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Utilization of library resources among physiotherapy undergraduates in a Nigerian medical institution

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Abstract
Academic library is instrumental to supporting the educational system and the research needs of students, particularly in specialized fields. However, there is lack of empirical data on how physiotherapy students utilize library. This study investigated the patterns of usage and satisfaction of physiotherapy students with library resources and services. 143 physiotherapy students, at all levels of training were recruited through convenience sampling technique for the cross-sectional survey study. A self-administered questionnaire, adapted from 3 validated questionnaires, was used to collect data on demographic characteristics, library usage patterns, satisfaction levels, and influencing factors. Data were analyzed using descriptive and Inferential statistics. Only few students visited the library daily. The E-library Unit was the most utilized and considered to be the most helpful section. Satisfaction was high for both the E-library and the Reference Unit. Significant differences were found across the academic levels for library usage. The 400 and 500-level students were using the library more frequently than those in the 100-level. A significant association was observed between age and library usage and between academic levels and satisfaction with journal resources. Key barriers included the library's distant location from hostels, inadequate electricity and poor internet facilities. In conclusion, most students were not using the library regularly, although, the E-library Unit was the most visited section and it was considered to be very helpful. The students in the higher classes significantly visited the library more than those in the lower classes.

Keywords: Library usage, satisfaction, physiotherapy students, academic libraries, digital resources

Introduction
Sourcing for information is an integral process that is important for undergraduates in order to acquire knowledge, and libraries are required structures or space for achieving, preserving and providing access in a quiet environment (Aronoff, 2016; Itsekor and Nwokeoma, 2017; Khursheed, 2017). The library is one of the major organs to source for information resources, and this has become easier with technology (Khursheed, 2017). It also acts as agent of educational and social transformation by serving as repositories of information and enabling intellectual growth (Itsekor & Nwokeoma, 2017). There are recent advancements in the requirement for medical training, making it compulsory for students to judiciously utilize the library in order to update knowledge and improve competency (Ankit, 2022). According to Topaloglu and Tekkanat (2014), the world needs people who can continually update their knowledge, adapt to changes, follow emerging trends, and build knowledge while being deliberate knowledge consumers.

The role of library is more pronounced in specialized fields like

physiotherapy, where students require access to tailored resources such as textbooks, research journals, and electronic databases (Allison et al., 2020). Highlighting the need for a special medical library in affiliated hospitals, in order for students to have real-time access to critical patient care information (Martin & Delawska-Elliott, 2015). Physiotherapy education requires up-to-date information, rigorous academic work, clinical rotations and the libraries act as gateway for knowledge acquisition and evidence-based practice (Srivastava and Srivastava, 2018; Strzelczyk, 2019). This places high demands on physiotherapy students, necessitating constant engagement with up-to-date and specialized materials. The medical library usually serves the staff, students and researchers leading to the production of competent professionals capable of delivering evidence-based care (Aronoff, 2016; Dissanayake, 2022).

The advent of technology and digital realm, offering resources like e-books, digital journals, and databases is gaining wider acceptance (Aronoff, 2016; Strzelczyk, 2019). Although, the lack of awareness among students regarding available services leads to under-utilization, while inadequate digital literacy skills prevent effective engagement with electronic resources (Aronoff, 2016). However, inadequate funding hinders the expansion of digital resources, particularly in developing countries (Nwokeoma, 2017).

Time constraints, resource availability, and digital literacy skills significantly influence how students interact with library facilities (Quesenberry et al., 2016). Fakunle et al (2022) looked at digital literacy skills as determinant of library use by undergraduate students in Oyo State and found out that 64% of the respondents could make use of advanced functions of various tools such as merging document and mails of different format using advanced formulas, 60.7% of the respondents possessed the ability to make basic editing to digital content made by others such as adding and deleting, while 54% of the respondents could easily skim through a website and get the needed information as quick as possible. The implication of this being that the undergraduates were highly digital literate, and this increased their library resource usage. The patterns of library usage among university students vary widely, and it is influenced by accessibility, and resource availability, and individual needs (Itsekor & Nwokeoma, 2017).

