

## Students' Attitude Towards the Use of Resources and Services of University Libraries in Imo State

By

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### Abstract

*The study looked into how students felt about using the services and materials at two state-owned university libraries in Imo State. The study had five objectives and research questions. The study was proportionately stratified to randomly sample 783 respondents, which included 672 undergraduate and 111 graduate students from Kingsley Ozumba Mbadiwe University in Ogboko and Imo State University in Owerri. Out of the Seven Hundred and Eighty-Three copies of the research instrument administered, Seven Hundred and Five were returned and accepted as valid for the study thus giving a Ninety percent (90%) return rate. Simple percentages, mean scores, frequency tables for descriptive statistics, and the z-test for inferential statistics were used to analyse the data gathered. Additionally, the criteria for determining whether an item should be accepted or rejected for research questions one and two were based on a fifty percent (50%) benchmark for availability or non-availability percentage values, while the criteria for research questions three to five were based on whether the item's mean score value was equal to or higher than the criterion mean. Additionally, a 2-dimensional independent z-test with a significance threshold of 0.05 was used to examine the mean scores of IMSU and KOMU students on their attitude toward using the university library's resources and services. The study's conclusions showed that print, non-print, fixed, and variable capital personnel resources for all cadres are available in both university libraries. User education, bibliographic, cataloguing, reference, binding, and information services are all available.*

**Keywords:** Students, Attitude, Use, Library Resources, Library Services

## Introduction

Academic libraries are institutions that are established to take care of the information need of students, lecturers, researchers and other community of scholars. The reason for setting up the library is to provide information service to its users. Academic libraries are found in post-secondary institutions such as universities, polytechnics and colleges of education. Academic library has a critical role to play in supporting the core mission of these higher institutions of learning which are teaching, learning and research. They are key components of any institution in that they support institutional curricular by meeting information needs of students, staff and other researchers who might be resident outside the academic community. In the university environment, the library is a major information providing system that supports teaching, learning, and research with resources and services of varying types. It was in line with this that, Oyewusi and Oyeboade (2009) stated that the primary purpose of university libraries is to support teaching, learning and research in ways which is consistent with, and supportive of, the institution's missions and goals. Similarly, they equally opined that university libraries are the academic heart of the university system and are saddled with the provision of user assistances and enabling environment that would facilitate teaching, learning and research; for the university staff, students and researchers.

According to Suraj (2005), Khan, Bhatti, Khan and Jan (2017), and Devi (2017), library services are support services offered by the library to make materials easier to use and spread information. They divided these services into three categories: technical, reader, and auxiliary. Moreover, library services are as well described as the professional guidance and assistance offered to patrons (Agu, 2010 and Devi and Verma, 2016). It was further pointed out that the services of university libraries include: user education, inter-library loan, abstracting and indexing, cataloguing and bibliographic, referral, informational, and circulation services. Subsequently, patron of Nigerian university libraries relies heavily on the resources and services of their libraries. This is evident from the fact that university libraries resources and services are sufficient in quality, depth, diversity and currency; so as to support the university curriculum (Oyewusi & Oyeboade, 2009). Thus, the utilization of library resources and services by students of Nigeria universities becomes imperative.

Consequently, for university libraries to perform the above roles; her resources and services must be readily available and accessible to patrons. The university library resources according to Education Centre Library News (2007) and Doraswamy and Janakiramaiah, (2013) includes information resources (printed and non-printed materials), human resources (professional, para-professional and non-professional library personnel); and financial resources (fixed and variable assets of the library within which the physical existence and the management of the library depends.

Information sources such as catalogue books and cards, text books and cards, text books, journals and periodicals, electronic books, electronic journals, government documents, reference works, online public access catalogues (OPACs), library databases, Compact Disc Read Only Memory (CD-ROM), audio-visual (AV) materials, etc. are all examples of university libraries' resources (Fehintola, Susan and Saturday, 2013). University librarians, deputy university librarians, assistant librarians, librarians I and II, higher library officers, library officers, library assistants, library attendants, secretaries, typists, accountants, cleaners, etc. are all examples of human resources (Fehintola, Susan & Saturday, 2013 and Doraswamy & Janakiramaiah, 2013). Financial resources include the following: the library's physical structure, its equipment, capital (funds), air conditioners, fans, computers, printers, photocopiers, scanners, etc (Doraswamy & Janakiramaiah, 2013).

