



**LIBRARY USE AND STAFF SUPPORT SERVICES AS PREDICTORS OF FRESHMEN'S SMOOTH
TRANSITION INTO FEDERAL UNIVERSITIES IN SOUTH-SOUTH NIGERIA**

By

Prof Roseline Uyanga

Chimezie Theresa Adaobi

And

Eddilong Idorenyin Umoh

**Department of Curriculum Studies, Educational Management and Planning
Faculty of Education, University of Uyo,
AKwa Ibom State.**

ABSTRACT

The study analyzed library use and staff support services as predictors of freshmen's smooth transition into federal universities in south-south Nigeria. This study adopted a correlational research design. The study was conducted in the South-South Geopolitical Zone of Nigeria. The population of the study consisted of all the year one students who transited into six Federal Universities in South-South geopolitical zone, Nigeria. The sample size for the study was 2,742 first-year students drawn from the six federal universities in the South-South geopolitical zone of Nigeria. To arrive at this sample size of 2,742, the researcher adopted a multi stage sampling technique. The researcher developed instrument titled "Institutional support services and freshmen's smooth Transition Questionnaire (ISSFSTQ) was used to collect data for the study. Face validity was employed to determine the validity of the research instrument. Internal consistency reliability was conducted for the instrument. The data collected from the trial test was analyzed using Cronbach alpha' to determine the internal consistency reliability of the instrument at 0.80 and a reliability coefficient of 0.82 was obtained for the whole instrument. The data collected for the study was analyzed using linear regression statistics. To answer the research question, the R and R² values were used, while F-value was used to test the null hypotheses. All the hypotheses were tested at .05 level of significance. The study showed that library use support and staff support predict freshmen transition to a moderate extent. The study concluded that one of the recommendations made was that freshmen should make active use of institutional support services such as orientation programmes, counselling units, mentorship programmes, library services, and student clubs.

**KEYWORDS: Library Use, Staff Support Services, Federal Universities In South-South
Nigeria**

INTRODUCTION

Education plays an important role in human capital development, serving as the foundation for individual growth and national advancement. Secondary education, positioned between primary and tertiary education, is particularly important as it equips students with the knowledge, skills, and competencies needed for higher education and beyond. The transition process for freshmen into Nigerian Federal Universities involves adapting to a new academic environment characterized by different teaching styles, grading systems, cultural expectations, and administrative structures.

The role of the institution, via the activities of school administrators play a crucial role in either facilitating or hindering this transition. Without adequate support, freshmen may struggle to integrate into the Nigerian university system, which could adversely affect their academic



performance and, ultimately, their future careers. Instances where such challenges manifest include difficulty in understanding the local academic requirements, adjusting to less structured support systems, and navigating cultural differences within the university community. These challenges underscore the importance of examining the role of the institution, through the activities of school administrators in supporting these students.

Transition from secondary school into federal university can be overwhelming for many new students. They could face challenges such as adapting to new teaching methods, building social networks, and managing independence. Without proper support services, these challenges can lead to stress, isolation, or even withdrawal from school. Institutional support acts as a safety net, helping freshmen find their place in the academic community. For example, orientation programmes provide information on university rules, regulations and resources, while counselling services help students cope with personal and emotional difficulties. Institutional support services also play a role in building students' confidence and sense of belonging. When students feel that their institution cares about their growth and wellbeing, they are more likely to engage in learning and perform better academically. For freshmen, institutional support service is very important because it helps them adjust to the new academic and social demands of university life (Tinto, 2017).

Library use support service is one of the key services that could help freshmen settle into university life. Many new students come from secondary schools where library use is limited or mainly focused on textbooks. When they arrive at university, they face a new system that requires independent study, research writing, and proper use of academic resources.

STATEMENT OF PROBLEM

Institutions are expected to play a key role in assisting students who transit from secondary schools to universities. Their responsibilities include creating an enabling environment that bridges the gap between the two educational systems. This involves providing academic support such as library use support services, to support and align freshmen with the university curriculum, offering staff support and Institutional clubs support guidance to ease their adjustment, and establishing effective communication channels, information support, orientation programme, counseling services and mentorship programmes. The activities of universities through their administrators could be a major factor contributing to these observed challenges. A lack of adequate support structures and ineffective implementation of student support programmes may be responsible for the difficulties faced by freshmen as they transit into Nigeria Universities. Despite the importance of this issue, limited research has been conducted to explore how institutional support influences the transition of freshmen into universities in South-South Geopolitical zone of Nigeria.