Statement of the problem

A medical library is a fundamental pillar of tertiary education, tasked with selecting, organizing, and providing information resources to support the institution's academic and research missions. Its effectiveness, however, is not measured merely by the size of its collection but by the extent to which those resources are utilized by the user community (Anyanwu, 2015). Hence, it has become important to ascertain the values of utilizing the library services, especially for studying (Alhassan, 2020). Previous researches on library usage patterns focused on general student populations, leaving a gap in understanding how students in specialized and demanding fields like physiotherapy engage with library resources. Limited studies have explored whether these students effectively utilize available library facilities or if barriers such as time constraints, insufficient digital resources, or lack of awareness hinder accessibility (Allison et al., 2020). Also, in the last few decades, medical professional's use of online information has increased exponentially (Khursheed, 2017). However, there is dearth of adequate information on how physiotherapy students at the University of Medical Science, Ondo, Ondo State, Nigeria utilize the library during undergraduate training.

This study sought to fill this gap by focusing on the undergraduate students of the Physiotherapy program at the University of Medical Sciences, Ondo.

Objectives of the study

The objectives of this study are to:

1. investigate the pattern and frequency of library facility usage among physiotherapy students at the University of Medical Science, Ondo, Ondo State, Nigeria;
2. assess the level of satisfaction with library facilities and services among the physiotherapy students;
3. investigate the factors/barriers influencing the usage of library facilities; and
4. determine if there would be significant association between age, gender, academic level and frequency of library usage among Physiotherapy students.

Research questions

The following questions are addressed in the study:

1. How often were the students at the University of Medical Sciences utilizing the medical library facilities at their institution?
2. which level of study were the students utilizing the library most?
3. Are the students satisfied with the library resources at the university library?
4. What are the factors/barriers influencing the usage of library facilities.
5. Are age, gender, and academic level of the students affect the frequency of visitation to the library?

Hypotheses

It is hypothesized that:

1. There would be no significant difference in the frequency of usage of the library across different levels of study of the physiotherapy students.
2. There would be no significant association between age, gender, academic level and frequency of usage of the library.

Methods

The sample of convenience technique was used to recruit 143 physiotherapy students for the cross-sectional survey from the University of Medical Sciences, Ondo, Ondo State, Nigeria. The sampling technique was used because it is quick, inexpensive, simple to implement and it allows researchers to quickly gather data from readily available participants (Golzar et al, 2022). The respondents were at different levels of study and were 18 years and above. They were willing to voluntarily participate in the study by signing an informed consent. Excluded were those with physical and or cognitive impairments that might prevent them from independently accessing or utilizing library facilities.

The study utilized a self-administered questionnaire, structured from three validated instruments, namely: “Library Usage and Perception Scale (LUPS)” (Aronoff, 2016; Srivastava and Srivastava, 2018), “Digital Resource Utilization Questionnaire (DRUQ)” (Aronoff, 2016), and “Study Behavior and Performance Questionnaire (SBPQ)” (Aronoff, 2016). A pilot study was conducted to determine the face validity to ascertain that the questions extracted from the validated three instruments, adequately addressed the goals and objectives of the research. One physiotherapist and two librarians with at least three years of experience evaluated the questionnaire in its preliminary form. They made the required corrections and adjustments in accordance with the methodology of Onigbinde et al. (2011). The questionnaire was designed to collect quantitative and qualitative data, comprising 20 questions across six

sections (A–F) using single-choice, multiple-choice, Likert-scale, and open-ended formats:

Section A: Demographic Information (Questions 1–3): Captured gender (Male, Female), age (Open ended) and academic level (200–500 Level).
Section B: Library Resources and Books Usage (Questions 5–6): Assessed library visit frequency (Daily, Weekly, Monthly, Rarely, Never) and resource usage (Books, Journals, Newspapers, General Knowledge materials, Recreational collection, Reference collection).
Section C: Library Units Usage (Questions 7–10): Evaluated usage, frequency, satisfaction, and helpfulness of units (E-library, Reference, Serial, Circulation) using multiple-choice and Likert scales (Very Satisfied to Very Dissatisfied).
Section D: Library Services Usage (Questions 11–12): Measured usage and satisfaction with services (Reference, Literature, Research and Scholarly, Loaning of Materials, Training Programmes).
Section E: Satisfaction and Improvement (Questions 13–16): Assessed resource satisfaction, academic suitability (Yes/No), book availability (Always to Never), and improvement recommendations (open-ended).
Section F: Factors Influencing Library Usage (Questions 17–20): Explored environmental, resource, human, and operational factors using a three-point scale (Agree, Neutral, Disagree).

A total of two hundred copies of the questionnaire were distributed to the students but only 143 were returned, and valid for analysis, making a response rate of 71.5%.

