Library User Education, Library Anxiety and Use of Information Resources by Students of Federal Colleges of Agriculture, Ibadan, Oyo State

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Certification

This is to certify that this thesis was carried out by Bolanle Rebecca KEHINDE with Matriculation Number LCU/PG/001475, a student in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria and that this work has not been previously submitted.

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Dedication

This project work is dedicated to Omniscience God, He who knows everything who in His mercy has kept me thus far.

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Abstract

Use of information resources (IR) by students of higher institution of learning can largely be under-utilized through two major factors. These factors are less effective library user education (LUE) and library anxiety (LA). When these factors are dominant in the life of users, making use of information resources as available in a library will become questionable. For this not to be so, this study deemed it fit to investigate the influence of library user education and library anxiety on use of information resources by students of Federal Colleges of Agriculture Ibadan, Oyo State. Descriptive research design was adopted. Population consists of eight hundred and ten (810) ND 1 and ND 2 students of Federal Colleges of Agriculture Oyo State. Proportionate Sampling technique was adopted as the sampling technique for this study as well. 265 respondents served as the sample size for this study. The reliability coefficient for each of the variable ranged from 0.85 to 0.95. Data collected was analyzed using descriptive and inferential statistics. Findings revealed that LUE had significant influence on use of IR (*Adj.* $R^2 = 0.027$; $p = 0.009$), LA was also found to significantly influence use of IR (*Adj.* $R^2 = 0.012$; $p = 0.044$). Jointly, LUE was the only one found to statistically significantly influence use of IR (*Adj.* $R^2 = .033$, $F_{(2, 246)} = 5.221$, $p < 0.05$), but LA was found not to jointly statistically significantly influence use of IR. The study concluded that LUE and LA independently influenced use of IR, but jointly LA did not. It was recommended that Librarians have to adopt appropriate and acceptable form of library user education methodology to promote massive use of information resources. Computer self-efficacy training should also be incorporated when carrying out library user education.

Key Words: Federal Colleges of Agriculture, Library Anxiety, Library User Education, Use of Information Resources

Word Count: 291

Table of Contents

List of Table

List of Acronyms

Abbreviation	Meaning
EIR	Electronic Information Resources
ICT	Information and Communication Technology
IL	Information Literacy
IT	Information Technology
OND	Ordinary National Diploma
OPAC	Online Public Access Catalog
TEEAL	The Essential Electronic Agricultural Library

Chapter One

Introduction

1.1 Background to the study

Tertiary institutions world over, such as Universities, Polytechnics and Colleges are established for the main purpose of training different levels of manpower for the benefit and development of a country. Students who go through such training and programmes are expected to learn, acquire knowledge, undergo change and be assessed before being awarded appropriate degrees and certificates. In all of these, the Library plays a very vital role in the process of teaching, learning and carrying out research activities in tertiary institutions. In other words, the Library serves as appositive learning environment for all users in the academic community, through the provision of information resources, recorded to suit the educational needs of students and scholars.

The available resources in the library, serve as tools that expose students to the right information leading to desired academic successes. It is important to note that students that rely on these information tools for their course requirements including completing assignments, writing tests, term papers and preparation for examinations may typically be ahead of their peers who do not make use of the resources for further research.

The level at which a library's resources are used to satisfy information demands is referred to as the uses of Information Resources. The focus of this study is to investigate the type and nature of information resources use among students of Federal Colleges of Agriculture in Ibadan, Oyo State. The relevance of resources in a library is in the use. Demand for particular resources in a library can be used to determine how often it used, why it should be kept and such demand is also crucial in directing the collection development activity of the library.

Utilizing information resources entails incorporating new information into one's prior knowledge base[2]. Since knowledge cannot exist without information, any source of information must be evaluated in terms of the information that is regarded important and is absorbed in order to address a problem. Information is valuable and beneficial if it alters events, choices, and behavior after being received. Information could be used by students to meet their personal and professional goals. Students must use information effectively in order to stay current in their industry, be aware of current trends, and offer their profession and the community they serve great services and results.

Books, journals, and audiovisual materials are examples of library and information resources that are available for public use[2]. Typically, these resources are kept in the shelves that has been carefully organized for quick access. Public, academic, and specialty libraries are all regarded as knowledge repositories for published and unpublished information sources that are essential to humanity's continuous survival, advancement, and development.

Books, journals, magazines, and newspapers are examples of published information sources, whereas unpublished items include projects, theses, conference papers, workshop papers, and seminar papers. Without the information resources, which are available there is barely any possibility of knowledge advancement in the sphere of human endeavor today. This study will be based on metrics that were derived from the information utilization capacity theory[3], such as the degree of information literacy skills, attitude toward using information resources, computer self-efficacy, and accessibility of the resources.

