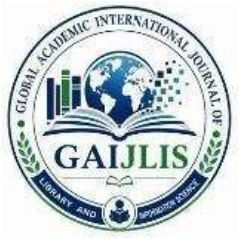
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STUDENTS' ATTITUDES TOWARDS THE USE OF LIBRARY RESOURCES IN DELTA STATE POLYTECHNIC LIBRARY, OGWASHI-UKU

Kenneth Avweroswo ETTOH.
Dennis Osadebay University Library,
Cataloguing and Classification Division

Abstract

Background:
Students' attitudes towards library resources play a significant role in determining the extent of library utilization and their overall academic success. Understanding these attitudes is essential for improving library services and promoting effective information use among students.

Methodology:
This study investigated students' attitudes towards the use of library resources at Delta State Polytechnic Library, Ogwashi-Uku. A descriptive survey research design was adopted. The study population comprised 84 Library and Information Science (LIS) students, of whom 80 returned valid questionnaires. Data were collected using a structured questionnaire covering four dimensions: cognitive attitude, affective attitude, behavioural attitude, and use of library resources. The data were analyzed using descriptive statistics.

Results:
The findings revealed that students demonstrated strong positive cognitive attitudes by recognizing the library as an essential academic resource for research, critical thinking, and information literacy. Affective attitudes were also positive, as students expressed enjoyment, confidence, and motivation in using library facilities. Furthermore, students exhibited positive behavioural attitudes through regular library visits, effective use of both print and electronic resources, and active participation in library orientation programmes. Overall, positive attitudes were found to be associated with increased utilization of library resources and improved academic performance.

Conclusion:
The study concludes that positive cognitive, affective, and behavioural attitudes significantly enhance students' utilization of library resources. It recommends improving library infrastructure, expanding access to digital resources, organizing regular user education and orientation programmes, and strengthening staff capacity to sustain positive student engagement and maximize the educational value of library services.

Keywords: Library resources, student attitudes, academic libraries, library utilization, and Delta State Polytechnic

*Corresponding author(s) ETTOH (2026) agree that this article remain permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

1.0 Introduction

Libraries are indispensable components of institutions of higher learning, serving as repositories of knowledge and providing students with access to a wide range of resources including books, journals, and digital materials. Academic libraries are valuable facilities in any learning institution because they provide an environment for students to advance their knowledge and must be structured to support learning needs (Jamilah, 2020). The importance of libraries in institutions of higher learning cannot be overstated, as they play a pivotal role in the academic ecosystem, serving as critical hubs for learning, research, and knowledge dissemination.

Polytechnic libraries are particularly significant in the Nigerian educational context, given the challenges students often face in accessing quality academic resources through other means. These

libraries provide access to a wealth of information resources, both print and electronic, that support the curricular and research needs of students and staff alike. However, the mere availability of library resources does not guarantee their optimal utilization by students. A key determinant of effective usage lies in the attitude of students towards the library and its resources (Nwosu & Okafor, 2025).

Attitude, as a psychological construct, reflects an individual's predisposition to respond favourably or unfavourably to a given object, person, or situation. In the context of this study, student attitude toward library usage encompasses their beliefs, feelings, and behaviours in relation to library services and resources. This is often categorized into three dimensions: the cognitive (what the student thinks or knows about the library), the affective (how the student feels about the library), and the behavioural (how the student acts in terms of using or avoiding library services) (Olayinka & Yusuf, 2024).

Students' cognitive attitudes, or their beliefs about the library, play a central role in determining how often and how effectively they utilize library resources. Some students view the library as a vital part of their educational experience, believing it to be a source of accurate, in-depth, and well-organized information that supports academic performance (Yusuf & Ezenwafor, 2025). Conversely, some students hold the belief that the library is unnecessary or outdated, particularly in a digital era where information is instantly accessible through smartphones and laptops (Nwosu & Okafor, 2025).

Affective attitudes also influence student behaviour. Students who have had positive past experiences in the library, such as receiving help from friendly librarians, finding useful resources, or studying in a peaceful environment, are likely to feel comfortable and motivated to return. They associate the library with productivity, focus, and academic growth (Racheal & Martina, 2024). Students who have encountered difficulties, such as being unable to locate materials or finding the environment intimidating, may develop negative emotional responses that discourage library use (Saliyu & Adebayo, 2024).