Ethical approval was obtained from the Ethics and Health Research Committee of the University of Medical Sciences, Ondo City, Ondo State, Nigeria. Permission for data collection was also sought from the Registrar and the Dean of Students Affairs at UNIMED, Ondo City, Ondo State. The purpose and protocol of the study were explained to all prospective respondents. Respondents were then given the questionnaire to complete at a designated location, ensuring privacy and confidentiality throughout the process. All the respondents were expected to provide response to the questions from sections A to F of the questionnaire. Upon completion, all filled questionnaires were collated for analysis. The data were statistically analyzed using descriptive statistics of frequency, percentage, means, and standard deviations. Inferential statistics of Chi-square test of association and ANOVA. The significance level for all statistical tests was set at $p = 0.05$. SPSS software (version 23) was used.

Results

Table 1: Minimum, maximum and mean age of the students in each level

Levels	No of students	Min (years)	Max(years)	Mean(years)	SD
100	12	16.00	22.00	19.17	1.80
200	25	18.00	27.00	20.96	2.13
300	39	18.00	27.00	21.18	1.62
400	45	18.00	26.00	21.93	1.90
500	22	2.00	25.00	21.00	4.45

Table 2: Frequency of visits, available library resources and usage of books

	Frequency	%
Frequency of visit		
1.00	12	8.4
2.00	25	17.5
3.00	39	27.3
4.00	45	31.5
5.00	22	15.4
Library resources		
Books	15	10.6
Journals	21	14.8
Newspapers	31	21.8
Knowledge materials	67	47.2
Recreational collection	8	5.6
Reference collection	-	-
Library units' usage		
E-library	87	60.8
Reference	2	1.4
Serial	13	9.1
Circulation	17	11.9
E-library and Reference	4	2.8
E-library and Serial	3	2.1
E-library and Circulation	2	1.4
Serial & Circulation	2	1.4
E-library, Reference & Circulation	3	2.1
E-library, Serial & Circulation	5	3.5
Nil response	4	2.8
Frequency of usage		
Daily	22	15.5
Weekly	21	14.8
Monthly	35	24.6
Rarely	59	41.5
Never	5	3.5

The mean ages of the students for each level are presented table 1 while the frequency of visitations to the library are presented in table 2. There are 73 male (51.0%) and 70 (49.0%) female among the respondents. Eighty-seven students (62.6%) went to the library to read books while 13 (9.4%) visited to make use of General Knowledge materials. Also, 87 (60.8%) utilized the E-library Unit, 2 (1.4%) made use of the Reference unit and 4 (2.8%) utilized both units.

30 (21.1%) and 64 (45.1%) students were 'very satisfied' and 'satisfied' respectively with the E-library. None (0%) were very satisfied with the reference unit while 58 (40.6%) were 'satisfied'. Other levels of unit are presented in table 4.3. on the most helpful unit for academic work, 84 students (60.0%) found the e-resource unit as the most helpful while 28 students (20.0%) found the Reference unit as the most helpful (Table 3).

Table 3: Frequency distribution of Satisfaction levels with the Units and services in the library

	Satisfaction Levels									
Units	**Very Satisfied**		**Satisfied**		**Neutral**		**Dissatisfied**		**Very Dissatisfied**	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
E-library	30	(21.1)	64	(45.1)	42	(29.6)	6	(4.2)	0	(0)
Reference	22	(15.4)	58	(40.6)	63	(44.1)	0	(0)	0	(0)
Serial	10	(7)	40	(28.0)	92 (64.3)		1	(0.7)	0	(0)
Circulation	15	(10.2)	33	(26.3)	94 (66.2)		0	(0)	0	(0)
Services										
Reference	24	(17)	49 (34.8)		68 (48.2)		0	(0)	0	(0)
Literature	19	(13.4)	51 (35.9)		72 (50.7)		0	(0)	0	(0)
Research	17	(12.0)	48 (33.8)		76 (56.5)		1	(0.7)	0	(0)
Loaning Materials	16	(11.4)	34 24.3)		87 (62.1)		3	(2.1)	0	(0)
Training the students	22	(15.5)	40 28.2)		78 (54.9)		2	(1.4)	0	(0)

Table 4: Frequency distribution of the Usage of Library Services

Services	**F**	**%**
Reference	55	39.9
Literature	33	23.9
Research and scholarly services	27	19.6
Loaning of materials	5	3.6
Training programs	3	2.2
Reference and literature	6	4.3
Reference, research and scholarly services	1	.7
Reference and loaning of materials	3	2.2
Literature, research and scholarly services	2	1.4
Reference, literature, research and scholarly services	1	0.7
Reference, literature and loaning of materials	1	0.7
Reference, literature and loaning of materials	1	0.7

Sixty-eight (48.2%) and 72 (50.7%) students were neutral on the rating of satisfaction with the reference and Literature services. Similarly, 78 (54.9%) students were neutral on the satisfaction with training programmes available to students on library services.