The ability of students to conduct research quickly and easily could primarily depend on the accessibility and availability of information resources. Thorough utilization of information resources, aids people in acquiring knowledge for their academic endeavors. Because of this, students will use libraries' various kinds of information resources to their fullest potential[4].

Availability of information resources has the potential to aid students in improving their academic performance in preparation for further study[4]. The availability of information resources for additional research also proves to be better, more effective, and superior in academic accomplishments. In accordance with this, students frequently do poorly in their academic work when there are no information resources available for future research. When compared to their counterparts, they also reveal themselves to be imperfect and occasionally ineffective. As a result, having access to information resources encourages academic success and lowers mediocrity[5].

When students use information resources, it enhances learning which, gives them knowledge in their academic pursuits, and is the key to their academic success. Although having access to information resources is crucial, it has been noticed that students do not consistently utilise the library information resources that have been made available to them. This shows that their degree of utilization is less than anticipated. This condition may be seen in the low monthly statistics of reader services users and the low daily statistics of books consulted, books borrowed by students for home use, number of books photocopied by students, number of electronic database logins.

Underutilization of information resources may be a widespread issue. This condition can be attributable to a number of issues, including poor preservation and insufficient user education on how to use information resources. Using a library is the act of browsing the collection, getting

help from library employees, finding useful information, checking out a book, studying one's own materials, visiting the library, or simply hanging out with friends there[5]. The term "library use" can also refer to having a library borrower's card and using it or not. It encompasses all of the aforementioned activities as well as possibly a few others. The modern library, especially academic libraries, are tasked with providing accurate information, unlike libraries of the past that were content with their job as "custodians" of library items. The degree of effective and efficient use of the library and its resources[6] determines the library's value in the academic lives of the students. The library's resources are wasted when a patron could not use it in a way that gets him or her what is need. The main goal of building libraries in academic institutions is anticipated to be effective library use by students[7]. The librarians must show the students how to use the library in order to accomplish this goal. The users must be made familiar with library usage strategies.

There is need for user education in libraries. In order to provide users with the fundamental skills necessary to enable them to make the best, most effective, and independent use of the information resources and services offered in a specific library[8]. Library user education encompasses all types of activities designed to teach users about library services, facilities, organization, resources, and search strategies. It is only a methodical procedure and strategy designed to teach library patrons the fundamental knowledge and abilities needed to make the most use of the materials offered by a particular library or libraries. Due to the massive increase in publishing volumes and the resulting complexity of libraries and methods used for organizing and distributing resources training users on how to use the library has become important. Information on the college's fundamentals, more formal organizational structure, and systematic instructional programs are all covered in the library user education curriculum. Through the

learning of skills in the identification, location, retrieval, and exploitation of information resources, several types of user education which have varying degrees of effectiveness seek to teach library users how to make the most of the library and its resources.

Students who visit the library for the first time almost certainly are unaware of its functions[9]. The librarians must walk them through the entire procedure to ensure they understand how to make the best use of the resources in the library. The fundamental training that librarians provide to patrons, particularly first-year students, is known as user education. When students visit the library for the first time, they are unaware of all of its activities. Library personnel should teach students what the tertiary offers, workings, and policies through user education. In addition to saving students' time and introducing them to alternative sources of information on a particular topic of interest, an effective user education program also helps to create a friendly environment where students, librarians, and information resources can interact. This enables students to use the information resources that are available in the library. Students may not be able to effectively use library information resources to satisfy their academic needs if user education is not provided for them. This can deter students from accessing the information resources since they do not know where to find or how to use them[10].Library information resources were subjected to inhibition and extinction, stimulus generalization, shaping, and reinforcement, all of which were adapted from the behaviorism theory of learning[11].

An inhibition is a force that prevents something from happening that is when a stimulus prevents a reaction from happening that would have, it may be either internal or exterior. Students attitude toward user education have the potential to either impede or facilitate the development of library skills. Extinction is the weakening or absence of a learnt response caused by the presentation of the conditioned response(CR) repeatedly without the unconditioned stimulus(UCS) which

eventually results in the CR ceasing to exist. Stimulus generalization describes how people and other animals sometimes fail to distinguish between stimuli that are similar.