In this regard, scholars (Salubi, Ondari-Okemwa and Nekhwevha, 2018; Onaolapo, 2016; Eyiolorunshe and Eluwole, 2017; and Odu and Edam-Agbor, 2018) are of the view, that library resources of various types are used by varying cadres of students for numbers of purpose(s) that are ultimately aimed at fulfilling their academic needs within and outside the university community (Onaolapo, 2016). More so, Whitemire (2002), Siguenza-Guzman, Saquicela, Avila-Ordóñez, Vandewalle and Cattrysse, (2015) and Soria, Fransen and Nackerud, (2017) stated that reported that university library resources are considered a good measure of university's excellence and quality and as such must be utilized by the students and staff of the university. This means that accessibility and utility are the pre-requisite of university library resources and services. Hence, the more accessible the resources and services of university library are; the more likely they are to be used and the users tends to use the resources and services that requires the least effort to access.

Students can either be a person(s) that are still studying for their first degree or those who have finished their first degree and are pursuing an advanced study or research in an area of their interest in an institution of higher learning (Hornby, 2010; Nazir, and Wani, 2015). According to Isman (2004) and Olorunfemi and Mostert (2013), "student attitude" refers to a variety of long-standing systems of positive or negative evaluation, emotional feelings, and tendencies of students with regard to social objects, events, and/or occurrences. They emphasise that depending on the thoughts and opinions of students toward an innovation, a circumstance, or a phenomenon within their places of learning, they could develop either a positive or negative attitude. Thus, in both social and psychological context; attitude of students to particular events, objects or themes often has a dual consequence on the said objects, events or themes. It is important to highlight that the term "attitude" refers to an ongoing system of favourable or unfavourable assessments, emotional states, and tendencies with regard to social objects (Ezeh, 2014). As a result, whether students have a good or negative attitude about using the materials and services provided by university libraries relies on the level of knowledge that has been raised about them.

### **Statement of the Problem**

A strong favourable attitude toward using library resources and services can be developed by providing a suitable infrastructure, library system, and technologies, as well as modern resources and services. This can be done in conjunction with a coordinated users education programme. As a result, university libraries in Nigeria are facing financial challenges when it comes to acquiring resources, providing services, and—most importantly—creating an environment that is favourable to teaching, learning, and research within the university community. Students at these universities could get resentful of using the facilities and services of their university library as a result. The researchers' individual observations indicate that there are glaring inadequacies in terms of resources (information, financial, and human), services, and technologically supported systems in the majority of Nigerian university libraries, especially the state-owned university libraries. Equally, the researcher's observed good measures of arrogance on the part of the students of the institutions under study. Given this context, the researchers decided to look at how students felt about using the library resources and services at Kingsley O. Mbadiwe University (KOMU) and Imo State University (IMSU).

**Purpose of the Study:**

The purpose of this study is to investigate Students' attitudes towards the use of library resources and services of Imo state university and Kingsley O. Mbadiwe university libraries. Specifically, the study intends to:

- Ascertain the categories of library resources available in the libraries for use by students of Imo State University and Kingsley O. Mbadiwe University.
- Identify the categories of library services available in the libraries for the students.
- Determine students' attitudes towards the use of resources and services of the libraries.
- Ascertain the factors affecting student's attitudes on the use of resources and services of the libraries.
- Provide the appropriate strategies for improving the student's attitudes on the use of the resources and services of the libraries.

**Research Questions:**

The following research questions were formulated to guide the study:

- What are the categories of library resources available in the libraries for use by students of Imo State University and Kingsley O. Mbadiwe University?
- What are the categories of library service available in the libraries for the students?
- What are the students' attitudes towards the use of library resources and services of the university libraries?
- What are the factors that affects students' attitude towards the use of library resources and services of their university libraries?
- What are the appropriate strategies for improving student's attitudes on the use of the resources and services of their libraries?