Other satisfaction ratings for other services are presented in table 3.

The results showed that 55 (39.9%), 33 (23.9%) and 27 (19.6%) students have used the Reference, Literature services and Research and scholarly services, respectively, of the library in the past (Table 4).

Table 5: Frequency distribution of Satisfaction levels with the services

	Satisfaction Levels				
	Very satisfied F (%)	Satisfied F (%)	Neutral F (%)	Dissatisfied F (%)	Very Dissatisfied F (%)
Books	32 (22.5)	59 (41.5)	51 (35.9)	0 (0)	0 (0)
Journals	21 (14.8)	51 (35.9)	69 (48.6)	1 (0.7)	0 (0)
Newspaper	14 (9.8)	50 (35.0)	77 (53.8)	2 (1.4)	0 (0)
Materials	17 (11.9)	58 (40.5)	65 (45.5)	2 (1.4)	1 (0.7)
Recreation collection	1 (0.7)	49 (34.3)	91 (63.6)	2 (1.4)	0 (0)
Reference collection	17 (11.9)	55 (38.5)	69 (48.3)	2 (1.4)	0 (0)

The analysis of students' satisfaction with library resources revealed varying levels of positive responses and high neutrality across categories. Books had the highest satisfaction, with 22.5% very satisfied and 41.5% satisfied, while 35.9% were neutral. Journals recorded 14.8% very satisfied, 35.9% satisfied, and 48.6% neutral, with minimal dissatisfaction. For newspapers, satisfaction was lower, with 9.8% very satisfied, 35.0% satisfied, and a dominant 53.8% neutral. General materials showed 11.9% very satisfied, 40.6% satisfied, and 45.5% neutral, with very low dissatisfaction. The recreation collection had the least positive ratings, with only 0.7% very satisfied and 34.3% satisfied, while 63.6% were neutral. Reference collections had 11.9% very satisfied, 38.5% satisfied, and 48.3% neutral. 108 students (75.5%) agreed that the library resources and services met their academic demands. Forty-eight (33.8%), 34 (23.9%) and 25 students (17.6%) opined that books were 'Always', 'Frequently' and 'Occasionally' unavailable, respectively, when they need them. Eighty-six students (61.9%) were not willing to make any recommendation.

Table 6 Environmental factors influencing the usage of library facilities

Environmental factors	F	%
Location was far from the hostel		
Agree	76	53.1
Neutral	43	30.1
Disagree	22	15.4
Location was far from the classroom		
Agree	78	54.5
Neutral	38	26.6
Disagree	27	18.9
Poor ventilation		
Agree	45	31.5
Neutral	59	41.3
Disagree	39	27.3
Noise making by students		
Agree	41	28.7
Neutral	61	42.7
Disagree	41	28.7
Poor environment		
Agree	27	18.9
Neutral	67	46.9
Disagree	49	34.3

Seventy-six (53.1%) and 78 (54.5%) agreed that the Location of the library is too far from the hostel and the classrooms. Similarly, considering the resource factors, 65 (45.5%) and 75 students (52.4%) agreed that poor electricity supply and internet facilities were some of the factors affecting the usage of the library. Also, 59 students (41.3%) opined that poor ventilation was the reason for not willing to use the library. Seventy-seven (53.8%) and 54 students (37.8%) agreed that inadequate space and lack of adequate journals are factors influencing the usage of the library. Forty-one (28.1%) and 49 (34.3%) disagreed that noise making by other students and poor environment affected their decision to be using the library (Table 6). Other factors influencing the usage of the library are presented in tables 7 & 8.