Operant conditioning is a type of learning in which a reward or punishment is used to reinforce a behaviour. Shape and reinforcement are two operant conditioning concepts that are relevant to this research. Shaping is a strategy for successfully conforming behaviour so they resemble desired behavior more while reinforcement states that reactions that give buttress will rise in strength while those that produce punishment will diminish. The challenge of users being able to access the information they require grows as research and scholarly publications expand. Studies revealed that a lot of students may lack the fundamental knowledge and abilities needed to effectively use libraries and information resources when they enroll in colleges and universities. This may result in them not being able to satisfy their information needs. Furthermore, a significant portion among them may have never even visited a library. As a result, people have trouble utilizing the library's resources. The main goal of establishing libraries in academic institutions anticipated to be the efficient use of the library by users.

Lack of user knowledge among library patrons may be caused by library anxiety, which is the sense of fear, tension, nervousness, or apprehension that a patron may have when they feel intimidated by the library environment or when using or anticipating using the library. A psychological barrier that prevents students from accessing information is library anxiety. When experienced in a library environment, library anxiety is a disconcerting feeling or emotional state with implications for cognition, affect, physiology, and behavior[11].It is characterized by negative self-defeating thoughts, stress, fear, emotions of uncertainty and helplessness, and mental disarray[12]. The concept of library anxiety is conceptually different from other academic-related worries. There is a prevalent perception that students utilize the library much less than they

should, according to numerous research on library anxiety among tertiary institution students[13].When they are unable to access the library's databases and online public access catalog (OPAC), or when they are unable to use other technology, students experience library anxiety. In many colleges, students perceive the library to be a complicated concept and run into problems of this nature when using the library for coursework[14].

The five different antecedents of library anxiety identified by Sharon Bostick are: barriers with staff (perceptions that librarians and staff are unavailable or preoccupied); affective barriers (resulting from a belief that the student lacks sufficient skills). Others are comfort with the library (concerning the general security and welcoming nature of the library space); knowledge of the library (familiarity with the layout and policies); and mechanical barriers (ability to use and the operational condition of various mechanical equipment). The most popular tool for measuring library anxiety to date has been the Library Anxiety Scale[16].

The majority of the time, students get the impression that librarians are unapproachable and overworked and cannot help them. When students are unable to use the library efficiently, are unable to locate the information materials they require, or are unaware of how the library's shelves are organized, it means that they lack knowledge of the space. Students' may experiences a mechanical barrier brought on by the introduction and use of new technology in the library. The fact that a lot of money is spent on library resources and services, which could only be justified if the university library is utilized to the fullest extent possible, has caused librarians and other significant stakeholders in the library to become quite concerned about this. This study tends to analyze library user education and library anxiety anduse of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State, in light of the aforementioned debate.

1.2 Statement of the Problem

In order for a library to be effective, it must cater for the requirements of its patrons (in this study students) make sure they effectively utilize the information resources and services at their disposal. Students' academic performance is improved by the availability and accessibility of information resources if they are able to utilise those resources as sources of academic knowledge. The society would not lack in progress if students in tertiary institutions are achieving well in their academic endeavors. This will improve the reputation of their academic institutions and increase support for them. However, preliminary research, direct observation, and a review of the literature show that Federal Colleges of Agriculture students are using libraries less frequently. The students may not be entirely aware of how to utilize the library and some may be experiencing anxiety when utilizing it, which may result in poor or inefficient use of information resources. All of these inefficiencies may cause the students to perform poorly academically . The institutions' reputation and development would suffer. Library anxiety and lack of library literacy are most likely the root causes of the poor academic performance of students in tertiary institutions which would then have an impact on the institutions and society.

However, it appears that there are not many empirical research that integrate the two factors of library user education and library anxiety in the context of using information resources. The few studies that have been conducted have primarily focused on various contexts, such as studies that are not centered on higher institutions but rather on society; Thus, supporting the argument that a study is necessary to prove the relationship between library user education, library anxiety, and usage of information resources. This study therefore intends to investigate the library user

education, library anxiety as a determinant of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate library user education and library anxiety and use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. The following objectives guided the study:

1. Identify the level of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.
2. evaluate the level of library user education among students of Federal Colleges of Agriculture in Ibadan, Oyo State.
3. identify the level of library anxiety among students of Federal Colleges of Agriculture in Ibadan, Oyo State.
4. examine the influence of library user education on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.
5. determine the influence of library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.
6. establish the combined influence of library user education and library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

1.4 Research Questions

The following research questions guided the study:

1. What is the level of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State?
2. What is the level of library user education among students of Federal Colleges of Agriculture in Ibadan, Oyo State?
3. What is the level of library anxiety among students of Federal Colleges of Agriculture in Ibadan, Oyo State?