**Research Hypothesis:**

**H1:** There is no statistically significant difference between the mean scores of IMSU students and KOMU students on their attitude towards the use of their library resources and services.

**H2:** There is a statistically significant difference between the mean scores of IMSU students and KOMU students towards the use of their library resources and services.

## **Literature Review**

### **University libraries**

University libraries, according to Ahmed and Nwalo (2013); Otulugbu, Omoike and Agwu (2019); and Babatope, Idowu, Agwu and Dumbiri (2022) citing Ifidion and Okoli (2002), are academic libraries attached to tertiary institutions such as universities, polytechnics and colleges of educations including research institutes of various types stressing that these libraries are established and maintained by their universities as parent institutions. Additionally, these libraries provide for the fulfilment of the information demands of their diverse users, who include students, staff, and school/faculty members of the relevant university. As a result, the scope and aims of these libraries are typically greater than those of conventional libraries. To quickly achieve the goals set by the universities, university libraries, which are a major source of knowledge in an academic setting, must be up to date in both human and information resources (Corral, 2012).

### **Students' attitudes**

Simply defined, anyone who is enrolled in a college or university is referred to as a student. Students were generally divided into three groups by Sasikala, Nagaratnamani & Dhanraju (2014): certificate/diploma students, undergraduate students, and postgraduate students. An undergrad student is someone who is pursuing their first degree at a university or college, whereas a postgraduate student is someone who has completed their first degree and is doing advanced study or research in universities or colleges. A certificate student is someone who is pursuing a certificate programme or diploma in a higher institution (Khan and Bhatti, 2015). Based on these justifications, it can be inferred that a student can either be a person(s) who is(are) currently enrolled in a certificate programme, a first degree, or a person(s) who has(have) completed a first degree and is(are) currently enrolled in an advanced programme of study or conducting research in a field of interest at an institution of higher learning. So, they are all referred to as students, regardless of whether they are undergraduate or graduate students. Generally speaking, attitudes are long-lasting systems of favourable or unfavourable assessments, emotional states, and dispositions with regard to social objects (Issa, Bashorun, M'bashir and Adewusi, 2010). They define attitude as a consistent pattern of behaviour or a way of acting that reflects a sentiment or an opinion. As a result, it alludes to a predisposition to

respond or act positively or negatively to particular circumstances and concepts. Preconceived conceptions, ideas, anxiety, and conviction are only a few examples of reactions.

### **University Libraries' Resources**

Resources inside the library's surroundings are referred to as library resources in their broadest sense. When assistance or support is required, resources are a source that can be accessed. These resources pertain to the information resources, human resources, and financial resources required for the efficient operation of the library, according to Kadli and Kumbar (2013), Ramli, Zain, Campus, Chepa, and Bharu (2018), and Anunobi (2013). Consequently, a library's permanent and movable assets are its financial resources, together with its professional, paraprofessional, and non-professional staff members, with its information resources made up of both print and non-print materials.

Dubois (2006) believes that general and special collections are among the library resources found in a typical university library, as well as every other academic library, while Corral (2012) claimed that general collections include both print and non-print materials such as books, journals, and audio-visuals (AVS), among other things. Scholars concur that the information resources found in academic libraries are;

**Reference collection:** These collections are: encyclopaedias', dictionaries, directories, indexes, almanac, etc.; that provides quick factual information and background information. These materials are for use in the library only.

**Reserve collection:** These collections may contain current text-books, and other books or articles that teachers have assigned as reading. Some of these materials are for use in the library only; while some items, such as accounting solution manuals, may be on one hour loan.

**Periodical collections:** The latest issues of current magazine, journals and newspaper subscriptions are displayed in the journal shelves in the library. Older issues are kept behind the circulation desk and are singled out from there for use in the library only.

**Government publications:** The collections provide material from government agencies, ministries and parastatals as well as department. It equally provides census statistical and legal information. These materials are for use in the libraries only.

