document exists, search and retrieve information. They also reported that; (29.6%) respondents rarely utilise OPAC and those who never utilise OPAC were (32.5%).

Furthermore, Akindele, Omole, Adebayo, Adepoju, and Adeojo (2020) examined the utilisation of indexes by students. Their findings showed that; more than (50%) students did not utilise indexes in any way, (51%) utilised the faceted index lowly, (39%) utilised indexes more or less while (24%) utilised indexes below extreme level. Their findings also revealed that; lack of training, poor internet access and insufficient search skills were the constraints to utilising indexes. De Groote and Dorsch (2014) measured the utilisation patterns of online journals and databases at the University of Illinois in Chicago. Their findins showed that (53%) of the respondents searched MEDLINE database at least once a week. Katabalwa and Mnzava (2020) conducted a study on the usage of OPAC by students. Their survey showed that; 66 (77.6%) respondents utilised Online Public Access Catalogue to be aware of the available information resources while 23(27.1%) students utilised it to find information resources on the shelves with the aid of class marks. In the same vein, their study revealed that; 38 (44.7%) respondents utilised OPAC weekly, 24 (28.2%) respondents utilised it monthly while 18 (21.2%) respondents utilised it daily.

Moreover, Ijantiku and Babangida (2020) examined undergraduate students' perception of OPAC. Their findings showed that; 76(46.62%) respondents utilised OPAC for academic research work to a great extent, 24(14.72%) utilised OPAC to check current information resources to a great extent while 32(19.63%) utilised OPAC for course assignments to a very great extent. Furthermore, Anyim (2020) conducted a study and the findings revealed that; the respondents used IRTs such as; OPAC, Shelve guides, Bibliographies, Search engines, Abstracts and Indexes. Hadi and Yahaya (2020) examined perception, access and use of electronic databases among undergraduates. Their findings revealed that there was a high access to the utilisation of electronic databases among the respondents. Conversely, Okunoye (2020) investigated the awareness and access of students towards use of electronic databases. The findings showed that the respondents' had access to online databases, but the level of utilization was low.

**Perception and utilisation of information retrieval tools among students**

Kumar and Vohra (2013) examined the perception some Indian

universities. Their findings indicated that; most of the students perceived that; OPAC systems was difficult to an extent while 37(54.4) respondents at GNDU perceived that; OPAC was moderately easy. However, the respondents were generally dissatisfied with the OPAC systems. This is a clear indication that the negative perceptions of most respondents affected their utilisation of OPAC, except for a slight difference from the respondents at GNDU. Also, Eserada and Okolo (2019) investigated the urilisation of OPAC. Their findings revealed that; some respondents perceived that; OPAC was not user friendly enough. The implication of such a negative perception could adversely affect their utilisation of OPAC. Echem and Udo-Anyanwu (2018) examined the utilisation of IRTs. Their survey showed that; the IRTs that were accessible such as; card catalogues, search engines, bibliographies, OPAC and abstracts, and indexes were well utilised by the respondents. The study also showed that; the correlation that exists between the available IRTs and respondents' utilisation of IRTs was very strong and positive. Therefore, it could be inferred that; the significant positive connection that exists between the available information retrieval tools and its utilisation by the respondents is a function of their perception.

Ijantiku and Babangida (2020) investigated the perception of students on OPAC. Their survey indivated that; most of the students who perceived that; OPAC was quick in accessing library holdings, simple and easy to use, and saves time in searching for library resources also utilised it for; academic research work, checking current information resources and course assignments. However, some respondents perceived that; OPAC was difficult and very ambiguous. It could be inferred from the findings that; the respondents who perceived OPAC as difficult and very ambiguous were not part of those who utilised it to a great extent. Changde and Nwokedi (2020) carried out a survey on the utilization of IRTs. Their survey indicated that; IRTs such as, bibliography, indexes, search engines, abstracts, card catalogue and OPAC that were accessible to the respondents were extensively utilised. This showed that; association between the perception of IRTs and its utilisation is positive and strong as indicated by the respondents at the University of Jos.