1.5 Hypotheses

The following null hypotheses was tested at 0.05 level

$H_0$1: There is no significant influence of library user education on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Ho2: There is no significant influence of library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

$H_0$3: There is no significant combined influence of library user education and library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

1.6 Significance of the Study

The findings of this research work are expected to be useful to different category of stakeholders such as staff and management of Colleges of Agriculture, researchers, policy makers in Government, librarians, library users and the body of knowledge.

The result of this study would be of great significance to the staff of colleges of Agriculture in becoming better informed about the importance of library users education and proffer possible

solution to the phobia of library anxiety. Findings in this study would provide librarians with insight to accommodating the library users their quest for in knowledge seeking. Also, librarians will know they are expected to provide necessary services and activities that will help their patrons to be up to date. Conclusively, it would serve as link and guide for future researchers of related study as they make use of this material for references. Policy makers would benefit from the findings which would serve to guide formulating of policies that are relevant to the library and the needs of students in tertiary institutions.

1.7 Scope of the Study

This study will focus on library user education and library anxiety and use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. The measures of use of information resources are level of information literacy skills, attitude to information resources use, computer self-efficacy and accessibility of the resources. The measures for library user education are inhibition and extinction, stimulus generalization, shaping and reinforcement while the measures used for library anxiety are barriers with staff, affective barriers, comfort with library, knowledge of the library and mechanical barriers. The geographical scope will cover Federal College of Forestry Jericho, Federal College of Agriculture, Moor Plantation and Federal College of Animal Health Production Apata in Ibadan, Oyo State and the respondents will be the OND 1 and OND 2 students of the institutions. These categories of students are fresh and would require user education to effectively use the library.

1.8 Limitations of the Study

Time factor for retrieval of information and responsiveness served as constraint. The researcher had to vigorously engage the staff in each of the selected Federal Colleges of Agriculture for the needed support in questionnaire administration and retrieval.

1. 9 Operational Definition of Terms

Use of Information Resources*:* This is the act by which students of Federal Colleges of Agriculture in Ibadan, Oyo State make use of available data and information in the library for academic gains.

Level of Information Literacy Skills: This is to describes set of abilities that enable an individual students to acquire, evaluate and use information at Federal Colleges of Agriculture in Ibadan, Oyo State. Students ability to access, evaluate and use information from a variety of sources to recognise when information is needed and know how to learn.

Attitude to Information Resources Use: This is how students of Federal Colleges of Agriculture in Ibadan, Oyo State feel towards the use of information resources from the school library.

Computer Self-efficacy: It is the belief of students of Federal Colleges of Agriculture in Ibadan, Oyo State that they have about their own ability to use a computer and its resources successfully.

Accessibility of the Resources: This is the level at which information and academic resources are readily available and for use by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Library User Education: The acquisition through learning of requisite knowledge and skills of making efficient and effective use of library and its resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Inhibition and Extinction: This is the learning experience and means of evaluation of academic progress and achievement by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Stimulus Generalization: This is the ability of students of Federal Colleges of Agriculture in Ibadan, Oyo State to behave in a new situation in a way that they could learn how to use the library information resources.

Shaping and Reinforcement: It is the use of buttress of successive approximations of library use behaviour among students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Library Anxiety: It is an uncomfortable feeling or emotional disposition, experience that students of Federal Colleges of Agriculture in Ibadan, Oyo State have, when making use of the library and its resources.

Barriers with Staff: It is act where students of Federal Colleges of Agriculture in Ibadan, Oyo State develop apprehension for the school library staff.

Affective Barriers: This is the negative impact on information seeking by blocking or delimiting it, or stopping information seeking prematurely from Federal Colleges of Agriculture in Ibadan, Oyo State library.

Comfort with Library: It is the urge the students of Federal Colleges of Agriculture in Ibadan, Oyo State have in order to make use of the library resources from time to time.

Knowledge of the Library: This is the ability of the students of Federal Colleges of Agriculture in Ibadan, Oyo State to be aware about the use of library.

Mechanical Barriers: These are devices that provide a physical barrier between the students of Federal Colleges of Agriculture in Ibadan, Oyo State and the library.