RESEARCH OBJECTIVE

Specifically, the study will seek to:

1. Determine the extent to which library use support services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.
2. Determine the extent to which staff support services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

RESEARCH QUESTION

The following research questions were raised and would be answered in the study.

1. To what extent does library use support services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria?



2. To what extent does staff support services predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria?

RESEARCH HYPOTHESIS

1. Library use support services does not significantly predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.
2. Staff support services does not significantly predict freshmen's smooth transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

CONCEPTUAL REVIEW

Transition Into University

Transition into university is one of the most significant stages in the educational and personal life of a young adult. It refers to the process through which students move from secondary school or other pre-university settings into the university environment and begin to adjust to new academic, social, and emotional demands (Briggs et al., 2019). This stage is not just about gaining admission into a university but involves an active process of adaptation to new structures, expectations, and roles. Transition is often described as a "rite of passage" because it marks a clear turning point in a student's life where he/she is required to take on more responsibility for their learning and personal wellbeing (Gale and Parker, 2018). For many students, this process can be exciting, but it can also be stressful and overwhelming if the right institutional support service is not provided.

A key feature of transition into university is the shift in academic expectations. In secondary schools, students are often closely guided by teachers, and the learning structure tends to be more rigid. In contrast, universities expect students to demonstrate greater independence, critical thinking, and self-management (Bunn et al., 2021). This sudden shift can create difficulties for freshmen who may not yet have developed strong study skills or confidence in independent learning. For instance, new students often face challenges with managing large volumes of academic reading, adjusting to different teaching styles such as lectures and seminars, and coping with the pressure of continuous assessments (Thomas, 2020). If such challenges are not adequately addressed, students may struggle to adapt and could even consider dropping out.

Beyond academics, the transition into university also has strong social and emotional dimensions. For many students, especially those who relocate from rural areas or different regions, entering the university means leaving behind family, friends, and familiar environments (Kahu and Nelson, 2018). They must now form new social networks, adjust to diverse cultural and social settings, and learn to live independently. These experiences can produce feelings of excitement and freedom, but can also cause loneliness, anxiety, and stress. Research indicates that a lack of social support during the transition period often affects students' sense of belonging and can negatively impact their academic performance (Wilcox et al., 2020). Therefore, universities need to recognize that transition is not only an academic adjustment but also a personal and emotional journey.

Library Use Support Services

Library use support services refers to the help and guidance that universities provide to students so they can use library resources effectively. This support covers both physical and digital library services, including borrowing books, accessing online journals, using search tools, and understanding how to reference materials properly (Tella and Oyewole, 2020). For many freshmen in Nigerian universities, especially in the South-South region, the university library is their first contact with a wide range of academic resources. Unlike secondary schools where learning materials are sometimes limited to textbooks and teacher notes, university libraries provide access to digital repositories, research articles, thesis works, and academic databases like JSTOR and Research4Life (Eke and Ume, 2021). However, most new students do not know how to use these resources independently. Some struggle with basic search terms, online catalogues, and how to locate books



or journals on the shelves. Library use support helps students overcome these challenges and build confidence in academic learning.

It is important to understand that library use support services does not only mean showing students where books are stored. It also involves teaching them how to search for information, evaluate the quality of sources, and use the materials ethically by avoiding plagiarism. Plagiarism means using someone else's words or ideas without giving credit, and it is considered a serious academic offense (Ajayi, 2020). Freshmen who are not guided may copy information from the internet without understanding academic honesty rules. Library staff usually provide training sessions, workshops, or orientation programmes to show students how to cite sources using styles like APA or MLA (Okoye and Igwe, 2019). Some libraries also offer online tutorials through learning management systems where students can learn at their own pace. This kind of support makes learning easier and helps students to adapt to the academic demands of university life.

Transition into university comes with many changes. Freshmen have to deal with new teaching styles, larger reading materials, and more assignments. They are expected to think critically, write research reports, and find academic sources to support their ideas (Okoro and James, 2020). Without proper library use support, many of them feel overwhelmed. In the South-South geopolitical zone of Nigeria, several students come from rural or semi-urban areas where library culture is weak. School libraries in these regions often lack computers, internet access, or updated books (Akpan and Ekanem, 2019). When such students enter federal universities, they struggle to adjust to the new learning environment. Library use support helps them bridge this gap. It gives them a sense of belonging and makes them feel that the institution cares about their academic growth.