**Methodology**

The descriptive research method was utilised for the survey. The survey was carried out on the undergraduate students of Ajayi Crowther University, Nigeria. In accordance with the available data gathered from the institution, there were 3,236 undergraduates spread across 11 faculties. The survey utilised the multistage sampling technique to pick six from eleven faculties randomly. Purposively, one department that has the utmost number of undergraduates in each of the six faculties was chosen. Finally, 191(10%) of the sample was utilised (Table 1). A personally composed questionnaire, premised on the evaluation of applicable literature and also confirmed by experts before being administered, was utilised to gather data. The SPSS was adopted for data analysis.

**Table 1 Sample size of the survey**

| Faculty | Department | Number of students (undergraduates) | Sample size (10%) |
|---|---|---|---|
| Natural Sciences | Computer Science | 357 | 36 |
| Management Sciences | Accounting | 302 | 30 |
| Social Sciences | Economics | 204 | 20 |
| Communication and Media Studies | Mass Communication | 485 | 49 |
| Law | Law | 361 | 36 |
| Engineering | Computer Engineering | 204 | 20 |
| Total | | | 191 |

**Results and discussion of findings**

191 duplicates of the instrument were administered to undergraduate students. Nevertheless, 175 duplicates were appropriately completed and utilised. Therefore, the percentage of respondents was 92%.

| Demographic variables | Frequency | Percentage (%) |
|---|---|---|
| **Departments** | | |
| Accounting and finance | 29 | 16.7 |
| Mass communication | 42 | 24.1 |
| Computer science | 32 | 18.4 |
| Law | 31 | 17.8 |
| Economics | 20 | 11.5 |
| Computer engineering | 20 | 11.5 |

| **Gender** | | |
|---|---|---|
| Male | 117 | 67.2 |
| Female | 57 | 32.8 |
| **Age** | | |
| 15-20 | 7 | 4.0 |
| 21-25 | 61 | 35.1 |
| 26-30 | 68 | 39.1 |
| >30 | 38 | 21.8 |
| **Level of Study** | | |
| 100 level | 52 | 29.9 |
| 200 level | 69 | 39.7 |
| 300 level | 53 | 30.4 |
| **Religion** | | |
| Christianity | 79 | 45.4 |
| Islam | 93 | 53.4 |
| African Traditional Religion | 2 | 1.1 |

N=174

Table 2 displayed the demographic details of the students. The result revealed the departmental distribution of respondents that; out of the total respondents of 174, 29(16.7%) were from Accounting and Finance, 42(24.1%) were from Mass communication, 32(18.4%) were from Computer science, 31(17.8%) were from Law, and 20(11.5%) were from Economics and Computer Engineering. Findings showed that; there were more respondents from Mass communication than other departments. The department, being the most populated could be responsible for this outcome. It was also revealed that; majority 117(67.2%) of the males responded more than 57(32.8%) their females undergraduates. This is an indication that; male undergraduates participated more in the study than their female counterparts. Again, findings revealed that; very negligible 7 (4.0%) of the

students were between 15 to 20 years. Also, 61(35.1%) were between 21 to 25 years while the majority 68(39.1%) of the respondents were between 25 to 30 years and 38 (21.8%) were between 30 years and above respectively. From the findings, 52(29.9%) of the respondents were in 100 level, 69(39.7%) were in 200 level while 53 (30.4%) were in 300 level respectively. The implication is that; most of the students were 200 level undergraduates. Again, findings showed that; 79 (45.4%) of the respondents were Christians, 93 (53.4%) were Muslim, and 2 (1.1%) of the respondents practiced African Traditional Religion. It is very amazing that; most of the students were Muslims despite the reality that; the institution is a Christian university.

**Research question one: What are the information retrieval tools accessible to undergraduates in Ajayi Crowther University?**

**Table 3: INFORMATION RETRIEVAL TOOLS**

| S/N. | Statements | Mean | SD |
|------|-----------|------|-----|
| 1. | Bibliographies | 4.90 | 0.35 |
| 2. | Indexes | 3.89 | 0.94 |
| 3. | Card Catalogues | 3.82 | 0.91 |
| 4. | Shelve guide | 3.59 | 0.92 |
| 5. | Online Public Access Catalogue (OPAC) | 3.78 | 1.05 |
| 6. | Search Engines (Google, Yahoo, etc) | 3.48 | 1.16 |
| 7. | Databases | 4.15 | 1.04 |
| 8. | Abstracts | 3.60 | 0.96 |
| Weighted mean = 3.90 | | | |
| Criterion mean = 3.50 | | | |

