

Use of Library Information Resources as Factors Influencing the Effective Study Skills of Polytechnic Students in Federal Polytechnic Ile-Oluji, Ondo State Nigeria

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Abstract

The study examines the use of library information resources as a factor influencing the effective study skills of students in Federal Polytechnic, Ile-Oluji, Ondo state. The use of information communication technology has aided the academic library in its information provision for students which helps to improve their study skills. A descriptive survey method was used for the study. A total of 300 were drawn from the total population of 2,950 students of the Federal Polytechnic, Ile-Oluji, Ondo state. Data was analyzed using the statistical package for the social sciences (SPSS), descriptive statistics of tables, frequencies and percentages were also used in analyzing the data collected. The study confirmed that the library renders the services of charging and discharging, registration of users and user education 300(100%) respectively. The study found out the students made use of electronic books, textbooks and internet facilities 224(74.7%) respectively. Resources like electronic books 131(43.7%), textbooks 131(43.7%) are adequately available, others are loaning materials, newspapers, dictionaries etc, but projectors 37(12.3%) were not available. The library has improved the memorization skills 263(87.7%), preview, question, read, summary and test (PQRST) skills 237(79%) and communication skills 227(74.7%). There is a positive relationship between the use of library information resources and the effective study skills of students (p was 0.000 which was < 0.05). Stakeholders like student unions, faculties, departments and libraries should assist in creating awareness on the use and benefits of the library, also, library users should be educated on the use of online resources and databases for their research work.

Keywords: library resources, library services, polytechnic students, study skills, academic library.

Introduction

The quality of learning and research in any academic system depends largely on the quality and quantity of information resources at the institution's disposal. Availability of information resources, accessibility and use are indispensable to the teaching, learning, research and community activities of students. The use of Information and Communication Technologies has increased exponentially. Many students now search for information online. Many modern libraries have an e-library section. The continued existence and relevance of academics in any tertiary institution depends on the ability to exploit available information resources either in print or electronic formats (Ismail, Mahesar & Idrees, 2017). In line with the ever-evolving

information and communication technologies, academic libraries have become a changing phenomenon. As centres that hold enormous amounts of information, libraries have joined the train of information globalization. Many Nigerian tertiary institutions are bracing to understand their role in the current learning and research environment. “Understanding and evaluating library usage patterns and developmental paths are prerequisites to formulating a critical and appropriate response to widespread, rapid changes in higher education” (Oakleaf, 2018).

The primary purpose of academic libraries is to support teaching, learning, and research in ways consistent with, and supportive of, the institution's mission and goals. In addition, library resources and services should be sufficient in quality, depth, diversity, and currency to support the institution's curriculum. As a result of this, the academic library is often considered the most important resource centre of the parent institution. Adequate library resources and services at the appropriate level for degrees offered should be made available to support the intellectual, cultural, and technical development of students enrolled in Nigerian universities (Kuh & Gonyea, 2013).

Information is very crucial to the overall learning outcome of all polytechnic students. Libraries are established in every institution to meet the information needs of students, members of academic staff and other members of the community. Academic libraries acquire and organize both printed and electronic information resources for accessibility by their clientele. Information in the early 21st century is characterised by information overload, unequal distribution, a strong tendency to triviality and increasing concerns about credibility (Rathinasabapathy, 2015). As the volume of information is constantly increasing, search skills are required to gain access to the information that is available. To gain access to and use these vast resources effectively, information users must learn to overcome information anxiety and as well explore the available information to enable them to interpret and as well utilize information for rational decision-making. The change in formats and organization of information shows that users of information resources need guidance and education to achieve realistic expectations. Unlike print resources which are subject to a variety of quality assurance processes as they pass through authors and publishers and which are sometimes recommended, the quality of information available from electronic information sources cannot be guaranteed (Association of College and Research Libraries, 2010).

Oakleaf (2018) asserts that electronic resources reduce pressure on academic libraries for physical space for storage of books and journals, give the librarian the assurance that the electronic books and journals are complete, unanalyzed and in the right place and provides unlimited access to users. Electronic resources hold huge volumes of information which allow students to retrieve quality information to meet their needs. Olatoye and Ogunkola (2009) reported a close link between study habits and students' use of library resources. It is one thing for library resources to be available; it is another thing for students to make use of them through good study habit skills.