**Electronic resources:** the libraries provide full-text access to numerous internet-accessible databases that contain both books and journals.

**Facilities:** these embodies the assets of the libraries which includes; fixed facilities as: library buildings, library shelves, chairs, tables, carrels, offices for staffs, stores, consumable electronics and other support machines; variable facilities as: funds.

**Human resources:** This includes different categories of personnel employed by the libraries for an efficient and effective management of the libraries (Dubois, 2006; Corral 2012; Khan, 2012; Okiy, 2013; Okon, 2013; Ani, Ngulube and Onyancha, 2015; Enakrire, 2015; and Kaur and Gaur, 2017;).

### **University Libraries' Services**

In a university library, the services provided by the libraries are crucial to achieving their stated goals, and these services are defined in line with the visions and missions of the academic institutions. As a result, services can be defined as "an action of assisting someone or a system of satisfying a public need to someone or group of people" in their most basic form (Nagaratnamani, & Dhanraju, 2014 and Khan & Bhatti, 2015). The professional advice and support provided to library customers, clients, or patrons is referred to as library services in the field of librarianship (Agu, 2010). The services offered to patrons of academic libraries and, in fact, university libraries, vary depending on the types of libraries or user groups involved. These services include user education, interlibrary loan, abstracting and indexing, bibliographical services, cataloguing, reference services, information services, and circulation services. In general, Agu (2010) went on to clarify the specifics of the aforementioned services, as indicated below.

**User education (orientation/instruction) services:** as services provided by academic libraries to their patron who lacks the knowledge of how to use the libraries, especially when such users are new in the institutions of higher learning.

**Inter-library wan/connection services;** these are services provided by academic libraries to ensure the required connection by organising library networks; so as to enable the patrons enjoy an avalanche of library resources. This is because no library, however, large or comprehensive can possess all the resources she needs to satisfy the needs of her users.



**Abstracting and indexing services:** These are services rendered by university libraries to enable users locate the books that are available in their subject areas they need; it also provides summaries of the contents of reading materials in the library, thereby, serving as time-saves for the library users.

**Bibliographical services:** These services are to assist users of academic libraries particularly the researchers, to be able to identify locate materials relevant to their work. Cataloguing services: These services provide the uses of academic libraries with the complete us of records of library material in any particular library.

**Reference services:** These kinds of services are many depending on the demands of the users. They are the personal assistance given by the librarian to individuals in search of information for whatever purpose as well as various library activities deliberately designed to facilitate easy availability of information.

**Information services:** This is the kind of services for which librarians in an academic library and indeed every other library are saddled to render. This is because they are information professionals who are saddled with the location, acquisition, professing/organisation, retrieval, and dissemination/transfer of information to its desired user. Hence, the enumerated functions above are collectively referred to as information services.

**Circulation services:** These services in an academic and/or university libraries include registration of users, charging and discharging services, self-guides and marks services, binding services, display and reservation of library materials/document services, photocopying or reprographic services, current awareness services and computer/online services.

### **Factors Affecting Student's Attitude on the Use of Library Resources and Services of University Libraries**

Over the years, the attitudes of users on the use of library resources and services; especially that of university libraries has been hampered by a number of factors. According to Edem, Ani, and Ochiebi (2009), there are a number of factors that affect or influence students' attitudes toward using library resources and services, especially in university libraries. These include: the availability of those resources and services, the level of access required of those resources and services, the publicity the libraries give to those resources and services, the strength of the

university libraries' user education programmes, and the currency of those resources and services. Conferring, Adeniran (2013), stated that other elements that affect students' attitudes include how well-organised the library's information resources are, how readily available current materials and services are, how willing the staff is to carry out their duties diligently and frequently use assistants where necessary, and how peaceful the library, study halls, and computer centres are. According to Fehintola, Susan & Saturday (2013), the attitudes of the library's patrons or users (in this case, students) will be severely impacted when some or all of these factors are unavoidably absent because the majority of them will develop negative attitudes towards the use of the library resources and services of their university libraries. However, they added that the appropriate combination of these elements leads to better and improved attitudes among library customers, which has historically allowed for the utilisation of the library's resources and services.