Behaviourally, students' attitudes are reflected in how often they visit the library, what resources they access, and how they interact with library staff. Students with a positive behavioural attitude are proactive: they borrow books, use reference materials, attend library orientation programs, and consult librarians for academic support (Racheal & Martina, 2024). Students with negative or indifferent behavioural attitudes may avoid the library altogether or only use it when absolutely necessary.

At Delta State Polytechnic Library, Ogwashi-Uku, anecdotal evidence and preliminary observations indicate that while the polytechnic library is adequately stocked with both print and digital resources, student patronage remains suboptimal. This raises critical questions regarding the prevailing attitudes of students towards the library, and how these attitudes might be shaping their utilization of available resources. This study seeks to investigate the attitude of students towards the use of library resources in Delta State Polytechnic Library, Ogwashi-Uku, Delta State.

2.0 Statement of the Problem

Polytechnic libraries remain the intellectual hub of higher education institutions, providing access to both physical and digital resources that support teaching, learning, and research. At Delta State Polytechnic Library, Ogwashi-Uku, the library is equipped with print collections, e-resources, and online databases to meet the information needs of students across disciplines. However, the extent to which students utilize these resources is largely influenced by their attitudes, which may be positive or negative towards library use. A positive attitude may foster regular consultation of academic materials, while negative perceptions often result in underutilization of library services.

Despite significant investments in library facilities and digital platforms at DSPO, preliminary observations and anecdotal reports indicate that many students prefer relying on lecture notes, social media content, or easily accessible online sources such as Google and Wikipedia rather than the rich academic resources provided by the library. This trend raises concerns about the academic rigor of students' research outputs and their overall information literacy skills. In some cases, issues such as poor orientation, inadequate awareness of available resources, limited digital literacy, and the perception that library use is time-consuming further discourage students from developing effective library habits.

There is a growing pattern of underutilization of academic libraries, especially among undergraduates, despite the proliferation of e-resources. Yet, there is a paucity of institution-specific empirical research on the attitude of DSPO students towards their own library system, particularly in the post-COVID-19 era, when digital transformation and e-learning have become central to higher education. Without such a localized investigation, it is difficult for

DSPO library management to design effective interventions, targeted orientations, or user-friendly innovations that can reshape students' perceptions and improve utilization.

Therefore, the problem this study addresses is the apparent discrepancy between the availability of rich library resources at DSPO and the relatively low or inconsistent level of utilization by students, influenced by their attitudes, perceptions, and habits. This gap underscores the need for a systematic inquiry into the attitudes of students towards the use of library resources, to determine the level of awareness of students about the resources and services offered by the library, and to examine the relationship between the attitude of students towards the use of library resources and their academic performance in Delta State Polytechnic Library, Ogwashi-Uku.

3.0 Research Questions

Based on the objectives stated above, the following research questions guide this study:

1. What are the cognitive attitudes of LIS students towards the use of library resources at the Delta State Polytechnic Library, Ogwashi-Uku?
2. What are the affective attitudes of LIS students towards the use of library resources at the Delta State Polytechnic Library, Ogwashi-Uku?
3. What are the behavioural attitudes of LIS students towards the use of library resources at the Delta State Polytechnic Library, Ogwashi-Uku?

4.0 Objectives of the Study

The main objective of this study is to investigate the attitude of students towards the use of library resources in Delta State Polytechnic Library, Ogwashi-Uku. Specifically, the study seeks to:

1. Determine the cognitive attitude of students towards the use of library resources in Delta State Polytechnic Library, Ogwashi-Uku.
2. Ascertain the affective attitude of students towards the use of library resources in Delta State Polytechnic Library, Ogwashi-Uku.
3. Examine the behavioural attitude of students towards the use of library resources in Delta State Polytechnic Library, Ogwashi-Uku.

5.0 Literature Review

5.1 Conceptual Framework

5.1.1 Attitude

Attitude refers to an individual's learned predisposition to respond favourably or unfavourably to certain people, objects, events, or situations. It is a lasting evaluation of people, objects, or ideas, which affects one's behaviours and decisions. In simple terms, attitude is a person's way of thinking or feeling about something, which can be seen in their actions and words (Alokluk, 2020).

Attitude is a fundamental psychological construct that influences human behaviour, thoughts, and emotions. It shapes how individuals perceive and interact with their environment, including people, objects, situations, and ideas. Attitudes can be positive, negative, or neutral, and they develop through personal experiences, cultural influences, and social interactions (Isibor & Otoghile, 2017).