Library resources refer to all input utilized in the library to provide a good learning environment for students, and teachers and for the realization of educational goals. Library resources are in two major categories, human and non-human resources. The human resources in the library refer to the library professionals, library officers, library assistants and others. They are responsible for the smooth running of the library and the effective use of other resources. While the non-human

resources include all print materials such as; reference books, dictionaries, etc and non- print materials such as ; videotapes for instruction, slides and other software for instruction the print and non-print formats (Fakomogbon, Bada, & Omiola, 2012).

Mace (2002) defined study as a systematic acquisition of knowledge and an understanding of facts and principles that enable learners to retain and apply knowledge. The study involves the sum of all behavioural patterns, determined purpose and enforced practices that the individual adapts to learn and achieve competency. EMSTAC (2014) asserts that study skills are learning strategies that facilitate the processing of information. Johnston & Anderson (2010) describe study skills as “conscious use of the processes of learning to achieve effective study practices”. Study skills include reading, writing, note-taking, time-management, working with others, engaging in critical and analytical thinking, revising and remembering, and information gathering. The ability to use information resources depends on an individual’s skills and study strategies. Anderson (2000) observes that a study skills application involves thinking and meta-cognition, thinking and learning. Therefore, a student's study skill is a life-long continuous and regular performance of the act of reading. Gurcu and Husne (2009) affirmed that the “habit of using libraries means continuous and regular use of a library by the individual to meet his/her intellectual requirements”. Meeting these intellectual requirements reveals that students have gained the habit of reading and developed skills necessary for using library information resources.

It must be noted that the key purpose of any academic library is basically to provide information needs for its users. Given this, Adegun, Oyewunmi, Oladapo and Sobalaje (2015) affirmed that “all authorised users of academic and research libraries have a right to expect libraries that are commensurate with their needs, provided by competent librarians and founded on adequate collections which are easily available and accessible”. This means that library facilities are important for continued education, self-development and research activities which are requisite for the enhancement of good study skills and also serve as the network for teaching, learning and research activities in any academic environment.

Statement of the Problem

The role of the information provider is to understand the needs of the users and their attitudes towards seeking their needs. Only then can users optimize the benefits that such services tend to offer. The responsibility of supporting learning and research within an academic environment, through the provision of information materials has always been that of the library. However, literature and observation suggest a decline in library usage as some students may not be taking advantage of the resources provided by the library. Where such is the case, students may find it difficult to cope with the rigours of academics. It is in light of the above, that the study investigates the use of library information resources as factors influencing effective study skills of students in Federal Polytechnic, Ile- Oluji, Ondo state, Nigeria.

Research Questions

This study was guided by the following specific questions.

1. What forms of services are rendered to students in the main library;

2. What is the extent to which undergraduate students make use of library resources and services?
3. What is the adequacy of available library resources in addressing the academic needs of the students?
4. What are the ways by which the use of the library has improved the study skills of undergraduate students?
5. What are the benefits of library resources to undergraduate students?
6. What are the challenges faced by undergraduates when using library resources?

Research Hypothesis

There is a significant relationship between the use of library information resources and the effective study skills of polytechnic students.

Scope of the Study

The study focuses on the use of library resources as factor influencing the effective study skills of polytechnic students at Federal Polytechnic, Ile- Oluji, Ondo State, Nigeria. The study will cover the various forms of resources and services rendered at their main library and how it has affected the study skills and use by students in various faculties and departments of the school.

Literature Review

An academic library is regarded as an repository of knowledge and information gateway where various information materials are stored. Ismail, Mahesar & Idrees (2017) pointed out that university libraries are set up to assist in the execution of their statutory duties. To fulfil its mission of supporting the educational objectives of its parent bodies, which include teaching, research and cultural development, the library has to develop and maintain standard books, journals, multimedia, electronic resources and information and communication technologies and services.

One of the objectives of polytechnic libraries in Nigeria is to develop and maintain collections in all formats whether print or electronic and to make these information resources available and accessible to all including lecturers. It is pertinent, therefore, that academic libraries should facilitate uninterrupted Internet access to scholarly electronic publications to meet lecturers' resource needs. Kuh & Gonyea (2013) observed that the central purpose of libraries is to provide service access to information and modern information and communication technologies, especially computers, information networks and software applications are making it possible for libraries to provide a variety of libraries and information services to their clientele.