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Chapter Two

Literature Review

This chapter reviewed related literature that enabled the researcher broaden her understanding on the research problem. The chapter is presented under the following headings:

2.1 Conceptual Review

2.1.1 Overview of Use of Information Resources

Users of libraries utilize information resources both print and digital to fulfill their informational needs. The primary goal of tertiary institutions' libraries is to create and manage collections of information resources in various media, including printed and digital ones, and to make these resources available to users in order to meet their information demands. The libraries at higher institutions house a variety of information resources, such as books, reference materials, serial resources, etc. Print or electronic sources of information are also acceptable. The traditional print information sources include books, dictionaries, directories, journals, handbooks, manuals, encyclopedias, newspapers, magazines, bulletins, etc .Electronic information resources were created as a result of the development of information and communication technology (ICT). Digital resources classified as "electronic information resources" include electronic journals, such as TEEAL electronic books, electronic reference materials, CD-ROMs, e-magazines, e-newspapers, excetera[1].

A room stuffed with books or other reading material that is not well-organized for quick access is not a library. A library is therefore a collection of different kinds of recorded knowledge, some of which may be in print formats like books, periodicals, references, manuscripts, magazines, theses, gazettes, etc., or non-print formats like microforms, films, magnetic tapes, slides, video tapes, and data stored in electronic media like discs, CD-ROM[2]. A library must fulfill the informational, research, leisure, and educational needs of its patrons before it can be deemed active. A library is a company tasked with gathering, compiling, storing, retrieving, and providing users with access to information resources. A crucial service that cannot be disregarded is the availability and accessibility of information resources in academic libraries. Academic libraries support information literacy and offer resources to faculty, staff, and students

at the respective universities or colleges. To meet the needs of academic institutions and their users, librarians and information professionals in academic libraries must strike a balance between specialized research and information needs and a usable collection of information resources while taking into account the subject specifics in the institution.

Academic libraries provide students with information resources in print or electronic versions; as a result, the library maintains both types of information sources (EIRs).Any work that has been encoded and made computer-accessible is referred to as an information resource. These include electronic data that may be accessed directly or remotely via fixed media (such as disks, cassettes, and cartridges). A "piece of information recorded in the form of electrical impulses and frequently found on a computer, which includes information available on the internet" is referred to as an "electronic resource"[3]. Data resources, virtual resources, online resources, and digital resources are all phrases that can be used to refer to information resources.

Internet access is typically used to access information resources that are housed in computer or computer-related facilities. E-books, online databases, e-journals, the Online Public Access Catalogue (OPAC), and other digital materials are included in these resources .E-mail, online databases, CD-ROM, Digital Versatile Disc (DVD), and other digitized information are also included in this. 4. In addition to these, university libraries frequently have access to e-journals, e-data archives, e-manuscript, e-maps, e-books, e-theses, World Wide Web, e-newspapers, e-research reports, and e-bibliographic databases. The academic community in several countries has found it valuable. They have carved out a strong presence in academic libraries. Due to their convenience, flexibility, accessibility to a variety of information sources, unrestricted access to information, online browsing capabilities, and timeliness, information resources have achieved widespread acceptance among academic scholars. They are currently regarded as crucial

resources in every academic library, and they have dramatically altered the way most academic libraries handle material. Students can benefit from these extensive informational resources, particularly postgraduate students who are working to succeed academically through research. Researchers and students now have access to worldwide information resources because to the use of electronic resources, which has improved research. Due to their many benefits over conventional print-based sources, information resources are now "indispensable for studies" and immensely popular with students.

An academic library is viewed as a repository for knowledge that contains a variety of information sources. It is considered as a hub of educational and research endeavors in higher education institutions. To carry out its purpose of assisting its parent organizations in achieving educational goals, which include research, teaching, and learning. In addition to acquiring print resources, libraries must also make electronic resources and services available. The availability of print and non-print resources gives libraries the ability to influence learning, research, and teaching in institutions. However, in order for libraries to fulfill their role as educational institutions, print resources have emerged as a crucial component of their collections[5]. As a result, there has been an exponential increase in information resources, which has significantly altered students' attitudes toward looking for scholarly literature to advance their research. When taking into account the aging collections of many university libraries in Nigeria, electronic resources have enhanced library collections in a unique way. This increased the desire to meet user needs and improve libraries' reputation. Several databases for Nigerian institutions were subscribed to by numerous local and international organizations. For instance, the NUC offers access to international and local journals through the libraries of Nigerian universities via its URL link (www.nigerianvirtuallibrary.com). Additionally, "the Nigerian Universities Consortium (NUC),

the Nigerian University Libraries Consortium (NULIB), and the Electronic Information for Libraries Network (eifl.net) are partnering to provide access to electronic resources towards teaching, learning, and research in Nigerian universities"[6]. Similar to this, under the National Virtual Library Project, the National Information Technology Development Agency (NITDA) is fostering ICT in Nigerian higher institutions by establishing virtual libraries and receiving gifts of computers and/or internet facilities. In current times, information resources are well-known as a main source of information, especially for postgraduate students and other researchers.