Studies show that students who receive library guidance early in their academic journey perform better in their courses. They submit assignments on time, avoid plagiarism mistakes, and participate more confidently in class discussions (Ojedokun and Eghosa, 2019). Library support also promotes independent learning. Independent learning means students can study on their own without relying too much on the lecturer. This skill is important in higher education because lecturers expect students to explore topics beyond what is taught in the classroom (Nwosu and Okeke, 2022). When students know how to find books, search databases, and use online journals, they become more responsible learners. This enhances their smooth transition into the university system.

Modern university libraries are no longer just buildings with books. They now provide digital resources that students can access anywhere and anytime. These include e-books, online journals, institutional repositories, and learning databases. The challenge, however, is that some freshmen do not know how to use these digital platforms. They may not understand keywords, search filters, or how to download articles in PDF formats. Library use support helps solve this problem by teaching student's digital literacy skills. Digital literacy means the ability to find, use, and evaluate information from digital platforms (Ternenge and Agbom, 2020). In Nigerian universities, especially in the South-South zone, digital literacy is still developing. Internet connectivity is sometimes poor, and some students do not have personal laptops or smartphones to access online resources.

To address this, some university libraries provide computer labs, free Wi-Fi zones, and training on how to access digital materials. Librarians also help students understand open-access journals. Open-access journals are academic articles available online for free without payment (Ogbomo and Ogbomo, 2021). This is useful for students who cannot afford expensive journal subscriptions. In some universities, librarians organize "library orientation week" where they show students how to log into databases, use Google Scholar, and access past question papers. These activities help students feel more confident when carrying out research and completing assignments.

Library use support services does more than just give access to books and journals. It also helps students build important academic skills such as reading, writing, note-taking, and critical thinking. Critical thinking means the ability to evaluate information, ask questions, and make reasoned judgments instead of accepting ideas blindly (Paul and Elder, 2019). Many freshmen enter university with a learning style that depends on memorization because that is what secondary schools



often emphasize. However, university education expects students to think independently and engage with academic materials in a deeper way. Library staff help students make this transition by teaching them how to search for reliable information, read academic journals, and summarize research articles in their own words (Thompson and Nweke, 2021). When students learn these skills early, they feel more prepared and confident in handling university assignments.

In Nigerian Federal universities, especially in the South-South region, many students struggle with writing their first academic essays or research reports. They are sometimes confused about how to structure their arguments or how to reference authors correctly. Library use support programmes, such as library instruction classes and writing clinics, provide guidance in these areas (Eze and Ogbuiyi, 2020). These programmes teach students how to outline essays, reference using APA or other formats, avoid plagiarism, and use library catalogues to find related materials. Without such guidance, students may rely on unreliable online sources or copy materials without proper citation. This not only affects their grades but also weakens their academic integrity. Therefore, library support services help students build a strong academic foundation, which is necessary for success in higher education.

Information literacy is another important part of library use support. Information literacy means the ability to recognize when information is needed, find it, judge its quality, and use it correctly (American Library Association, 2018). In the modern world, there is so much information online, but not all of it is accurate. Many fresh students do not know how to differentiate between reliable academic information and false information found on websites or social media. Library support services help students develop this skill by teaching them how to use academic databases, how to check an author's credibility, and how to identify peer-reviewed journals. Peer-reviewed journals are academic papers that have been checked by experts before publication, and they are more trusted than ordinary websites or blogs (Okoli and Igwe, 2020).

Freshmen who understand information literacy feel more empowered in their academic journey. They are not limited to classroom lectures but are able to search for additional information on their own. This promotes independent study and lifelong learning. Lifelong learning means the ability and willingness to continue learning even after formal education ends (Abubakar and Ahmed, 2019). With information literacy, students can research topics, write better assignments, and participate in academic discussions confidently. In the South-South Nigerian universities, some institutions organize workshops and seminars on "Use of Library and Study Skills" as part of freshmen orientation. These programmes introduce students to basic information literacy skills such as keyword searching, using Boolean operators like AND, OR, and NOT in searches, and how to use citation management software like Mendeley or Zotero (Sunday and Idowu, 2021). These may seem like complex skills at first, but with proper guidance, students get used to them and begin to enjoy academic research.