Library information resources as used in this context are information-bearing materials that are in both print and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, Internet/e-mail, videotapes/cassettes, diskettes, magnetic disks, computers, and microforms, (Oakleaf, 2018). Library information services may be viewed as the activities that libraries and their personnel render to meet the information needs of their users. Oyewusi & Oyeboade (2009) define library information resources as collections of all text and bibliographic information sources; also included is information technology, such as those that support browsing, authoring and communication, like the computer and the Internet. Adegun *et al* (2015), in their study observed that the availability of the library is good but the intensive use of its resources and services is of paramount importance, especially in shaping the study skills of the users. Aina (2014) affirmed that libraries play a crucial role in the

development of individuals. The quality of library resources according to the author determines the quality of graduates produced and research development. Aina also gives the primary purpose of setting up libraries as to acquire, process, store, preserve and make available current and relevant print and electronic materials that will meet the needs of its users at the appropriate time. Ntui & Uдах (2015) describe library resources as the raw materials that provide crucial services in the teaching and learning process.

Electronic resources have boosted the collection of libraries worldwide and in a special way, the ageing collections of many polytechnics in Nigeria. This also has raised the hope of meeting the user information needs and automated operations. With the increasing availability of electronic resources, users would have better quality collections and that would enable them to appraise their collections effortlessly and to assess the value of expensive journals and databases both within and outside the library. Rathinasabapathy (2015) asserts that traditional libraries store different types of information resources in different formats in their buildings. Various tools and guides to locate these resources were available only when a patron physically visited the library. The situation has now changed and access to these guides has become paramount. He concludes that with the advent of computers and telecommunication technologies, libraries and information centres can provide access to these resources through workstations within the library building. Advances in information technology, particularly the Internet, have enhanced the potential for widespread online search and retrieval of electronic resources by students and other researchers.

Some experts believe that students have the opportunity to learn many skills taught by librarians in academic libraries. Students also have the opportunity to access more organized library systems offering deep web sources that students can rarely access on their own due to cost. Ashraf, Swatman, & Hanisch (2008) found that students typically turn to popular web search engines when they need to find information. These search engines index only the surface web, where less than 7% of the information is appropriate for educational or scholarly purposes. No single web search engine indexes more than 16% of the surface web, yet we have no evidence that students use more than one search engine when they look for information.

In developing countries such as Nigeria, there may not be enough computers per student, and students may not be connected to any virtual libraries on their own. This means that school-based virtual libraries are the option. Thus it is necessary to study awareness and use of online libraries in developing countries. Access to computers (email and internet), affordability of computers and connectivity, telephone and electricity infrastructure, computer literacy, and expertise are some of the constraints to ICT as a globalising agent in developing countries (Gumbo, 2003). The ability to find and retrieve information effectively is a useful skill for positive and successful use of information resources in whatever formats. Information resources comprise both print and non-print resources. The non-print resources provide more advantages compared to traditional print-based sources. Such advantages include easy access; information is obtained speedily, more varieties from electronic sources and more often updated than printed tools. Electronic information resources are information resources provided in electronic form, and these include CD-ROMs, information resources available on the Internet such as e-journals, e-prints, and another computer-based electronic networks (Tsakonias & Papatheodorou, 2006). The

availability of relevant information resources affects how frequently students use them. The provision of information resources varies among disciplines. According to Crede & Kuncel (2008), study skills refer to the student's knowledge of appropriate study strategies and methods and the ability to manage time and other resources to meet the demands of academic tasks. Study skills tend to tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They include mnemonics, which aid the retention of lists of information, effective reading, and concentration techniques, as well as efficient note-taking. More broadly, any skill which boosts a person's ability to study and pass exams can be termed a study skill, and this could include time management and motivational techniques. Study skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study e.g. music or technology, and from abilities inherent in the student, such as aspects of intelligence or learning styles.

According to Ismail, Mahesar and Idrees (2017), the ability to effectively use library materials is a function of the skills students possess. Informed library users know that academic libraries hold research resources that are more comprehensive and scholarly than most Internet providers. Libraries provide access to scholarly literature that, as a rule, is not freely available on the Web, or may not be online at all. According to the study, students (67%) visit the library weekly, and 80% of the students responded they used the library for studying. While it is good for students to do well in school, it is also very essential that they understand that they can achieve more or do better by acquiring the skills that enable them to effectively utilize library resources available in the school. However, the ability to effectively utilize these resources heavily depends on students' ability to deploy all the study skills acquired in their educational journey. The skill of scanning through books and other publications in the library is critical to discovering useful and relevant materials without wasting precious time on irrelevant documents.