### **Strategies for Improving Students' Attitudes on the Use of Library Resources and Services of University Libraries**

Strategies for a better student attitude towards the use of library resources and services have received considerable attention from a fair number of professionals and authors (Akande, 2003; Edem, Ani & Ocheibe, 2009 and Odu and Edam-Agbor, 2018) with proposals that focuses on ways to change students' attitudes regarding using library resources and services stand out. Providing sufficient materials, human, and financial resources for students' use; providing dependable, pertinent, and up-to-date resources and services by the university libraries; providing library user education/orientation for new students; providing routine product promotion and publicity for the library; and so forth are among the strategies he listed for influencing students' attitudes toward using library resources and services at their academic institutions. Thus, Odu & Edam-Agbor (2018) anticipated that any library, especially university libraries, that can provide the enumerated techniques will, in the end, experience an improvement in the attitudes of the users toward using its resources and services.

### **Research Method**

The study adopted descriptive survey research design to study two university libraries owned by the Imo State Government, and these are; Imo State University (IMSU) and Kingsley

O. Mbadiwe University (KOMU). The population of this study consists of 9, 400 registered library users. Of this number there are 6,065 undergraduate users and 1335 postgraduate users out of which a sample size of 783 students from Imo State University in Owerri and Kingsley O. Mbadiwe University in Ogboko, with 672 undergraduate and 111 graduate students making up the undergraduate and graduate groups were drawn. The instruments for data collection were observation checklists and structured questionnaire titled “Students Attitude to Library Use Questionnaire (SALUQ)”. The data collected for the study were analysed using descriptive statistics of frequency counts, percentage and mean scores, while the hypothesis was tested using z-test at 0.05 level of significance. The decision rule for percentage-based analysis was 50% benchmarked; that is any item that scores a percentage value equal to or above 50% will be accepted otherwise rejected. The decision rule for mean score-based research questions was based on whether individual means scores were equal to or above the criterion mean of 2.50 and above for acceptance and vice-versa. It is calculated thus:

$$\text{Criterion mean} = \frac{4 + 3 + 2 + 1}{4} = 2.50$$

**Table 1:** Observation checklist responses on the categories of library resources available in the university libraries.

S/N	Library resources	IMSU		KOMU	
		A	NA	A	NA
01	Print resource	√		√	
02	Non-point resources:	√		√	
03	Fixed capital resources	√		√	
04	Variable capital resources	√		√	
05	Professional personnel resources	√		√	
06	Para-professional resources	√		√	
07	Non-professional resources	√		√	
	Percentage %	100%	00%	100%	00%

**Key:** *IMSU* – Imo State University, *KOMU* – Kingsley Ozumba Mbadiwe University Library, *A* – Available and *NA* – Not Available

Table 1 above shows that all seven of the study's identified library resources are completely available in the libraries of Kingsley Mbadiwe University and Imo State University. It is therefore assumed that they are being used by the students of the two study schools depending on their availability.

**Table 2:** Observation checklists responses on the categories of library service available in the university libraries.

S/N	Library services	IMSU		KOMU	
		A	NA	A	NA
08	User education services	√		√	
09	Abstracting services		√		
10	Inter-library loans services		√		√
11	Indexing services		√		√
12	Bibliographical services	√		√	√
13	Cataloguing services	√		√	
14	Reference/Referral services	√		√	
15	Information services	√		√	
16	Circulation services	√		√	
17	Consortia services		√		√
18	Bindery services	√			√
	Percentage (%)	7/11(64%)	4/11(36%)	6/11(55%)	5/11(45%)

**Key:** *IMSU – Imo State University, KOMU – Kingsley O. Mbadiwe University, A – Available and NA – Not Available*

Table 2 depicts that out of eleven library services examined, seven of them namely: user education services, bibliographical services, cataloguing services, among other were available in Imo state University Library. It also revealed that four library services such as: abstracting, Inter-library loan, indexing and consortia services are not available at Imo state university library. Hence, in summary the university library has 64% and 36% availability and non-availability percentage respectively. Also in Kingsley Mbadiwe university library, the table shows that six library services of: user educations, cataloguing, bibliographical, circulation, among others are

available. Whereas, five library services of bindery, consortia, abstracting, inter-library loan and indexing are not available. Precisely, Kingsley Mbadiwe university library have 55% availability and 45% unavailability of library services in the library; as was shown in the table above.