Attitude consists of three interrelated components, often referred to as the ABC model: affective component (emotional response), behavioural component (how attitude influences behaviour), and cognitive component (thoughts, ideas, and beliefs). These three components work together to shape an individual's overall attitude toward an object, event, or person (Naik & Kumar, 2021).

Students' cognitive attitudes, or their beliefs about the library, play a central role in determining how often and how effectively they utilize library resources. Some students view the library as a vital part of their educational experience, believing it to be a source of accurate, in-depth, and well-organized information that supports academic performance (Head, Geoffrey, Fisher & Hosteler, 2024). On the other hand, some students hold the belief that the library is unnecessary or outdated, particularly in a digital era where information is instantly accessible through smartphones and laptops (Akindehin, 2023).

5.1.2 Library Resources

Library resources refer to all informational materials and services available in a library that support academic, professional, and personal knowledge development. These resources include books, journals, databases, e-books, audiobooks, streaming services, and other digital media. Library resources also include the services provided by librarians, such as research assistance, instruction, and outreach (American Library Association, 2023).

Academic libraries provide access to a wide range of resources, including books, journals, databases, and digital materials. Librarians offer research assistance, guidance, and instruction to help students and faculty navigate the research process. Academic libraries promote inform ation literacy by teaching students how to evaluate, locate, and use information effectively (Jaguszewski & Williams,

2023).

According to Onuoha, Ifeanyi, and Yunisa (2020), Polytechnic library resources include e-libraries, which consist of e-journals, e-books, documents, databases, multimedia materials, and links to other resources. An e-resource is any resource accessed via the internet. E-libraries provide access to information in electronic formats, such as e-books, e-journals, CD-ROMS, online databases in various digital formats, emails, Adobe Acrobat documents, webpages, e-magazines, e-serials, e-dissertations, theses, the World Wide Web, Online Public Access Catalogues, reference databases, e-images, and e-audio visual resources (Okore, Asogwa, & Eke, 2019).

5.2 Cognitive Attitude of Students towards the Use of Library Resources

Cognitive attitude refers to students' knowledge, beliefs, and evaluations about library resources (print and electronic) and about tasks such as searching, evaluating, and using information. It includes awareness (knowing resources exist), perceived usefulness and ease of use (beliefs that resources help achieve academic goals with reasonable effort), and information-literacy self-efficacy (confidence in one's ability to find and use information) (ACRL, 2016).

Across library contexts, Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) are robust cognitive predictors of intention and actual use of e-resources and library services, echoing Technology Acceptance Model findings. Recent empirical work in Nigeria and beyond links PU/PEOU to utilisation of e-databases and online library resources among undergraduates and postgraduates (Adenariwo, 2022).

Students' confidence that they can search strategically, evaluate sources, and synthesize information strongly shapes their beliefs about the value and usability of library resources. Recent studies (including in Nigerian universities) show that information literacy self-efficacy correlates with research productivity and library use behaviours; interventions that build self-efficacy such as problem-based learning with library e-resources raise these cognitions (Ngozi, 2024).

Several barriers depress cognitive attitude: limited visibility of relevant resources (low awareness), interface and access frictions (lower perceived ease), and confidence gaps diminish positive beliefs. Environmental constraints can also erode students' beliefs about resource value and predictability, which then undermines use (Adenariwo, 2022).

5.3 Affective Attitudes of Students towards the Use of Library Resources

Affective attitude is defined as the emotional response students have toward library resources, services, and staff. It encompasses feelings of enjoyment, interest, comfort, confidence, and satisfaction as well as negative experiences such as anxiety, frustration, or intimidation (Schroeder, 2021). The Association of College and Research Libraries (ACRL) Framework for Information Literacy explicitly recognizes affective dispositions such as curiosity, persistence, and openness as integral to learning, highlighting how emotional dimensions influence students' engagement with information (ACRL, 2016).

The physical and virtual environments of the library strongly shape students' emotions. Studies consistently show that comfortable seating, adequate lighting, quiet zones, and reliable technology contribute to positive emotional engagement (Wang, Li & Zhang, 2024). Conversely, overcrowding, poor ventilation, or malfunctioning facilities create frustration and reduce library visits.