Another important aspect of library use support is the library environment itself. The physical and emotional environment of a library can influence how students learn. A good library environment is quiet, safe, and well-organized. It also has comfortable seating, good lighting, ventilation, and spaces for group and individual study. When freshmen find the library welcoming, they are more likely to visit regularly and use the resources provided (Onuoha and Nwachukwu, 2018). In contrast, libraries that are noisy, overcrowded, or poorly maintained can discourage students from using them. This limits their access to knowledge and negatively affects their academic transition.

In some universities in South-South Nigeria, students report that the libraries lack enough seating, computers, or updated books. Some also complain about heat due to poor ventilation or lack of electricity (Edidiong and Williams, 2020). These challenges reduce student motivation. However, institutions that invest in library infrastructure, create reading corners, and provide internet access attract more students to the library. Emotional support is also important. When library staff are friendly, approachable, and willing to help, freshmen feel more relaxed. They are not afraid to ask questions or admit they do not understand something. This emotional comfort plays a big role in



helping them adapt to university learning. School administrators must therefore ensure that both the physical and emotional environments of the library encourage learning and curiosity.

Library staff, also called librarians or library personnel, play a key role in helping students use library resources effectively. Their role is not only to arrange books on the shelves but also to guide students, answer questions, and organize training programmes. In many Nigerian universities, librarians are involved in teaching courses like “Use of Library, Study Skills and ICT.” This teaches students how to use catalogues, reference books, online databases, and digital libraries (Omeke and Igwe, 2021). Librarians also help students find journals, write references, solve login issues when using e-resources, and search for final year project topics.

The attitude of library staff can encourage or discourage library use. Friendly and patient staff make students feel welcomed and respected. They create a positive environment for learning. On the other hand, if librarians are harsh or unhelpful, students may feel scared to ask questions or avoid the library completely (Aina and Tijani, 2022). This affects their academic success and confidence. Training librarians to develop communication skills, empathy, and student-centered service is therefore necessary. Some universities now provide professional development for librarians to improve their teaching methods and knowledge of digital tools (Ibrahim and Usman, 2021). Effective library staff support increases student engagement and makes the library an important partner in academic success.

Library use support has changed greatly with the growth of technology. In the past, libraries were mostly physical buildings filled with books and reading tables. Today, modern university libraries offer a combination of printed and digital resources. Digital libraries allow students to access journals, e-books, theses, research reports, and newspapers online from anywhere and at any time. This is especially important for freshmen who are still adjusting to the academic system of the university. Many of them are not familiar with online research tools like Google Scholar, JSTOR, Emerald Insight, or Research4Life. Library use support introduces them to these platforms and teaches them how to log in, search for materials, download files, and save articles for future use (Ogbomo and Ogbomo, 2021).

However, using technology in libraries can be confusing for new students. Some do not know basic digital skills like creating strong passwords, using university email accounts, or connecting to campus Wi-Fi. Others struggle with understanding terms like “database,” “keywords,” “PDF,” and “citation managers.” Library staff help them by creating simple guides, video tutorials, and one-on-one training sessions (Okocha and Alika, 2022). In many Nigerian universities, librarians now act as digital instructors who teach students how to use software like Mendeley and Zotero for referencing. This support helps students avoid plagiarism and manage their research materials properly. In the South-South region, some institutions have also started using virtual libraries and online chat services where students can ask librarians questions without being physically present at the library (Nwafor and Adedoyin, 2020). These digital interventions show that library use support is not limited to books alone but extends to all forms of academic technology that freshmen need in their university journey.

Even though library use support is important, there are many challenges that affect how well it is delivered in Nigerian universities. One of the major issues is poor funding. Many university libraries do not receive enough money to buy new books, subscribe to academic journals, or upgrade their computers and internet facilities (Okon and Effiong, 2019). This makes it difficult for students to find updated information, especially in fields like medicine, law, engineering, and social sciences where new research comes out frequently. Freshmen who cannot find the right materials feel frustrated and may lose interest in using the library.