**Table 3:** Questionnaire responses on the attitudes of students towards the use of library resources and services

S/N	ITEMS	IMSU		KOMU		$\bar{X}$	Dec
		$X_1$	Dec	$X_2$	Dec		
13	Provision of allied services as photocopying, bindery and recreational services	3.69	VP	3.51	VP	3.60	VP
14	Organisation of the libraries and its resources and services	3.61	VP	3.45	P	3.53	VP
15	Provision of current library resources and services	3.72	VP	3.20	P	3.46	P
16	Use of information technology in delivering the library resources and services	2.47	P	3.43	P	3.45	P
17	Upgrading of the services rendered and resources provided	3.50	VP	3.30	P	3.40	P
18	Availability of the library resources and services	3.20	P	3.46	P	3.33	P
19	Supply of library resources and services in relation to students needs	3.79	VP	2.85	P	3.32	P
20	Assistance from library personnel	2.94	P	2.72	P	2.83	P
21	Periodic training for personnel who hardly uses request.	2.76	P	2.52	P	2.64	P
22	Conducting of library promotion and tours by the libraries	2.20	N	2.32	N	2.26	N
23	Globalization of the resources provided and services rendered by the libraries	2.10	N	2.32	N	2.21	N
24	Packaging and repackaging of information for the users						

(students)	2.04	N	1.60	N	1.82	N
Total	3.27	P	2.71	P	2.99	P

**Key:** *VP* – Very positive, *P* – Positive, *N* – Negative, *VN* – Very Negative and  $\bar{X}$  - Mean score

From table 3 above, it follows that from the twelve items identified, two of them were said to have built very positive attitude among the students of the two university libraries under study towards the use of their library resources and services. Those two items include: Organisation of libraries and it resources and services and provision of allied services with mean scores of 3.53 and 3.60 respectively. Also, eight of the items were found to contribute positively to the students' attitudes towards the use of their university libraries resources and services. Those items together with their mean scores includes: upgrading of services rendered ad resources provided (3.40), availability of library resources and services (3.33), use of information technology in delivering library services and resources (3.45), among others. Moreover, table 4 equally revealed that three item of: globalization of resources provided and services rendered by the libraries, conducting of library promotion and fours and packaging and repackaging of information for users with mean scores of 2.21, 2.25 and 1.82 respectively; were discovered to have contributed negatively to the attitudes of students on the use of library resources and services in their libraries.

**Table 4:** Questionnaire responses on the factors affecting the attitude of students on the use of library resources and services.

S/ N	ITEMS	IMSU		KOMU		$\bar{X}$	Dec
		$X_1$	Dec	$X_2$	Dec		
25	Lack of user education programmes	3.50	SA	3.60	SA	3.55	SA
26	Unavailability of information materials	3.56	SA	3.46	A	3.51	SA
27	Inadequacy of current resources and services in the libraries	3.56	SA	3.38	A	3.47	A
28	Un-conducive environment in term of reading rooms, lighting and ventilation.	3.51	SA	3.33	A	3.42	A
29	The non-understanding of the users changing needs and level of satisfaction by the library authorities	3.28	A	3.24	A	3.26	A

30	Growth inadequacies of infrastructures, library systems and technologies	3.42	A	3.00	A	3.21	A
31	Lack of modern technologies in information/library management	2.51	A	3.51	SA	3.01	A
32	Poor marketing of library services by libraries	2.95	A	2.43	D	2.69	A
33	The provision of resources and services only in the manual form by the libraries	2.57	A	2.65	A	2.61	A
34	The quality of resources provided and services rendered by the libraries	2.64	SA	2.48	D	2.56	A
35	Personnel indifference to users	2.47	D	2.11	D	2.29	D
36	Lack of disciplined and dedicated personnel in the libraries	1.56	D	2.10	D	1.83	D
37	Restricted access imposed on the resources and services by the libraries	1.92	A	1.72	D	1.82	D
	Total	3.12	A	2.62	A	2.87	A