Table 7 Resource factors influencing the usage of library facilities

Resource factors		
	F	**%**
Inadequate electricity supply		
Agree	65	45.8
Neutral	52	36.6
Disagree	25	17.6
Poor internet facilities		
Agree	75	52.4
Neutral	46	32.2
Disagree	22	15.4
Inadequate space		
Agree	77	54.6
Neutral	47	33.3
Disagree	17	12.1
Inadequate journals		
Agree	54	38.6
Neutral	73	52.1
Disagree	13	9.3
Inadequate books		
Agree	44	31.2
Neutral	66	46.8
Disagree	31	22.0
Inadequate computers/laptops		
Agree	63	44.4
Neutral	60	42.3
Disagree	19	13.4

Table 8: Human factors influencing the usage of library facilities

Human Factors	**F**	**%**
Inadequate personnel to supervise		
Agree	45	31.5
Neutral	67	46.9
Disagree	30	21.0
Presence of unfriendly staff		
Agree	43	30.1
Neutral	70	49.0
Disagree	29	21.0
Operational factor-limited working hours		
Agree	67	46.9
Neutral	56	39.2
Disagree	19	14.0

Table 9. Result of the ANOVA comparing the frequency of usage of the library across all the Levels

Levels	N	Mean	SD	F	p
100	12	2.00	.953		
200	25	3.04	1.21		
300	39	3.13	1.08		
400	44	3.23	1.10		
500	22	3.00	1.23	2.94	0.02

Table 10: Result of the Post Hoc Analyses comparing the frequency of usage of the Library across the levels

(I) Academic levels	(J) Academic levels	Mean Difference (I-J)	p
400	100	1.22727*	.001
	200	.18727	.507
	300	.09907	.689
	500	.22727	.440
5.00	100	1.00000*	.014
	200	-.04000	.903
	300	-.12821	.669
	400	-.22727	.440

The results of the ANOVA showed that there was significant difference in the frequency of usage of the library across the students from 100 to 500 levels (Table 9). The results of the Post Hoc Analyses (LSD) showed the frequency of going to the library by the 400 and 500 levels were significantly higher than that of the 100 level students (p = 0.001 and p = 0.014 respectively). However, there was no significant difference between the usage of library between 400 and 500 level students (Table 10).

Table 11: Association between age, gender, academic level and library usage

		Frequency of Library Usage						
		Daily	Weekly	Monthly	Rarely	Never	χ^2	p
Gender	Male	12	14	15	31	0		
	Female	10	7	20	28	5	8.35	0.08
Age (years)	< 20	7	5	2	7	1		
	20 - 23	12	14	30	42	2		
	>23	3	2	3	7	2	68.67	0.03
Academic levels	100	4	5	2	1	0		
	200	4	4	5	11	1		
	300	5	4	12	17	1		
	400	5	5	11	21	2		
	500	4	3	5	9	1	15.6	0.48

Table 12: Association between academic levels sand Satisfaction with Services

		Satisfaction levels						
Academic level Vs		Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dissatisfied	χ^2	p
E-library								
	100	5	7	0	0	-		
	200	3	12	1	1	-		
	300	10	15	1	1	-		
	400	5	19	3	3	-		
	500	7	11	1	1	-	17.04	0.15
Journal								

	1.00	6	3	3	0	-		
	2.00	5	5	14	0	-		
	3.00	4	12	23	0	-		
	4.00	5	19	20	1	-		
	5.00	1	12	9	0	-	23.29	0.03
Research								
	1.00	3	6	3	0	-		
	2.00	5	7	12	0	-		
	3.00	1	10	28	0	-		
	4.00	5	16	24	0	-		
	5.00	3	9	9	1	-	18.9	0.09
Books								
	1.00	4	5	3	-	-		
	2.00	7	10	8	-	-		
	3.00	8	15	16	-	-		
	4.00	7	19	18	-	-		
	5.00	6	10	6	-	-	3.86	0.87

The results of the Chi-square test of Association showed that there was no significant association between gender, academic level; of the students and the frequency of utilizing the library. Similarly, there was no significant association between academic levels and satisfaction with the E-library, research and book units. Although, the likelihood ratio was significant for the E-library ($\chi^2 = 23.29$, $p = 0.03$). However, there was significant association between age and the frequency of utilizing the library ($\chi^2 = 66.8$, $p = 0.03$), and between academic levels and satisfaction with journal resources ($\chi^2 = 23.29$, $p = 0.03$), (Tables 11 & 12).