Another challenge is unstable electricity and poor internet connection. In some universities in the South-South geopolitical zone, power outages are common. This affects students who want to use computers, charge their devices, or access digital libraries. Slow internet also makes it difficult to download articles or log into academic databases (Etim and Akpan, 2020). In addition, some



libraries do not have enough computers, and students have to wait for long hours before they can access the ones available. Overcrowding is also a problem, especially during examination periods when many students need the library at the same time.

Another challenge is the attitude of some students and staff. Some students do not take library support seriously because they prefer using social media or downloading materials from unverified websites. Others do not attend library orientation programmes because they think it is not important. On the side of staff, some librarians are not trained in modern information technology and cannot fully assist students with digital resources (Ibrahim and Usman, 2021). These challenges reduce the impact of library use support and make it harder for freshmen to benefit from it fully.

To improve library use support services, universities need to take active steps in planning, training, and funding. First, university administrators should increase funding for library resources. This will help libraries buy new books, computers, comfortable reading furniture, and subscribe to electronic journals. When freshmen see that the library is well-equipped and organized, they are more likely to use it often (Saliu and Ojedokun, 2022). Second, librarians should be trained regularly on digital tools, academic databases, and teaching methods. When librarians are knowledgeable and friendly, students feel more confident to ask questions and learn from them.

Third, universities should make library orientation compulsory for all new students. During these sessions, students should be shown how to use the library catalogue, search for books, access online resources, and reference materials correctly. This early exposure helps them avoid academic mistakes and builds their research skills (Thompson and Nweke, 2021). Fourth, universities should improve internet access and ensure steady power supply in libraries. This can be done through solar energy, backup generators, or partnerships with technology companies.

Another future direction is the use of mobile library applications. Some universities in developed countries now have mobile apps where students can search for books, reserve seats, chat with librarians, and access e-books from their phones. Nigerian universities can adopt this idea to make library services more accessible (Nwachukwu and Ede, 2021). Finally, universities should create reading cultures by organizing book clubs, reading competitions, and research workshops. These activities make the library a lively and interactive space rather than a silent and boring place. When students develop interest in reading and research, they use the library more often and gain from its support.

Library use support services also contributes to students' emotional and mental well-being. The library is not just a place for reading; it is also a quiet and peaceful environment where students can rest, think, and reflect. For many freshmen who feel lonely and overwhelmed by the new academic system, the library becomes a safe space where they can escape noise and stress (Onuoha and Nwachukwu, 2018). Good library staff also provide emotional support by listening to students and helping them solve academic problems. When students feel that someone cares, they are less likely to experience academic stress, anxiety, or thoughts of dropping out.

Libraries also support mental health indirectly through access to information. Many libraries provide books and pamphlets on coping with stress, time management, financial planning, and motivation. Some even partner with counselling units to give students materials on mental health awareness (Eze and Ogbuiyi, 2020). In this way, library use support goes beyond academics to touch all parts of a student's life. This is why it is considered an important form of institutional support that promotes the smooth transition of freshmen in universities.

METHODOLOGY

This study adopted a correlational research design. The study was conducted in the South-South Geopolitical Zone of Nigeria. The population of the study consisted of all the year one students who transited into six Federal Universities in South-South geopolitical zone, Nigeria. The sample size for the study was 2,742 first-year students drawn from the six federal universities in the South-South geopolitical zone of Nigeria. To arrive at this sample size of 2,742, the researcher adopted a multi



stage sampling technique. The researcher developed instrument titled "Institutional support services and freshmen's smooth Transition Questionnaire (ISSFSTQ) was used to collect data for the study. Face validity was employed to determine the validity of the research instrument. Internal consistency reliability was conducted for the instrument. The data collected from the trial test was analyzed using Cronbach alpha ' to determine the internal consistency reliability of the instrument at 0.80 and a reliability coefficient of 0.82 was obtained for the whole instrument. The data collected for the study was analyzed using linear regression statistics. To answer the research question, the R and R² values were used, while F-value was used to test the null hypotheses. All the hypotheses were tested at .05 level of significance.

Result and Discussion

Research Question 1: To what extent does library use support predict freshmen's transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria?

Table 1: Simple regression for the prediction of freshmen's transition into federal universities using library use support

Variable	R	R ²	Decision
Library Use	.774	.599	Moderate

Freshmen Transition

a. Predictors: (Constant), Library Use

The result in Table 1 shows the value of the regression coefficient (R) and its corresponding R² of .774 and .599 respectively. The value of R² of .599 indicated that library use support predicts up to 59.9 percent variation in freshmen transition into Nigerian Federal Universities in South-South Geopolitical Zone of Nigeria. This means that library use support predict freshmen transition to a moderate extent.