Academic libraries all over the world make a wide variety of electronic information sources available for use by undergraduate students, postgraduate students, researchers and staff in their respective institutions". Information resources available in academic libraries include various types of electronic documents like e-books, e-journals, e-databases, scholarly web resources, patents, etc. They are usually alternative to the print media. The merits of electronic resources over printed ones include the following: speedy access, ease of use, the ability to search multiple files at a time and the ability to access documents from outside the library.

Users favor information resources over print media due to the accessibility of these resources. As a result, the focus of library activities is on acquiring, organizing, and facilitating access to information resources. An important factor in promoting quick access to reliable information is the availability of information resources in libraries. As a result, libraries constantly use ICTs to give users access to information and services. Students in Nigeria place significant importance on the availability of e-resources in libraries because many of them cannot afford to buy computers or pay for internet access to improve students' access to online materials, Nigerian libraries, particularly academic libraries, should make sure that the necessary infrastructure, such as internet connectivity, is provided. As libraries work to give their users access to these

materials, their availability and utilization are crucial to students' overall academic success. Similar to this, making information resources accessible through digital methods so that students, researchers, and other stakeholders can have access whenever and wherever they want aims to improve the quality of the library's collections and add value to the content. As a result, information resources have actually evolved into the foundation of many academic institutions[7]. Electronic resources offer "correct and current information, particularly for students who rely heavily on the electronic resources for information to further research and collaboration with other scholars around the world for intellectual progress." With the availability of EIRs in libraries, users have access to cutting-edge tools and retrieval methods that may have a favorable influence on their information-seeking behavior. It has also altered how libraries organize their collections. Electronic information reduces the need for physical space for storing information resources and ensures that the purchase of further electronic resources won't be hampered by a lack of physical space. Electronic information sources allow pupils to access high-quality knowledge while holding enormous amounts of data without necessarily taking up physical space. Students can now use the internet to access digital information resources thanks to libraries' availability of access. Users can access electronic information resources both locally and remotely, and it is convenient that they can be searched from multiple angles. As a result, "electronic resources are viewed as an essential aspect of the library in many colleges since they promote teaching, learning, and research activities." [8]. The users of any academic library must have access to and use of these contents. Because faculty members and students have such a high need for pertinent information, the internet revolution has expedited the availability and usage of information resources in libraries, particularly university libraries. These needs can be met by libraries and librarians must awaken and respond to this worldwide development. In order to

introduce students to digital information via the internet and other technology, university libraries are now making significant investments in electronic resources.

Libraries spend a significant portion of their annual budget on electronic resources, particularly e-books and e-journals that offer up-to-date and trustworthy information for a better learning experience. E-books and e-journals are the electronic resources that academic libraries consider to be of the utmost importance for use. They are therefore electronic versions of the traditional books and publications that may be found in our libraries. In fact, it is concerning that printed journals may go extinct due to the expansion and diversity of electronic resources, notably e-journals. In contrast to print media, e-resources are organized and stored in a variety of databases to allow for simple retrieval. Some of these databases are subject-based, but others include a broad coverage of topics. In order to provide strong access to e-resources, some agencies combine publications from several databases, while publishers frequently have their own databases with all of their publications[9].

The availability of libraries and information services has expanded beyond regional and physical boundaries to encompass universal or global platforms, where technology has aided in resolving and meditating the issues users have when accessing electronic resources. The scientific revolution and the development of modern ICTs have made it possible for library customers to no longer rely on traditional library services. One is "convinced that the abundance of information available in electronic formats may absolutely fulfill their information wants as a better substitute to traditional print services"[10]. As a result, the use of electronic information resources in higher education is quickly becoming a significant and hotly contested topic in the modern educational system. In order to fulfill their duty as an information reservoir and meet the

information demands of users, libraries must therefore make sure that information resources are made available.

The university libraries' holdings are available in both printed and electronic versions, hence the library has both printed and electronic information resources. Electronic information resources are those that are produced using an electronic medium and distributed to a large audience both on and off-site using an electronic transferring device or the Internet. All types of digital collections in the form of e-books, onsline databases, e-journals, the Online Public Access Catalogue (OPAC), TEEL, and the Internet are included in its scope of resources. When we talk about resources, we're talking about everything that has to be accessed by a computer, whether it's a microcomputer, a mainframe, or another kind of computer. These resources can either be mounted locally or accessed remotely over the Internet. The phrase "electronic information resources" is frequently used synonymously with phrases like "electronic resources," "virtual resources," "online resources," and "digital resources."Both the developed and developing world's university communities have found use for electronic information resources[10]. The term "electronic information resources" refers to any hardware or software used to store, transfer, or utilise information, as well as any digital content files that may be used with such hardware or software. These include voice systems, local and remote databases, CD-ROM, DVD, video, recorded magnetic media, digital movies, photographic files, and other digitized data. They also include email, voice systems, local and remote databases, and databases that can be accessed externally.