The ability to effectively use library resources is a function of the skills students possess. This is because informed users know that libraries hold research resources that are more comprehensive and scholarly than most resources found on websites (Ilogho & Iroaganachi, 2014). It must be noted however, that, while it is good for students to perform very well in school, so also is very important that students understand that they can achieve more or do better by acquiring the skills that enable them to effectively utilise library resources.

Theoretical framework

Anomalous stage of knowledge (ASK) by Belkin (1986) states that a user of information, that is, academic staff in Library and Information Science schools has a gap in knowledge to bridge on a particular random phenomenon, that is, how to improve his/her teaching effectiveness. He/she has to seek, access and use information to meet his/her needs. Information utility theory by Curren (1986) postulates that users of information are rational human beings and that they will continue to consume a given product or service as long as they are deriving maximum satisfaction from its usage. The theory is derived from the concept of consumer behaviour in

economics. Information utility theory is the bedrock of collection development. To a librarian, as long as a user makes use of information materials, you keep them.

Conceptual Model of the study

The study was conceptualized in a framework explaining the relationship between the independent variables (use of library resources and library service provided), and the dependent variables: effective study skill of students in Polytechnic.

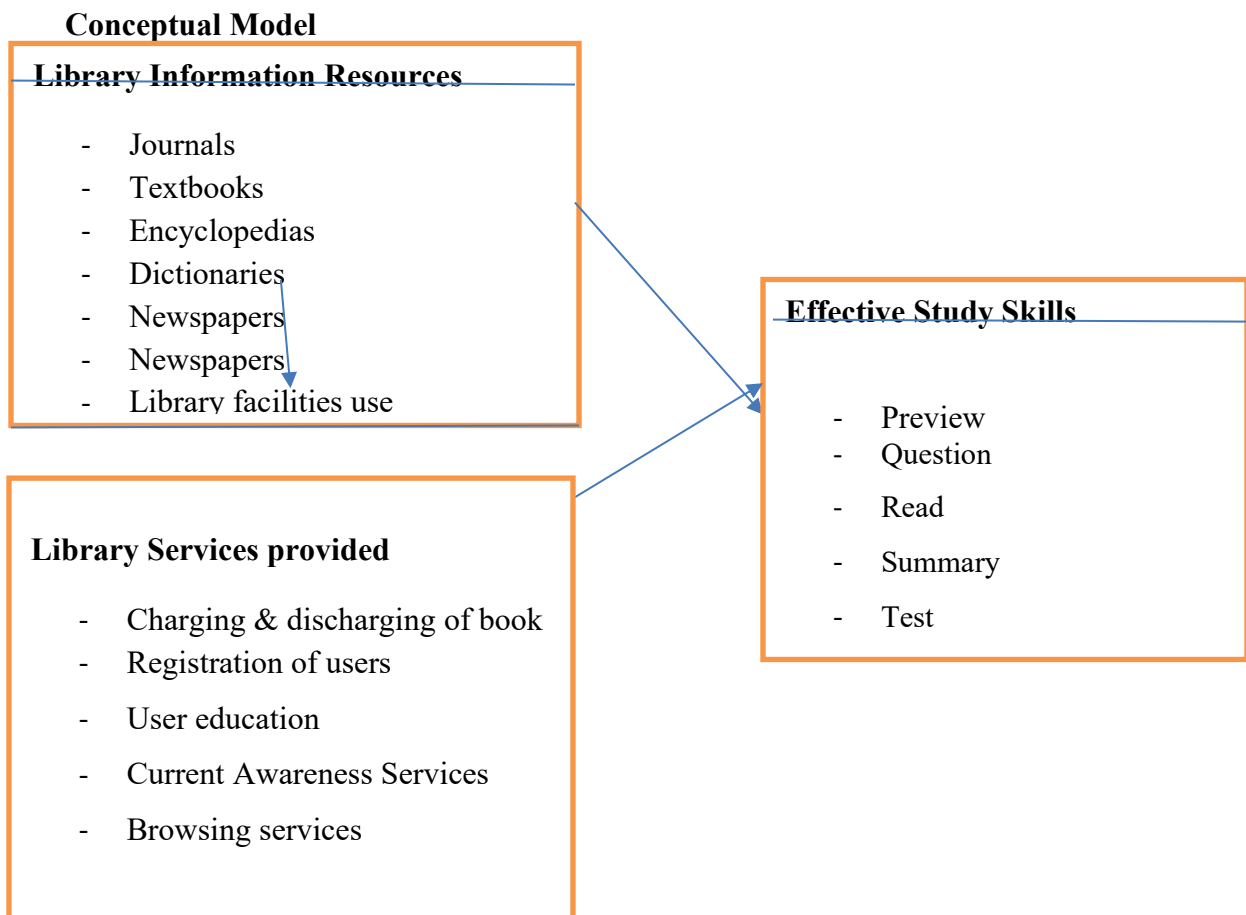


Figure 1: A Self-developed Conceptual Model of the study

The model, as shown in Figure 1 above, proposes linkages and interactions between the independent and the dependent variables of the study which are the use of library resources and library services provided as the independent variables, and effective study skills of polytechnic students as the dependent variable. The use of library resources cannot be in isolation from library services provided/available in determining the effective study skills of polytechnic students because they work hand in hand. The model shows a relationship between the use of library resources (independent variable) and library services provided/available (independent

variable) since both independent variables are connected, they both determine the effective study skills of polytechnic students (dependent variable).

Research Methodology

The survey research design was used for this study. The stratified random sampling technique was adopted primarily because it is a suitable and efficient way of studying large population. The total population of the students in (National Diploma) in the school was 2,950. A total of three hundred (300) students were selected for this research, with twenty-five (25) from each of the twelve (12) departments in the school as shown below.