The approachability and friendliness of library staff are key determinants of affective attitudes. Research shows that students who perceive staff as supportive, welcoming, and respectful feel more comfortable seeking help, which enhances their satisfaction and confidence (Akande & Oyediran-Tidings, 2023). Conversely, perceptions of unhelpful or intimidating staff create anxiety and reluctance to ask questions, which reduces library use even when resources are available.

Affective responses are also shaped by how smoothly students can access resources. Barriers such as complex authentication processes, unstable internet, or confusing search interfaces can frustrate students and discourage future attempts (Bakrin, Musa & Zakariyah, 2024). In contrast, user-friendly systems that deliver quick and relevant results enhance satisfaction and enjoyment.

In Nigeria, affective attitudes have been studied as part of broader analyses of library utilization. Nwachukwu (2023) reported that students in Imo State universities cited comfort, quiet environment, and friendly staff as central reasons for regular library visits. Conversely, overcrowding, strict staff behaviour, and outdated infrastructure created negative feelings, leading some students to avoid the library entirely.

5.4 Behavioural Attitudes of Students towards the Use of Library Resources

Behavioural attitude is often framed through the Theory of Planned Behavior (TPB) (Ajzen, 1991), which posits that intentions, shaped by cognitive beliefs and affective perceptions, influence actual behaviours. In the library context, behavioural attitude refers to tangible acts such as borrowing books, accessing databases, attending training workshops, or engaging in group study within library facilities (Ojedokun & Moahi, 2019).

Several studies reveal varying levels of behavioural engagement with libraries. In Nigeria, Aguolu and Aguolu (2019) found that while students acknowledged the importance of the library, actual visits remained irregular, with many depending on lecture notes rather than library resources. Similarly, Nwosu and Udo-Anyanwu (2021) reported that students often accessed the library mainly during examination periods, indicating behaviour driven by short-term academic pressure rather than continuous learning.

Behavioural attitudes are increasingly shaped by the availability of digital collections. Eze and Uzochukwu (2020) found that Nigerian students were more inclined to use physical resources than e-resources due to poor digital literacy and unstable internet connectivity. Conversely, Li and Chen (2021) reported that Chinese university students demonstrated a stronger behavioural preference for e-resources, as libraries were heavily investing in digital platforms.

Behavioural attitudes toward library use are influenced by multiple factors: library environment and facilities (Onwubiko & Anunobi, 2020), information literacy skills (Baro & Eze, 2020), technology and access infrastructure (Hussain & Jamal, 2022), course integration (Ojedokun & Moahi, 2019), and peer and social influence (Chukwu & Obiora, 2023).

Positive behavioural attitudes toward library resources correlate with academic success. Li and Chen (2021) demonstrated that students who regularly engaged with digital library resources achieved higher research output and grades. Similarly, Okike (2022) reported that Nigerian students who frequently visited libraries and used digital databases displayed superior performance in coursework requiring independent research.

5.5 Summary of Literature Review and Gaps

The reviewed literature looked at the concept of the study by explaining the concept of attitude and library resources. Students' attitudes toward library resources are multi-dimensional. Cognitive understanding and knowledge influence emotional responses (affective), which in turn guide actual usage (behavioural). Together, these factors determine the extent to which students benefit from library resources, ultimately impacting learning outcomes.

Students with a positive attitude toward library resources perceive them as valuable tools for academic success. These students frequently visit the library for studying and research, use academic databases, journals, and reference books to complete assignments, seek guidance from librarians on how to locate reliable sources, and participate in library workshops and training sessions to enhance their research skills.

The gap between this research and reviewed literature studies is the difference in the geographical area, population and method. Thus, there is no study on the attitude of students towards the use of library resources in Delta State Polytechnic Library, Ogwashi-Uku. This study, therefore, seeks to fill this gap.

6.0 Methodology

This researcher adopted a survey design, which according to Nworgu (2015), has the following qualities: uniqueness, probability sampling, standardization of measurement and analysis needed. This design was chosen because it provides a high level of general capability in representing a large population which this study dealt with. The Delta State Polytechnic Library, Ogwashi-Uku, is an integral academic unit established concurrently with the polytechnic itself in 2002. Initially operating as a small foundational collection, the library has grown into a developing academic library, transitioning from a purely print-based service to one increasingly incorporating digital resources to support the applied learning and research needs of the polytechnic community.