Academic staff workers at tertiary institutions use an expanding range of electronic information resources in the modern technological environment, including online databases, OPACs, e-

conference materials, email, full-text databases, e-books, and scholarly websites because they may give users fast, convenient, and up-to-date information, these tools are essential for academic and research operations. For instance, Science Direct, a database that stores e-books, provides enough support for research in the social studies, engineering, food science, and natural science sectors, allowing users to access the most recent scientific knowledge.

But the abrupt increase in these resources is the result of a number of adjustments made possible by the growth of cutting-edge and growing information technology. By forcing a change in the roles, resources, and services offered by library and information professionals, the evolution of information technology has drastically altered the landscape of the library and information practice worldwide. Growth in non-traditional students, such as mature students and part-time students, inflation in the cost of printed materials, an increase in the number of academic publications, and the rapid growth in student numbers which is not mirrored by a relative increase in library and information services staff were some of the factors that contributed to the rapid adoption of information technology and its accompanying e-resources in the provision of library services.

Due to these modifications, the emphasis has shifted from an initial focus on ownership to providing access to library resources through the library. The need for more diversified, simplified, or upgraded resources and services to meet the changing needs of users has arisen as awareness of the significance of information in human activities has increased[12]. There are now a huge number of electronic information resources available from various sources. Education institutions have benefited from the rapid expansion of electronic information resources that provide access to reliable and current information. For research to be credible, it must be founded on current and credible information. Due to its many benefits over conventional print-

based sources, electronic information resources have become crucial for university studies and are very well-liked by the majority of students. The following are some benefits of networking and using electronic resources: "the information needed can be delivered to the user from the most appropriate source; the user can dynamically re-specify his or her needs; the information is obtained when it is wanted, so it becomes "just in time" rather than "just in case"; the user selects only the information needed to answer the specific question; and, finally, the information is stored only if the user wishes, and very often by the user."

Other benefits include the fact that using electronic information sources is frequently quicker than using print indexes, especially when searching backwards, and that it is easier to use keyword combinations with them. They make it possible to search numerous files simultaneously, which is easier to do than with printed equivalents. In addition to being updated more frequently than printed tools, electronic resources allow for the printing of information and the saving of searches for later use. The ability to access them through dial-up from outside the library is another benefit, particularly for distance learners or those with constrained time to visit the library[13].

Electronic information resources are used by students for a variety of academic purposes, particularly by those who attend post secondary institutions. These include completing class assignments, writing term papers, adding to class projects, obtaining recent literature for study, following blog conversations on relevant topics, looking for scholarship opportunities, looking for internship placement, and conducting research. Given that tertiary institutions are places of higher learning where research of varying scope is conducted and that research similarly necessitates the use of current and up-to-date literatures, it is crucial that the students at these institutions make extensive use of information resources. Because it serves as a global entry

point, the Internet, an electronic information resource, is regarded as the best channel for students to use to retrieve information for their research projects. He believed that it enables various groups of individuals, in particular students and researchers, to establish avenues for self-expression and dialogue. Before the invention of the Internet, students and researchers had a difficult time finding current articles and books in the many disciplines. He views the Internet as the window to getting current knowledge.

A good research project heavily depends on a student's ability to locate current and pertinent information. University research and other academic pursuits include collecting and processing data. Research is now simple because to the availability of electronic information resources. This is because the majority of sources for research materials can be found online, including the Internet, online databases, OPACs, electronic journals, electronic books, and so on. Collaboration between students and researchers is encouraged through the usage of electronic information resources. The World Wide Web's (www) development has aided in scholarly communication and the growth of computational science. Today, a lot of college students use the internet for research, term papers, assignments, and communication with their professors. Students also exchange ideas and information via the internet, which can benefit their academic activities. Through the use of electronic mail (E-mail), one can interact over numerous geographically-based barriers, including time, cost, and language[14]. To connect a variety of other students and allow them to contribute their skills to a specific project, students can also form virtual study or research teams.