Table 3 revealed that; 8 items with mean scores higher than the criterion mean of 3.50 were agreed on by the students as the information retrieval tools available to the students. These 8 items were ranked by their mean scores as follow: Bibliographies (4.90 > 3.50), Databases (4.15 > 3.50), Indexes (3.89 > 3.50), Card Catalogues (3.82 > 3.50), Abstracts (3.60 >3 .50), Online public Access Catalogue (OPAC) (3.78 >3 .50), Shelve guide (3.59 > 3.50), and Search Engines (Google, Yahoo, etc. (3.48 > 3 .50). Findings revealed that; all the students agreed that; all the itemized information retrieval tools were accessible to

students. However, ranking of these information retrieval tools showed that; Bibliographies, Databases, Indexes were more accessible to the undergraduates in Ajayi Crowther University than the other information retrieval tools. To substantiate this findings, the studies conducted by Okunoye, 2020, Hadi and Yahaya, 2020) revealed that the respondents accessed electronic databases.

**Research question two: What is the purpose of utilisation of information retrieval tools among undergraduates in Ajayi Crowther University?**

**Table 4: PURPOSE OF UTILISATION OF INFORMATION RETRIEVAL TOOLS**

| S/N. | Statements | Mean | SD |
|---|---|---|---|
| 1. | Term paper preparation | 2.64 | 0.99 |
| 2. | Group works and Discussions | 3.32 | 0.69 |
| 3. | Continuous Assessment Preparation | 3.46 | 0.53 |
| 4. | Entertainment (Games, news, sports, songs, movies and so on) | 3.31 | 0.69 |
| 5. | Learning | 2.97 | 0.89 |
| 6 | Seminar preparation | 3.54 | 0.61 |
| 7 | Knowledge update | 3.28 | 0.66 |
| 8 | General purpose (Forecast, weather, travel and so on) | 3.30 | 0.71 |
| 9 | Examination preparation | 3.12 | 0.79 |
| 10 | Research | 3.44 | 0.69 |
| Weighted mean = 3.23 | | | |
| Criterion mean = 2.50 | | | |

Table 4 indicated the ten items with mean scores higher than the criterion mean of 2.50 were agreed on by the students as the main purpose of utilisation of information retrieval tools among undergraduates in Ajayi Crowther University. These five items were ranked by their mean scores as follow: Seminar preparation (3.54 >2.50), Continuous Assessment Preparation (3.46 >2.50), Research (3.44 >2.50), Group works and Discussions (3.32 >2.50), lastly, General purpose (Forecast, weather, travel and so on) (3.30 >2.50). It could be inferred from the findings that; Seminar preparation, Continuous Assessment, and Research activities were the major

purposes of utilisation of information retrieval tools among the undergraduates in Ajayi Crowther University. The reason for this may be related to the fact that; such major academic activities require full participation of all undergraduate students. The findings is also validated by the study conducted by Hadi and Yahaya (2020) where the most of students utilised e-databases for writing assignments, research purposes, and examination preparation.

**writing assignments, research purposes, and examination preparation.**

**Research question three: What is the frequency of utilisation of information retrieval tools among undergraduates in Ajayi Crowther University?**

**Table 5: FREQUENCY OF UTILISATION OF INFORMATION RETRIEVAL TOOLS**

| S/N. | Statements | Mean | SD |
|------|------------|------|-----|
| 1. | Bibliographies | 3.39 | 0.86 |
| 2. | Indexes | 2.71 | 0.88 |
| 3. | Card Catalogues | 2.71 | 0.85 |
| 4. | Shelve guide | 2.61 | 0.82 |
| 5. | Online Public Access Catalogues (OPAC) | 2.87 | 0.89 |
| 6 | Search Engines (Google, Yahoo.ect) | 2.91 | 1.18 |
| 7 | Databases | 3.34 | 0.83 |
| 8 | Abstracts | 2.91 | 0.83 |
| Weighted mean = 2.93 | | | |
| Criterion mean = 2.50 | | | |

Table 5 showed the mean ranking of the five major items as follow: Bibliographies (3.39>2.50), Databases (3.34>2.50), Abstracts (2.91>2.50), Search Engines (Google, Yahoo.ect) (2.91>2.50), lastly, Online Public Access Catalogues (OPAC) (2.87>2.50). The findings showed that; the mainly frequently utilised IRT is bibliography, followed by databases. However, it is surprising to note that; abstracts and search engines were often equally utilised by the respondents. To corroborate the findings, De Groote and Dorsch (2014) in a survey on the utilisation patterns of online-based journals and databases revealed that; 53% of the respondents did MEDLINE database searches not less than a time each week.