Research Question 2: To what extent does staff support predict freshmen's transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria?

Table 2: Simple regression for the prediction of freshmen's transition into federal universities using staff support

Variable	R	R ²	Decision
Staff Support	.748	.559	Moderate

Freshmen Transition

a. Predictors: (Constant), Staff Support

The result in Table 2 shows the value of the regression coefficient (R) and its corresponding R² of .748 and .559 respectively. The value of R² of .559 indicated that staff support predicts up to 55.9 percent variation in freshmen transition into Nigerian Federal Universities in South-South Geopolitical Zone of Nigeria. This means that staff support predicts freshmen transition to a moderate extent.

HYPOTHESIS TESTING

Hypothesis 1: Library use support does not significantly predict freshmen's transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

Table 3:Regression analysis for the prediction of freshmen's transition into federal universities using library support

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20866.650	1	20866.650	4005.951*	.000 ^b
Residual	13970.305	2682	5.209		



Total	34836.955	2683			
Variables	B	Std. Error	β	t	Sig.
Constant	11.961	.273		43.46	.000
Library Support	1.224	.019	.774	63.29*	.000

*Significant at the .05 level of significance

The information in Table 3 shows that library use support is a significant predictor of freshmen transition into Federal Universities in South-South Nigeria (F= 4005.951; p= .000), and the prediction could be done using the equation:

$$Y = 11.861 + .774X$$

Where: Y = Freshmen transition

X = Library use support

Hypothesis 2

Staff support does not significantly predict freshmen's transition into Nigerian Federal Universities in South-South Geopolitical Zone, Nigeria.

Table 4: Regression analysis for the prediction of freshmen's transition into federal universities using staff support

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	19481.252	1	19481.252	3402.561*	.000 ^b
Residual	15355.703	2682	5.725		
Total	34836.955	2683			

Variables	β	Std. Error	β	t	Sig.
Constant	11.748	.299		39.256	.000
Staff Support	1.148	.020	.748	58.331*	.000

*Significant at the .05 level of significance

The information in Table 4 shows that staff support is a significant predictor of freshmen transition into Federal Universities in South-South Nigeria (F= 3402.561; p= .000), and the prediction could be done using the equation:

$$Y = 11.748 + .748X$$

Where: Y = Freshmen transition

X = Staff support

CONCLUSION

Library use and staff support services play a significant role in facilitating freshmen's smooth transition into Federal Universities in South-South Nigeria. Effective utilization of library resources enhances students' academic confidence, information literacy, and independent learning skills. Similarly, staff support services provide essential guidance, emotional reassurance, and administrative clarity that help freshmen adapt to the university environment. The combined influence of these services reduces adjustment challenges commonly faced during the first year of study. When adequately structured and accessible, institutional support services foster a supportive learning atmosphere for new entrants. Therefore, strengthening library use and staff support services is vital for improving freshmen's transition experiences and overall university success.



RECOMMENDATIONS

- Freshmen should make active use of institutional support services such as orientation programmes, counselling units, mentorship programmes, library services, and student clubs. They should seek information early, ask questions freely, and engage in academic and social activities that can help them adjust better to university life.
- Administrators should strengthen support structures that aid student transition, such as clear communication channels, mentorship systems, counselling services, and well-coordinated orientation programmes. Universities should train staff to be more responsive to freshmen's needs, while secondary schools should introduce pre-university transition guidance to better prepare students.