The population consisted of eighty-four (84) regular students in the Department of Library and Information Science (LIS) of Delta State Polytechnic Library, Ogwashi-Uku..As a result of the population size, there was no sampling technique. Therefore, the entire population of eighty-four (84) became the sample size.The researcher developed instrument titled "Attitude of Student Questionnaire" (ASQ) was used for data collection. ASQ has 3 clusters: Cognitive attitude (10 item statements), Affective attitude (10 item statements), Behaviour attitude (10 item

statements), and Use of Library Resource Questionnaire (ULRQ) has 10 item statements. The instruments were rated in a 4-Likert scale as follows: Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points, Strongly Disagree (SD) - 1 point.

The researcher personally administered the questionnaire and collected them back immediately. A total of 84 copies of structured questionnaires were distributed, out of which 80 copies were returned and found valid while 4 were invalid. The data collected for this study were presented in frequency and simple percentage tables for the demographics of respondents while mean and standard deviation were used for the research questions. The decision rule was that responses with a mean score of 2.50 and above were regarded as accepted while responses below 2.50 were regarded as rejected.

7.0 Results and Discussion

7.1 Demographic Data of Respondents

Table 7.1: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	35	43.75
Female	45	56.25
Total	80	100

The table shows that 35 respondents (43.75%) were male while 45 respondents (56.25%) were female.

Table 7.2: Level of Respondents

Level	Frequency	Percentage (%)
100	27	33.8
200	20	25.0
300	15	18.8
400	18	22.5
Total	80	100

The table shows that 27 respondents (33.8%) were in 100 level, 20 respondents (25.0%) in 200 level, 15 respondents (18.8%) in 300 level, and 18 respondents (22.5%) in 400 level.

7.2 Analysis of Research Questions

Research Question 1: What are the cognitive attitudes of LIS students towards the use of library resources at the Delta State Polytechnic Library, Ogwashi-Uku?

Table 7.3: Cognitive Attitude of Students towards the Use of Library Resources

S/N	Items	SA	A	D	SD	Mean	Std. Dev.	Decision
1	I believe the library provides valuable academic resources for my studies.	66	14	0	0	3.8	0.047	Accepted
2	Using the library helps me to improve my academic performance.	21	59	0	0	3.2	0.040	Accepted
3	The library is a reliable source of current and credible information.	34	45	1	0	3.4	0.042	Accepted
4	I believe e-resources in the library are as important as printed materials.	44	36	0	0	3.5	0.043	Accepted
5	The library provides information that cannot easily be found on the internet.	34	44	2	0	3.4	0.042	Accepted
6	I believe library use is essential for research and assignment writing.	33	47	0	0	3.4	0.042	Accepted
7	The library catalogue and databases improve the efficiency of my information search.	39	41	0	0	3.4	0.043	Accepted
8	I am aware that the library provides both physical and electronic resources.	43	37	0	**0**	3.5	0.044	Accepted
9	I believe regular use of library resources enhances critical thinking and knowledge.	37	43	0	0	3.4	0.043	Accepted
10	The library plays an important role in developing my information literacy skills.	32	48	0	0	3.4	0.042	Accepted

Source: Field Survey, 2026

From Table 7.3, all items have mean scores ranging from 3.2 to 3.8, all above the acceptance threshold of 2.50. This indicates that LIS students demonstrate strong positive cognitive attitudes towards the use of library resources. Students believe the library provides valuable academic resources (mean=3.8), recognize that library use improves

academic performance (mean=3.2), and acknowledge the library as a reliable source of credible information (mean=3.4). They also value e-resources equally with printed materials (mean=3.5) and understand the importance of library use for research and assignment writing (mean=3.4).

Research Question 2: What are the affective attitudes of LIS students towards the use of library resources at the Delta State Polytechnic Library, Ogwashi-Uku?