**Research question 4: What is the perception of information retrieval tools among undergraduates in Ajayi Crowther University?**

**Table 6: PERCEPTION OF INFORMATION RETRIEVAL TOOLS**

| S/N. | Statements | Mean | SD |
|------|-----------|------|------|
| 1. | Information retrieval tools are simple to access information resources | 2.76 | 0.81 |
| 2. | I feel that using shelve guide helps in retrieving information materials | 3.22 | 0.73 |
| 3. | I browse and navigate through card catalogue comfortably | 3.13 | 0.76 |
| 4. | I find it easy to access information through OPAC | 2.91 | 0.96 |
| 5 | I find it easy to download and save information through search engines | 2.88 | 0.95 |
| 6 | Accessing and use of abstract is convenient | 3.14 | 0.83 |
| 7 | I find it difficult to download information through search engines | 2.73 | 0.93 |
| 8 | It is not easy for me to use index to locate information | 2.40 | 1.08 |
| 9 | Accessing and retrieving information resources through bibliographies is comfortable | 2.52 | 1.046 |
| 10 | Too many cards in the catalogue makes searches difficult | 2.83 | 0.95 |
| 11 | Website design of some databases seem complex to understand | 2.86 | 0.95 |
| 12 | I feel that bibliographies make information retrieval easy | 2.80 | 0.84 |
| Weighted mean = 2.84 | | | |
| Criterion mean = 2.50 | | | |

Table 6 revealed the mean ranking of the five items as follow: feel that using shelve guide helps in retrieving information materials (3.22>2.50), accessing and use of abstract is convenient (3.14>2.50), browse and navigate through card catalogue comfortably (3.13 >2.50), I find it easy to access information through OPAC (2.91>2.50), lastly, Website design of some databases seem complex to understand (2.86>2.50). Findings revealed that; majority of the respondents perceived shelf guide as helpful information retrieval tool. Some of the undergraduates experienced convenience using abstract for accessing information while some other respondents also perceived comfort utilising card catalogue for information retrieval. The findings is corroborated by Tella and Oso (2019) in their survey on the relative analysis of card catalogue and OPAC. Their survey showed that; most 91(46.9%) of the students specified preference for card catalogue because they perceived that; it enhances easy search of information sources.

**Research question 5: What are the challenges to the utilisation of information retrieval tools among undergraduates in Ajayi Crowther University?**

**Table 7: CHALLENGES OF UTILISING INFORMATION RETRIEVAL TOOLS**

| S/N. | Statements | Mean | SD |
|---|---|---|---|
| 1. | Poor internet connectivity | 2.98 | 0.94 |
| 2. | Inability to identify relevant information | 3.38 | 0.80 |
| 3. | Cumbersome arraignment of library catalogue | 2.94 | 0.87 |
| 4. | Library catalogue is time consuming | 3.05 | 0.77 |
| 5 | Large amount of information (Information overload) | 3.13 | 0.71 |
| 6 | Inadequate information retrieval skills | 2.86 | 0.82 |
| 7 | Unfriendly user interface of some databases | 2.87 | 0.80 |
| 8 | Lack of assistance | 2.92 | 0.87 |
| 9 | Unfamiliarity with information retrieval systems | 2.87 | 0.85 |
| 10 | Inability to use accurate search terms | 2.99 | 0.79 |
| Weighted mean = 2.99 | | | |
| Criterion mean = 2.50 | | | |

Table 7 revealed the mean ranking of the five items as follow: Inability to identify relevant information (3.38 >2.50), Large amount of information (Information overload) (3.13>2.50), Library catalogue is time consuming (3.05 >2.50), Inability to use accurate search terms (2.99>2.50), lastly, Poor internet connectivity (2.98 >2.50). Findings revealed that; majority of the respondents experienced difficulty identifying relevant information while some of them were overwhelmed with information overload and time wastage using library catalogue. The findings is substantiated by Olayemi and Aziken (2019) in their investigation on the utilisation of online-based information sources. Their survey showed that respondents indicated that; information overload and time factor were some of the major constraints of utilising information retrieval tools.