Table 1 Study Population

Department	Population	Sample
Agricultural Technology	369	25
Computer Engineering	222	25
Computer Science	185	25
Electrical Electronic Engineering	202	25
Fisheries Technology	186	25
Statistics	192	25
Business Administration	170	25
Science Laboratory Technology	198	25
Accountancy	395	25
Architectural Technology	197	25
Cooperative Economics	350	25
Civil Engineering	284	25
Total	2950	300

Source: Academic Unit 2023

Table 2 Socio Demographic of Respondents

Variables		Respondents	Percentage
Gender	Male	189	63
	Female	111	37
Total		300	100
Marital status	Single	298	99.3
	Married	2	0.7
Total		300	100

Age	16-20years	180	60
	21-25years	120	40
Total		300	100
Religion	Christianity	171	57.0
	Islam	117	39.0
	African Traditional Religion	12	4.0
Total		300	100

Table 1 shows that 189(63%) of the respondents were male while 111(37%) of the respondents were female. The table also shows that 298(99.3%) of the respondents were single while 2(0.7%) of the respondents were married. On the age distribution of respondents, it was revealed that 180(60%) of the respondents were between the ages of 16-20years while 120(40%) of the respondents were between the ages of 21-25years. On the religion practiced, 171(57%) practiced Christianity while 117(39%) practiced Islam and 12(4%) practiced African Traditional religion.

Research Question 1: What forms of services are rendered to students in the polytechnic library?

Table 3 Services rendered to Students in the Polytechnic Library

Library services	Yes	No
Charging and discharging of books	300(100%)	-
Registration of users	300(100%)	-
Answering of users queries	242(80.7%)	58(19.3%)
Selective dissemination of information	218(72.7%)	82(27.3%)
Compilation of reading list	242(80.7%)	58(19.3%)
User education	300(100%)	-
Online searching	300(100%)	-
Current awareness services	300(100%)	-
Browsing services	300(100%)	-
Binding and photocopying	218(72.7%)	82(27.3%)
Serial services	300(100%)	-
Indexing and abstracting	300(100%)	-

On the form of services rendered to students in the Polytechnic library, it shows that 300(100%) of the respondents confirmed that their main library renders the services of charging and discharging of books, registration of users, user education, online searching of information, current awareness services, browsing services, serial services and the service of indexing and abstracting respectively. While 82(27.3%) of the respondents revealed that their polytechnic library does not render the services of selective dissemination of information and binding and photocopying services respectively.

Research Question 2: What is the extent to which polytechnic students make use of library resources and services?