Table 7.4: Affective Attitude of Students towards the Use of Library Resources

S/N	Items	SA	A	D	SD	Mean	Std. Dev.	Decision
11	I enjoy spending time in the library for academic purposes.	65	15	0	0	3.8	0.047	Accepted
12	I feel motivated to use the library when preparing for examinations.	18	62	0	0	3.2	0.040	Accepted
13	I find the library environment conducive and welcoming.	36	44	0	0	3.5	0.043	Accepted
14	Using the library reduces my anxiety about academic work.	42	37	1	0	3.5	0.043	Accepted
15	I feel satisfied after successfully locating information in the library.	36	44	0	0	3.5	0.043	Accepted
16	I feel confident when I can retrieve resources on my own in the library.	39	40	1	0	3.5	0.043	Accepted
17	I am excited when I learn how to use new library technologies (e.g., e-databases).	39	41	0	0	3.4	0.043	Accepted
18	I find it rewarding to use the library compared to relying solely on internet sources.	35	44	1	0	3.4	0.042	Accepted
19	I feel comfortable asking library staff for assistance.	32	47	1	0	3.3	0.042	Accepted
20	I get frustrated when library facilities are not working (e.g., Wi-Fi, computers).	36	42	1	1	4.9	0.062	Accepted

Source: Field Survey, 2026

Table 7.4 shows that all items received mean scores above 2.50, indicating positive affective attitudes. Students enjoy spending time in the library (mean=3.8), feel motivated during examination preparation (mean=3.2), and find the library environment conducive (mean=3.5). They experience satisfaction (mean=3.5) and confidence (mean=3.5) when using library resources, and feel comfortable seeking staff assistance (mean=3.3). The high mean score for item 20 (mean=4.9) indicates that students get frustrated when facilities malfunction, though this does not negate their overall positive affective attitude.

Research Question 3: What are the behavioural attitudes of LIS students towards the use of library resources at the Delta State Polytechnic Library, Ogwashi-Uku?

Table 7.5: Behavioural Attitude of Students towards the Use of Library Resources

S/N	Items	SA	A	D	SD	Mean	Std. Dev.	Decision
21	I visit the library regularly to access study materials.	63	16	1	0	3.7	0.047	Accepted
22	I use both print and electronic resources provided by the library.	28	51	0	1	3.3	0.041	Accepted
23	I consult library staff when I face challenges in locating resources.	28	52	0	0	3.3	0.041	Accepted
24	I participate in library orientation or training sessions when available.	44	34	2	0	3.5	0.044	Accepted
25	I borrow and return books/resources promptly.	40	38	1	1	3.4	0.043	Accepted
26	I often use the library for group study or collaborative learning.	35	44	1	0	3.4	0.042	Accepted
27	I apply the knowledge gained from library use in my assignments and projects.	30	48	1	1	3.3	0.041	Accepted
28	I make use of the library's online databases and electronic journals.	40	39	1	0	3.4	0.043	Accepted
29	I spend more than one hour per week in the library for academic purposes.	30	48	1	1	3.3	0.041	Accepted
30	I recommend library resources to my classmates and peers.	42	37	1	0	3.5	0.043	Accepted

Source: Field Survey, 2026

Table 7.5 shows that all behavioural attitude items were accepted with mean scores above 2.50. Students visit the library regularly (mean=3.7), use both print and electronic resources (mean=3.3), consult library staff when needed (mean=3.3), participate in orientation programs (mean=3.5), and apply library knowledge in assignments (mean=3.3). They also recommend library resources to peers (mean=3.5) and spend significant time in the library for academic purposes (mean=3.3).

Table 7.6: Use of Library Resources

S/N	Items	SA	A	D	SD	Mean	Std. Dev.	Decision
31	I regularly use the library resources for my academic work.	69	9	2	0	3.8	0.047	Accepted
32	I consult textbooks and reference materials in the library to support my studies.	26	53	1	0	3.3	0.041	Accepted
33	I make use of electronic databases and e-journals provided by the library.	34	46	0	0	3.4	0.043	Accepted
34	I often use the library's internet facilities for academic purposes.	42	38	0	0	3.5	0.044	Accepted
35	I borrow books and return them within the stipulated period.	33	46	1	0	3.4	0.042	Accepted
36	I use library resources when preparing for examinations and assignments.	36	43	1	0	3.4	0.043	Accepted
37	I seek assistance from library staff when I face difficulties in locating resources.	32	47	1	0	3.4	0.042	Accepted
38	I utilize the library for both individual and group study.	40	38	2	0	3.5	0.043	Accepted
39	I access audio-visual or multimedia resources provided by the library.	42	37	1	0	3.5	0.043	Accepted
40	I apply the information gained from library resources in my research and projects.	42	37	1	0	3.5	0.043	Accepted

Source: Field Survey, 2026

Table 7.6 reveals that students actively use library resources, with all items having mean scores above 2.50. Students regularly use library resources for academic work (mean=3.8), consult textbooks and reference materials (mean=3.3), make use of electronic databases (mean=3.4), utilize internet facilities (mean=3.5), and apply information gained from library resources in research and projects (mean=3.5).