REFERENCES

- Abubakar, M., and Ahmed, S. (2019). Lifelong learning and information skills among university students. *Journal of Educational Research*, 14(2), 78-87.
- Ajayi, M. (2020). Library anxiety and academic performance among university students. *Nigerian Journal of Library Science*, 8(2), 55-63.
- Akpan, I., and Ekanem, A. (2019). Challenges of secondary school libraries in Nigeria. *Journal of Educational Development*, 5(1), 22-30.
- American Library Association. (2018). Framework for information literacy in higher education. Chicago, IL: ALA.
- Briggs, A. R., Clark, J., and Hall, I. (2019). Building bridges: Understanding student transition to university. *Quality in Higher Education*, 25(1), 38-54.
- Bunn, M., Bennett, A., Burke, P. J., and Stevenson, J. (2021). Transitioning into higher education: Experiences of first-year students in England. *Higher Education Research and Development*, 40(5), 903-917.
- Edidiong, F., and Williams, U. (2020). Learning environment and library use in Nigerian universities. *African Journal of Educational Technology*, 7(4), 45-53.
- Eke, H., and Ume, N. (2021). Digital library skills and student research competence. *Journal of Information Studies*, 15(1), 71-82.
- Etim, A. A., and Okon, E. E. (2023). University support services and students' social competence in Nigeria. *African Journal of Education and Social Sciences*, 9(2), 112-124.
- Eze, J., and Ogbuiyi, S. (2020). Library instruction and academic writing competence. *Journal of Library and Information Services*, 12(1), 22-30.
- Gale, T., and Parker, S. (2018). Navigating student transition into university: Threshold concepts and the first-year experience. *Higher Education Pedagogies*, 3(1), 58-72.
- Ibrahim, L., and Usman, H. (2021). ICT support services and student access to digital platforms. *International Journal of Library and Information Science*, 7(3), 21-29.
- Kahu, E. R., and Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research and Development*, 37(1), 58-71.
- Nwachukwu, C., and Ede, P. (2021). Student club involvement and first-year adjustment in Nigerian universities. *African Journal of Higher Education Studies*, 9(1), 41-55.
- Nwafor, C., and Adedoyin, F. (2020). Club participation, mentorship, and university retention. *African Journal of Higher Education Studies*, 4(2), 14-25.
- Nwosu, C., and Okeke, P. (2022). Independent learning and library use among Nigerian university students. *African Journal of Education*, 12(4), 44-56.



- Ogbomo, E., and Ogbomo, M. (2021). Use of open-access resources in Nigerian academic libraries. *Library Philosophy and Practice*, 2021, 1-12.
- Ojedokun, A., and Eghosa, V. (2019). Library instruction and student academic success. *Journal of Academic Librarianship*, 45(3), 34-42.
- Okocha, C., and Alike, I. (2022). Digital library training and student research productivity. *Journal of Digital Education and Libraries*, 5(1), 19-28.
- Okoli, A., and Igwe, K. (2020). Evaluating credibility of online information sources. *Nigerian Journal of Library Studies*, 15(2), 37-49.
- Okon, I., and Effiong, A. (2019). Funding issues in Nigerian university administration. *African Journal of Educational Management*, 13(1), 77-88.
- Okoro, A., and James, E. (2020). Academic clubs and learning outcomes in universities. *Journal of Educational Studies*, 6(1), 48-57.
- Okoye, C., and Igwe, K. (2019). Information literacy skills and plagiarism avoidance among undergraduates. *International Journal of Library and Information Science*, 11(2), 27-36.
- Omeke, F., and Igwe, P. (2021). Library education and information literacy among first-year students. *Journal of Academic Librarianship*, 47(6), 102-113.
- Onuoha, C., and Nwachukwu, D. (2018). Library atmosphere and learning outcomes. *African Library Review*, 11(1), 14-22.
- Saliu, U., and Ojedokun, A. (2022). Library investment and student academic success. *Journal of Academic Development*, 7(3), 88-97.
- Sunday, E., and Idowu, B. (2021). Use of citation tools among university undergraduates. *Library Philosophy and Practice*, 2021, 1-11.
- Tella, A., and Oyewole, K. (2020). Leadership clubs and interpersonal adjustment among first-year students. *Journal of Higher Education and Student Development*, 6(1), 33-47.
- Ternenge, T., and Agbom, A. (2020). Digital literacy and academic success in Nigerian universities. *International Journal of Digital Education*, 3(2), 19-29.
- Thomas, L. (2020). Belonging and student persistence in higher education. *Higher Education Review*, 52(1), 14-26.
- Thompson, K., and Nweke, J. (2021). Critical reading habits and library use among students. *Journal of Education and Society*, 9(2), 21-30.
- Tinto, V. (2017). Through the eyes of students. *Journal of College Student Retention: Research, Theory and Practice*, 19(3), 254-269.
- Wilcox, P., Winn, S., and Fyvie-Gauld, M. (2020). It was nothing to do with the university, it was just the people: The role of social support in the transition to university. *Studies in Higher Education*, 45(9), 1833-1844.