Table 4: Extent to which Polytechnic students make use of Library Resources and Services

Library resources	Very High extent	High extent	Not at all
Electronic book	224(74.7%)	74(24.7%)	2(0.7%)
Textbook	224(74.7%)	74(24.7%)	2(0.7%)
Journals	48(16%)	250(83.3%)	2(0.7%)
CD-ROM	105(35%)	156(52%)	39(13%)
On-line Public Access Catalogue (OPAC)	105(35%)	193(64.3%)	2(0.7%)
Internet facilities	224(74.7%)	74(24.7%)	2(0.7%)
on-line database	224(74.7%)	74(24.7%)	2(0.7%)
News paper	200(66.7%)	98(32.7%)	2(0.7%)
Help desk	48(16%)	155(51.7%)	97(32.3%)
Dictionaries	109(36.3%)	132(44%)	59(19.7%)
Loaning materials	48(16%)	155(51.7%)	97(32.3%)
Thesis/dissertation	106(35.3%)	192(64%)	2(0.7%)
Digital collections	163(54.3%)	135(45%)	2(0.7%)
Lamination	139(46.3%)	122(40.7%)	39(13%)
Binding	163(54.3%)	135(45%)	2(0.7%)
Projector	48(16%)	155(51.7%)	97(32.3%)
Photocopy	200(66.7%)	98(32.7%)	2(0.7%)
Encyclopedia	139(46.3%)	122(40.7%)	39(13%)

The table 4 above shows that 224(74.7%) of the respondents made use of electronic books, textbooks, internet facilities and online databases respectively to a very high extent. While 97(32.3%) of the respondents do not make use of the help desk, loaning materials and projector respectively at the polytechnic library.

Research Question 3: What is the adequacy of available library resources in addressing the academic needs of the students?

Table 5: Adequacy of Available Library Resources in addressing the academic need of the Students

Library resources	Very adequate	Averagely adequate	Not adequate
Electronic book	242(80.7%)	58(19.3%)	-
Textbook	242(80.7%)	58(19.3%)	-
Journals	200(66.7%)	100(33.3%)	-
CD-ROM	163(54.3%)	137(45.7%)	-
On-line Public Access Catalogue (OPAC)	163(54.3%)	137(45.7%)	-
Internet facilities	242(80.7%)	58(19.3%)	-
on-line database	200(66.7%)	100(33.3%)	-
News paper	163(54.3%)	137(45.7%)	-
Help desk	106(35.3%)	194(64.7%)	-
Dictionaries	200(66.7%)	100(33.3%)	-
Loaning materials	187(62.3%)	113(37.7%)	-
Thesis/dissertation	163(54.3%)	137(45.7%)	-
Digital collections	130(43.3%)	170(56.7%)	-
Lamination	106(35.3%)	194(64.7%)	-
Binding	200(66.7%)	100(33.3%)	-
Projector	130(43.3%)	133(44.3%)	37(12.3%)
Photocopy	224(74.7%)	76(25.3%)	-
Encyclopedia	106(35.3%)	63(21%)	131(43.7%)

On the adequacy of available resources in addressing the academic needs of students, the table shows that 242(80.7%) of the respondents agreed that library resources such as electronic books, textbooks and internet facilities respectively are adequately available in the library. While 131(43.7%) and 37(12.3%) of the respondents revealed that library resources such as; encyclopedias and projectors are not adequate in the library.

Research Question 4: What are the ways by which the use of the library has improved the study skills of polytechnic students?

Table 6: Ways by which the use of the Library has improve the study skills of Students

Study skills	Very effective	Moderately effective	Not effective	I don't know
Memorization	263(87.7%)	37(12.3%)	-	-
Communication skills (reading and listening)	224(74.7%)	76(25.3%)	-	-
PQRST (preview, question, read, summary and test)	237(79%)	63(21%)	-	-
Condensing keywords	200(66.7%)	100(33.3%)	-	-
Visual imagery	178(59.3%)	85(28.3%)	37(12.3%)	-
Method based on acronyms and mnemonics	84(28%)	179(59.7%)	37(12.3%)	-
The method based on exam strategies	84(28%)	118(39.3%)	61(20.3%)	37(12.3%)

On the ways by which the use of the library has improved the study skills of the students, the table shows that the use of the library has been very effective in improving their memorization skills 263(87.7%), PQRST (preview, question, read, summary and test) skills 237(79%) and communication skills (reading and listening) 224(74.7%). While 61(20.3%) and 37(12.3%) of the respondents affirmed that the use of the library has not been effective in improving their method based on exam strategies and their method based on acronyms and mnemonics respectively.