**Key:** *VP – Very positive, P – Positive, N – Negative, VN – Very Negative and  $\bar{X}$  - Mean score*

From table 4, it is evident that: two items were strongly agreed, eight item agreed and three items disagreed upon as factors affecting students' attitude towards the use of library resources and services. Those items that were strongly agreed upon by the respondents with their mean scores are: lack of user education (3.55) and unavailability of library materials (3.51). Whereas, those that were agreed upon includes: inadequacies of library resources and services (3.47), un-conducive environment in terms of reading rooms, lighting and ventilation (3.40), non-authorities (3.21) among others. Also, those items that were disagreed upon by the respondents with their mean scores are: restricted access imposed on resources and services by the libraries (1.82), lack of disciplined and dedicated personnel in the libraries (1.83) and personnel indifference to users (2.29).

**Table 5:** Questionnaire responses on the appropriate strategies for improving student's attitude on use of library resources and services

S/N	ITEMS	IMSU		KOMU		$\bar{X}$	Dec
		$X_1$	Dec	$X_2$	Dec		
38	Library resources and services to be provided in both electronic, ICT- based and manual forms by the libraries	3.48	A	3.60	VA	3.54	VA
39	The provision of robust and efficient user education in the libraries	3.56	VA	3.52	VA	3.54	VA
40	Availability of information materials	3.38	A	3.52	VA	3.45	A
41	The provision modern technologies in the library management by the libraries	3.52	VA	3.16	A		A
42	A conducive environment in terms of reading and storeroom's lighting and ventilation to provided	3.88	VA	2.68	A	3.28	A
43	Library management to provide a through publicity and product promotion for their resources and services	3.42	A	2.74	A	3.08	A
44	The provision of adequate infrastructure, library systems and technologies	3.20	A	2.96	A	3.08	A
45	Personal re-orientation on service delivery	3.10	A	2.64	A	2.87	A
46	The provision of quality resources and services by the libraries	3.21	A	2.43	A	2.82	A
47	The provision of current resources and services in the libraries	2.69	A	2.81	A	2.75	A
48	Library authorities to understand the user's changing need and level of satisfaction.	2.93	A	2.51	A	2.72	A
49	Library management should employ disciplined and dedicated personnel in their libraries	2.30	FA	2.60	A	2.45	FA
50	Library authority to reduce the level of access imposed on their resources and services	2.50	A	1.46	FA	1.98	FA
	Total	3.08	A	2.84	A	2.96	A



**Key:** *VA – Very Appropriate, A – Appropriate, FA – Fairly Appropriate, NA – Not Appropriate and X – Mean Scores.*

Table 5 depicts that: two, ten and two strategies were very appropriate, appropriate and fairly appropriate respectively. It went further to buttress that: provision of robust and efficient user education services (in the libraries) and library resources to be provided in both electronic, ICT – based and manual forms by the libraries with mean scores of 3.54 respectively; stands tall among the strategies for improving. The students attitude on the use of library resources and services in addition, the table also revealed that those ten strategies that were deemed appropriate by the respondents includes: availability of information materials (3.45), provision of modern technologies in the management of libraries by the libraries (3.34), provision of conducive environment in terms of reading and store rooms lighting and ventilation (3.28), among others; whereas the two strategies that were fairly appropriate includes: library management to employ disciplined and dedicated personnel in the libraries (2.45) and library authority to reduce the level of access imposed on their resources and services (1.98).