7.3 Discussion of Findings

Cognitive Attitudes: The findings revealed that students possess strong positive cognitive attitudes toward library resources. They perceive the library as providing valuable academic resources essential for research, critical thinking, and information literacy development. This aligns with Adetunla and Agbetuyi (2018), who observed that students who perceive

libraries as reliable sources of information are more likely to use them effectively for academic tasks. Similarly, Onyeche and Ogbole (2020) reported that students with positive cognitive attitudes toward library resources demonstrate higher proficiency in research and information retrieval. The acknowledgment of e-resources as equally important as printed materials reflects the growing trend of digital learning and highlights students' adaptability to modern library services (Aina, 2019).

Affective Attitudes: The affective findings indicate that students enjoy using the library, feel motivated and confident, and experience satisfaction when accessing resources. A conducive environment and supportive staff contribute to this positive emotional engagement. This is consistent with Oladokun and Adeoye (2019), who found that students' emotional attachment to library services increases their motivation to use resources regularly. Students also reported excitement when learning to use new technologies, echoing findings by Iwhiwhu and Osakwe (2014) that emotional satisfaction in the library promotes continuous engagement and enhances academic self-efficacy. However, students expressed frustration when library facilities malfunction, supporting Nwachukwu's (2023) observation that infrastructural challenges can create negative feelings.

Behavioural Attitudes: The study found that students demonstrate proactive engagement with library resources, including regular visits, use of both print and electronic materials, participation in orientation programs, and application of knowledge in assignments and projects. This supports the findings of Ezeani and Igwesi (2017), who noted that positive behavioural attitudes toward library use are linked to improved academic performance. Engagement in group study and collaborative learning indicates that libraries facilitate both independent and social learning, reinforcing their central role in academic development. The active recommendation of library resources to peers suggests that positive behavioural attitudes are also influenced by social and peer factors, consistent with Chukwu and Obiora (2023).

8.0 Conclusion

This study has shown that students exhibit positive cognitive, affective, and behavioural attitudes toward library resources, which strongly influence their academic engagement and performance. Cognitively, students recognize the library as a reliable and essential source of information that supports research, critical thinking, and knowledge acquisition. Affectively, the library provides a motivating, comfortable, and confidence-building environment that enhances students' willingness to engage with academic resources. Behaviorally, students demonstrate proactive engagement through regular visits, participation in training sessions, and effective application of acquired knowledge in assignments and projects.

The findings also reveal that students actively use both physical and electronic library resources, including textbooks, e-journals, databases, and multimedia, for individual and collaborative learning. This indicates a clear link between positive attitudes toward the library and actual resource utilization, which ultimately contributes to improved academic performance and research skills. The study underscores the critical role of libraries in supporting students' learning, fostering information literacy, and promoting lifelong learning. Maintaining well-resourced, accessible, and student-friendly libraries is essential for sustaining academic success and enhancing the overall quality of education.

9.0 Recommendations

Based on the findings of this study, the researcher makes the following recommendations:

1. Institutions should implement regular orientation and training programs to improve students' awareness and skills in using both printed and electronic resources. This will strengthen cognitive attitudes and information literacy among students.
2. Libraries should provide a comfortable, welcoming, and technologically equipped environment that promotes affective engagement. Adequate lighting, quiet study spaces, Wi-Fi, and functional computers will encourage consistent library use and enhance students' motivation.
3. Educational institutions should organize workshops, group study sessions, and collaborative learning activities to reinforce positive behavioural attitudes and ensure responsible use of library resources.
4. Institutions should ensure the availability and accessibility of both physical and digital resources, including textbooks, e-journals, databases, and multimedia materials. This will optimize students' utilization of resources for academic work.
5. Trained library staff should be available to assist students in locating, retrieving, and using resources effectively. This support fosters confidence, reduces frustration, and promotes independent research skills.
6. Lecturers and administrators should encourage students to apply library resources in assignments, projects, and research activities, reinforcing the practical value of the library in academic achievement.
7. Institutions should conduct periodic assessments to identify gaps in resources, technology, and services, ensuring that the library meets the evolving academic needs of students.

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