Discussion

Age was found to be a relevant factor influencing library usage, in which majority of the students between the ages of 20 and 23 years, visiting the library, more than those with younger age and this supported the findings of Adeniran (2011); unlike academic levels that did not have significant association with utilization of the library. The current finding showed that the frequency of visitation to the library by both the penultimate and final was significantly higher than that of the 100 level students but there was no significant difference between the usage of library between 400 and 500 level students. Adeniran (2011), reported that academically experienced students often exhibit stronger academic behaviors, including library engagement. However, gender did not show a significant direct impact on usage in this study, contradicting the report of Issa et al. (2012), who reported gender-based disparities in library use, and suggesting a potential shift toward more balanced utilization patterns. Ogundiran et al (2025) reported that the final-year students, due to research projects and thesis demands, typically demonstrated a higher reliance on library facilities but the current finding showed that students in the penultimate year were visiting the library more than others. This might be attributed to the stronger will of the students to study more and gain promotion to the final year. Generally, the findings of this study showed fairly low visitation to the library by the students at all academic level. The usage patterns observed corroborated the findings of Tenopir et al. (2015), who observed a global preference for electronic over physical resources among tertiary students. The heavy reliance on digital platforms aligns with the broader academic movement toward remote access and e-resources.

The E-library Unit was the most preferred service and this consistent with global trends. Okiy (2005) also

emphasized that digital access significantly improves research productivity. Ajiboye and Tella (2007), observed that the minimal usage of the Reference Unit and other specialized sections signals under-utilization, and this is possibly due to limited awareness, inadequate user orientation, or ineffective resource promotion—challenges among the students. Students prioritized reading course materials over exploring general knowledge or supplementary content in the libraries. The narrow focus is also reported by Aina's (2004) study, who reported that Nigerian undergraduates often engage with only what is directly tied to exams or coursework, neglecting broader informational or critical thinking resources like journals and newspapers.

Students expressed high satisfaction with the digital resources. This echoes the findings of Oyesiku and Oduwole (2004), who found that digital services often receive the highest user ratings due to their accessibility and relevance. However, other units such as the Serial and Circulation units received more neutral feedback. Okiki (2012) attributed the low satisfaction in these areas to outdated collections and insufficient staffing. Academic level influenced satisfaction with the journals, suggesting that more senior students engaged in research work and have more specific expectations. This aligned with the report of Ojedokun and Lumande (2005), who emphasized that graduate-level students are more critical of academic resource adequacy. Yet, neutral ratings for journals, newspapers, and recreational resources indicate an underlying dissatisfaction, which may reflect outdated content, limited accessibility, or lack of awareness.

Environmental and infrastructural factors had a considerable effect on library usage. The perceived distance of the library from hostels and academic buildings discouraged frequent use. Similar findings had been reported by Salaam and Aderibigbe (2010), who found that location and physical accessibility are core determinants of library patronage. Infrastructure issues such as poor internet connectivity and unstable electricity further impeded usage, reinforcing the findings of Oyewusi and Oyeboade (2009), who emphasized the importance of consistent power supply and connectivity in enhancing user satisfaction, especially in E-library environments. Inadequate space and poor ventilation were also reported as constraints, paralleling challenges outlined in Issa et al.'s (2012) study. Operational concerns, including limited working hours and staff attitudes, were noted as additional barriers. This is also in consistence with the reports of Anyanwu et al. (2013), which highlighted poor customer service and restrictive operating hours as factors that discourage students from fully utilizing library services. These findings are suggesting that both the physical and human service dimensions of library management require strategic improvement.

A majority of students acknowledged that library resources and services contributed positively to their academic efforts. This is lending credence to the findings of Ojedokun and Lumande's (2005) who concluded that effective library usage correlates strongly with academic performance. However, reported dissatisfaction with the availability of books and academic journals remains a concern. These issues mirror Okiki's (2012) observations that budget limitations and lack of proper acquisition policies often result in inadequate academic collections in Nigerian university libraries. Consequently, students may resort to external sources, including unverified online platforms, potentially compromising the quality of their academic inputs. This shift away from

institutional resources undermines the central role libraries are expected to play in supporting academic development.

Conclusion

A generally low utilization of the medical library was observed among the physiotherapy students, with a significant higher usage among students in the penultimate and final years. The students were mostly satisfied with the resources at the E-library and the Reference units. Age was a determinant of frequency of visitation while challenges included far location, epileptic electricity supply and poor internet facilities.

It is recommended that accessibility should be improved with the extension of the library operating hours to accommodate students with varying schedules, particularly those in higher academic levels. It is also recommended that the university should invest in reliable electricity and internet facilities to support the E-library Unit and ensure uninterrupted access to digital resources. There should also be expansion in the collection of journals, books, and general knowledge materials to meet students' academic and research needs. Other services and human factors should be addressed such as organizing orientation programmes, seminars and workshops on the importance of utilizing the library for knowledge acquisition.

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