Table 7: Effect of use of the Library has improved the study skills of Polytechnic Students

Items	Frequency	Percentage
I have better access to materials that I may not have been able to afford on my own	37	12.3
I get my reading materials at no cost	58	19.3
It makes me more focused on what is important to be read	57	19
I find myself concentrating better while studying in the library than anywhere else	24	8
No response	124	41.3
Total	300	100

Table 7 shows the effect of the use of the library has improved the study skills of polytechnic students. The findings showed that 58(19.3%) of the respondents confirmed that the use of the library has helped improve their study skills by allowing them to get reading materials at no cost, 57(19%) of the respondents also revealed that the use of the library has helped improve their study skills by making them more focus on what is important to read, while 37(12.3%) of the respondent revealed that they have better access to materials that they cannot afford on their own and 24(8%) of the respondents reveal that they concentrate better while studying in the library than anywhere else.

Research Question 5: What are the benefits of the use of library resources by polytechnic students?

Table 8 Benefits of the use of Library resources by Polytechnic Students

Benefits	SA	A	D	SD
Good student retention rate	237(79%)	63(21%)	-	-
Good academic achievement	200(66.7%)	98(32.7%)	2(0.7%)	-
Access to a wide range of information	144(48%)	156(52%)	-	-
Acquisition of effective study skills	200(66.7%)	98(32.7%)	-	2(0.7%)
Aesthetic enjoyment	119(39.7%)	100(33.3%)	81(27%)	-
Improves one's knowledge of other people's culture	61(20.3%)	156(52%)	83(27.7%)	-

On the benefits derived from the use of library resources by the students, Table 8 shows that 237(79%) and 200(66.7%) of the respondents strongly agreed that the use of the library has improved their retention rate and their academic performance respectively. While 83(27.7%) and 81(27%) of the respondents disagreed that the use of the library has improved their knowledge about other people’s culture and their aesthetic enjoyment respectively.

Research Question 6: What are the challenges faced by polytechnic students when using library resources?

Table 9: Challenges faced by Polytechnic students when using Library Resources

Challenges	SA	A	D	SD
Out dated materials	144(48%)	58(19.3%)	98(32.7%)	-
Lack of relevant books	120(40%)	82(27.3%)	98(32.7%)	-
Constant break down of internet facilities	144(48%)	156(52%)	-	-
Obsolete library equipment	120(40%)	24(8%)	156(52%)	-
Inadequate knowledge of how to use the library catalogue	120(40%)	-	180(60%)	-
Related subjects are not properly linked	120(40%)	58(19.3%)	122(40.7%)	-
Unwilling attitude of library staff to put students through when having challenges	237(79%)	63(21%)	-	-
shelving problem as the users cannot find the books on the shelves	119(39.7%)	100(33.3%)	81(27%)	-

On the challenges faced by polytechnic students in using library resources, Table 9 shows that the challenges faced by the students include outdated materials 202(67.3%), constant breakdown of internet facilities 300(100%), and lack of relevant books 202(67.3%). 180(60%) and 156(52%) of the respondents disagreed that they face the challenges of inadequate knowledge on how to use the library catalogue and obsolete library equipment respectively.

Test of Hypotheses

This section presents the results of the set of hypotheses that were generated and tested in the study.

Hypothesis 1

There is no significant relationship between the use of library information resources and effective study skills of undergraduates.

Table 10 Relationship between the Use of library information resources and effective study skills of polytechnic students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	151.254	6	25.209	234.238	.000 ^a
	Residual	31.533	293	.108		
	Total	182.787	299			

Using regression analysis to test the hypothesis which states that there is no significant relationship between the use of library information resources and effective study skills of polytechnic students; Table 10 shows that it is obvious that there was a relationship between the variables of interest. In this relationship, p was 0.000 which is < 0.05. We can infer from the result that there is a positive relationship between the use of library information resources and the effective study skills of polytechnic students. Therefore, the hypothesis is rejected and the null hypothesis which states that there is no significant relationship between the use of library information resources and effective study skills of polytechnic students is accepted.