**Table 6:** Test of Hypothesis (z-test) on the attitude of IMSU and KOMU students towards the use of library resources and services

S/N	Attitude	IMSU $X_1$	KOMU $X_2$	IMSU SD <sub>1</sub>	KOMU SD <sub>2</sub>	z-ratio	Dec
13	Provision of allied services as photocopying, bindery and recreational services	3.69	3.51	0.14	0.18	13.92	Rej
14	Organisation of the libraries and its resources and services	3.61	3.45	0.12	0.16	14.05	Rej
15	Provision of current library resources and services	3.72	3.20	0.02	0.51	16.56	Rej
16	Use of information technology in delivering the library resources and services	2.47	3.43	0.03	0.04	14.05	Rej
17	Upgrading of the services rendered and resources provided	3.50	3.30	0.15	0.19	14.60	Rej
18	Availability of the library resources and services	3.20	3.46	0.20	0.25	-14.37	Rej
19	Supply of library resources and services in relation to students needs	3.79	2.85	0.70	0.91	-14.42	Rej
20	Assistance from library personnel	2.94	2.72	0.00	0.21	17.02	Rej

21	Periodic training for personnel who hardly uses request.	2.76	2.52	0.18	0.01	27.93	Rej
22	Conducting of library promotion and tours by the libraries	2.20	2.32	0.66	0.12	-3.72	Rej
23	Globalization of the resources provided and services rendered by the libraries	2.10	2.32	0.17	0.12	-14.43	Rej
24	Packaging and repackaging of information for the users (students)	2.04	1.60	0.33	0.43	14.30	Rej
	Total	3.27	2.71	0.42	0.30	20.57	Rej

**Key:** *SD* – Standard Deviation, *Sig* = *Rej* = Rejected, and *X* = Mean scores. There is statistically significant difference between the mean scores of IMSU student and KOMU students on their attitude towards the use of their library resources and services.

### Discussion of Findings

The study found that the two university libraries under investigation have the library resources listed on the authors' observation checklist showing that there were several library resources available, including prints, non-prints, fixed capital, variable capital, professional personnel, para-professional staff, and non-professional personnel. This result is consistent with that of other researchers (Nwezeh, 2010; Ugwuayi and Igbokwe, 2010; Oyewusi & Oyeboade, 2009; Anunobi and Ukwoma, 2016; Omeluzor, Oyovwe-Tinuoye and Emeka-Ukwu, 2017; Adeeko and Adetimirin, 2021), who categorised library resources.

The study discovered that there were 64 percent (65 percent, IMSU) and 55 percent (55 percent, KOMU) of services available within the case studies, in line with the findings of Agu (2010), Udensi and Sadiku (2005), Bomhold (2014), Adingupu (2016), Ezeh (2014), Afachao (2019), and Nyemezue (2022). These services included those for user education, bibliographical services, cataloguing, reference/referral, information, circulation, and bindery. The university libraries under examination did not, however, provide consortia/inter-library loan abstracting and indexing services.

The study's findings support those of Olajide and Adio (2017), Hussaini, Vashistha, and Jimah (2018), and Tofi (2019), who believed that students make comparative judgments when choosing books to read. The study's results show that a significant number of respondents from the two institutions under study visit the library for a variety of reasons, including preparing

seminar papers, completing classwork and assignments, studying for exams, etc. Similar to that, the results of this study support those of Murugan and Jeysankar (2019), Obasuyi (2020), and Monde, Theo, Mwafuilwa, Malambo and Kanyengo (2020), who found that students are the primary users of university libraries and that they pursue academic, research, and other goals by utilising the resources and services of the libraries. They also stressed that in order to use information and capital resources for academic work, library users heavily rely on library personnel.

### **Conclusions**

In terms of social objects, events, and occurrences, student attitudes represent a variety of long-lasting systems of positive or negative appraisal, emotional feelings, and tendencies of students. In this regard, students' acceptance of certain perspectives on a given problem typically results in an opinion, which has historically had either beneficial or negative effects in both the short- and long-term. In light of this, based on specific indicators, students may form various types of evaluations, emotional reactions, and tendencies regarding the usage of library resources and services of a specific university library.

It is declared here that both university libraries provided resources in seven categories and services in eight categories. Both the nine indices and the nine purposes for using the library's resources and services have a beneficial impact on students' attitudes toward using them. The attitudes of students toward accessing library resources and services were generally accepted to be influenced by ten factors, and ten strategies were effective in influencing those attitudes.

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