**Test of hypotheses**

Hypothesis one: There is no significant relationship between perception and purpose of utilisation of information retrieval tools among the undergraduate students of Ajayi Crowther University

**Table 8: Pearson Product Moment Correlation (PPMC) showing the relationship between perception and purpose of use of information retrieval tools among the undergraduate students of Ajayi Crowther University**

| Variables | Mean | Std. Dev. | N | R | p-value | Remarks |
|---|---|---|---|---|---|---|
| Perception | 34.18 | 5.319 | | | | |
| | | | 174 | .218** | .004 | Sig. |
| | 32.37 | 3.434 | | | | |
| Purpose of use of information | | | | | | |

\* Sig. at 0.05 level

Table 8 revealed a significant association between perception and purpose of utilisation of IRTs among the undergraduates (r = .218, n=174, p(.004)<.05). Hence, there is a significant connection between perception and purpose of utilisation of information retrieval tools among the undergraduates. This is an indication that; as long as the perception towards the utilisation of IRTs increases positively, the utilisation of the tools by the undergraduates will definitely increase. Conversely, if the undergraduates have a negative perception towards the utilisation of information retrieval tools, they could be dispirited from using IRTs. In corroboration, Gohain and Saikai (2013) reported that; some respondents utilised OPAC because they perceived it to be easy in searching different categories of information resources.

**Hypothesis two: There is no significant relationship between perception and frequency of utilisation of information retrieval tools among the undergraduate students of Ajayi Crowther University.**

**Table 9:** Pearson Product Moment Correlation (PPMC) showing the relationship between perception and frequency of utilisation of information retrieval tools among the undergraduate students of Ajayi Crowther University

| Variables | Mean | Std. Dev. | N | R | p-value | Remarks |
|---|---|---|---|---|---|---|
| Perception | 34.18 | 5.319 | | | | |
| | | | 174 | .363** | .000 | Sig. |
| | 23.45 | 3.567 | | | | |
| Purpose of use of information | | | | | | |

\* Sig. at 0.05 level

Table 9: showed that; there is a significant relationship between perception and frequency of utilisation of information retrieval tools among the undergraduates of Ajayi Crowther (r = .363, n=174, p(.000)<.05). Hence, there is a significant connection between perception and frequency of utilisation of information retrieval tools among the undergraduates of Ajayi Crowther. This is also a clue that; provided that; the perception towards the utilisation of information retrieval tools remains positive, the rate of utilisation of retrieval tools by the students will certainly increase. Contrariwise, if the undergraduates have negative perception towards the utilisation of information retrieval tools, the rate at which IRTs are being utilised will surely diminish.

## Conclusion

The undergraduates will be motivated to utilise information retrieval tools for their various academic endeavours if they perceive them comfortable to retrieve information from different sources. However, the state whereby undergraduates perceive that; certain information retrieval tools are very complex to utilise in accessing information sources, it might generate difficulty. Most of the undergraduates in Nigeria and information users all over the world rely on information retrieval tools for retrieving information for meeting their academic activities.

Information retrieval tools have transformed the terrain of information sources ease of access and retrieval and as a results, its effects shall be feel the more if students can utilise it with ease.

## Recommendations

1. In order to solve the challenges of; inability to identify relevant information, large amount of information (Information overload), time wastage, and inability to utilise accurate search terms; management of the university library should emphasize, make information literacy programmes and user education compulsory for all undergraduates.

2. The university management should boost the Internet's bandwidth in order to resolve the challenge of poor connectivity so that; the undergraduates can consistently utilise all the available online databases which the university have already subscribed for.

3. In order to build a good perception towards the utilisation of information retrieval tools by the undergraduates, library management should launch episodic user education programmes and make sure that all undergraduates take part in it.

4. The library management should also increase the level of assistance being provided to information users in search of information in order to increase the level of utilization of information resources.

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