Discussion of Findings

The use of information technology for the management and handling of information and data has grown significantly which helps how polytechnic students search, discover and learn various information resources in the libraries (Omogbemi & Akintola, 2009). On the form of services rendered to polytechnic students in the library, findings show that most of the respondents revealed that the library renders the services of charging and discharging of books, registration of users, user education, online searching of information, current awareness services, browsing services, serial services and the service of indexing and abstracting. This is in agreement with similar studies carried out by Onuoha (2013) who argues that academic libraries provide information services such as current awareness service (CAS), photocopying, referencing, statistical data analysis, E-mail, selective dissemination of information (SDI) and on-line database searching.

Furthermore, the study found out that most of the respondents revealed that they make use of library resources such as electronic books, textbooks, internet facilities and online databases on a very high extent while few of the respondents revealed that they do not make use of the help desk, loaning materials and projector at the library. The findings corroborate Okere and Onuoha (2008) who submit that students at Delta State University, Abraka, Nigeria make use of book materials such as journals, newspapers, textbooks magazines, dictionaries, projects, encyclopedias and government publications to improve their study skills. This is supported by Thanuskodi (2012) who carried out a study on the utilisation of archival information by students at the University of Nairobi, Kenya and reports that students make use of maps and atlases, gazettes, theses and dissertations, newspapers, statistical abstracts, video films, political records, journals and conference papers, books for their academic activity.

In the same vein, findings also revealed that library resources such as electronic books, textbooks and Internet facilities are very adequately available in their library. This is in line with the findings of Ani and Ahiauzu (2008) who investigated the extent of availability of relevant information infrastructure, human capacity building and ICT skills acquisition programmes available in Nigerian academic libraries and revealed that electronic books, journals, textbooks, newspapers, magazines, dictionaries and encyclopedia are adequately available. Moreover, on the ways by which the use of the library has improved the study skills of the polytechnic students, findings revealed that the use of the library has helped improve their study skills by allowing them to get reading materials at no cost, by making use of the library has helped improve their study skills by making them more focus on what is important to read and that they have better access to materials that they cannot afford on their own. Also, the study reveals that the use of the library has improved their retention rate and their academic performance.

On the challenges faced by polytechnic students in using the library resources, findings revealed that most of the respondents encountered outdated materials and constant breakdown of Internet facilities. This is in line with the study of Abosede and Ibikunle (2011) who carried out a study on “E-Resources and Services in Engineering College Libraries”. Results of the study revealed that the collection and service infrastructure of the libraries in sampled regions were not up to the mark and libraries were struggling to build digital collections. Dissemination of digital information was attributed to a lack of ICT infrastructure; IT-trained manpower and paucity of finances.

Conclusion

The polytechnic library is regarded as a repository of knowledge and an information gateway where various information materials are stored. They are set up to assist in the execution of their statutory duties. These libraries are the centre of both learning and research activities in the academic environment. To fulfil its mission of supporting the educational objectives of its parent bodies, which include teaching, research, cultural development and the development of students’ study skills, the library has to develop and maintain standard books, journals, multimedia, electronic resources and information and communication technologies and services. One of the objectives of polytechnic libraries in Nigeria is to develop and maintain collections in all formats; print and electronic and to make these information resources available and accessible to all including students. It is pertinent, therefore, that academic

libraries should facilitate uninterrupted Internet access to scholarly electronic publications to meet students' needs, the provision and efficient use of library information resources are central to any meaningful research, teaching, learning and the development of study skills of students in Nigeria polytechnics. The use of information resources in whatever format; however, will in a great way influence the study skills of students because they are provided with information resources that are needed, and valuable and which are made available to them in the format they require.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. All relevant stakeholders like the school authorities, student union, faculties, departments, libraries, etc should assist in creating awareness of the use and benefits of the library.
2. Library user should also be educated on the use of online resources and databases for their research work.
3. Libraries should introduce information literacy programmes as this will enable users to know when information is needed, where to go get such information, through the use of several online and electronic resources available, how to adequately synthesize the information to the needs and measure the success or otherwise of the information.
4. The information needs of the user must be used as the major consideration in the selection of material for the library. This will make whatever is bought useful to solve the needs of users.
5. The library put in place user services that will aid in the development of their study skills, these services include time management, how to develop reading and study skills, reference services and so on.

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