The Internet's electronic mail (E-mail) communication method enables quick and inexpensive message transmission and receiving. Additionally, students have access to a variety of reading

materials, global press contacts, and electronic national daily newspapers from other nations. For academic and research purposes, the use of electronic journals and books is essential. For instance, ScienceDirect supports social studies, natural science, engineering, and medical research in an appropriate manner. Despite the benefits of using electronic resources in general academic work, many students still have some traits that prevent them from making the best use of these tools. This might have a negative impact on both their academic output and their research output. It is also important to keep in mind that the gains and advantages that can be attained by using electronic information resources can only be realized if the resources are not only made available but also usable by users[14].

Academic libraries now have a strong presence from electronic information sources. University students who are aiming for academic success can benefit from these comprehensive informational resources. The success of using Web resources in academics is not, however, guaranteed by the availability of information resources. Students at universities are thirsty for knowledge but haven't brought a cup to drink from. Water is there everywhere, yet no one knows how to drink. Students seeking knowledge may as well be chasing a mirage in the desert if they lack true information skills. Although electronic information resources are increasingly common on college campuses and are highly desirable because they increase productivity in work, learning, teaching, and research, university students, particularly those in developing countries, have not yet utilized these resources to their fullest potential[15].

In tertiary educational institutions, the value and breadth of electronic resources for general communication, information retrieval, and research activities for academic activities are widely acknowledged. Additionally, research on the use of e-resources by students around the world has

been done, according to the literature. The usage of electronic resources, especially CD-ROM, has generally been viewed favorably by users; students seem to like utilizing these tools and encounter very few issues. The same cannot be said, however, about how tertiary institution libraries in Nigeria employ electronic information resources like CD-ROMs and online databases that they have subscribed to. According to a study, students do not use electronic information resources at a high rate for academic purposes. However, it has been noted that a significant issue is a lack of information retrieval abilities for utilizing electronic resources, which results in a relatively low degree of resource consumption by medical students. A study on "Internet access and usage by the students of Botswana" found that despite being made available and accessible, Internet resources were not being fully exploited. Numerous studies have shown that university libraries in Nigeria are typically underutilized[16].

Students typically seek information for a variety of reasons, such as the desire to finish coursework, get ready for discussions in class, seminars, workshops, and conferences, or to compose final-year research papers. They frequently do not acquire the fundamental informational abilities needed to efficiently browse and utilize these resources. They ultimately resort to research techniques based on trial and error, which puts a cap on their ability to meet demands. If they possess the abilities necessary for using it effectively, students who require research information will most likely use the electronic resource. A skill is the capacity to achieve a goal with the greatest degree of certainty and the least amount of effort. Computer literacy, which some students may use interchangeably with information literacy, simply refers to someone's comfort level when utilizing computer programs and other related applications. This suggests that information literacy encompasses much more than just computer knowledge, even if it is a component of information literacy. He makes the aforementioned claim when he

asserts that strong computer skills do not necessarily translate into skills in information search and retrieval[17].

Although the term "attitudes" has many different definitions, it is most frequently used to refer to implied dispositions that are given to a person and describe how his thoughts, feelings, and possibly action inclinations are arranged in relation to a psychological object. An individual's likes and dislikes are represented by their attitude, which is a hypothetical construct. Beliefs that influence a person to respond preferentially are analyzed as attitudes. It is a tendency to act, a readiness to act based on prior experience, or a tendency to act based on assessments. Not the act itself, exactly. A psychological concept or phenomena known as attitude is believed to exist rather than being directly observed[18]. The way we perceive things, other people, and situations—whether positively or negatively determines how we feel and act toward them. When studying human behavior, attitude is a crucial factor to take into account. Undergraduate students should also keep attitude in mind when using the EIRs of libraries. This suggests that if an undergraduate student has a bad attitude about using electronic information resources, the expected result will be that he either uses the resources infrequently or not at all.

The majority of definitions of attitude tend to revolve around the idea that it entails rating individuals, situations, and things on a scale from positive to negative. Social psychologists claim that this measurement consists of the three essential elements. Thoughts, opinions, and beliefs make up the cognitive element. Feelings, such as resentment toward political decisions or disgust with the judicial system, are part of the effective or emotional component. The behavioral elements include a propensity to behave in particular ways toward an object. The four parts of attitude are cognition (belief, thoughts, or ideas), effect (emotions, behavioral intentions, and feelings), decisions or resolutions (to act in a certain way), and behavior (relevant actions).

In relation to certain things, attitudes are thought of as evaluative feelings of benefits and drawbacks, or favorable or unfavorable, feelings. The object could be actual objects, actual acts, or perhaps just an abstract idea. The tendency to respond favorably or unfavorably to a specific class of stimuli is known as attitude. As indicated by this definition, attitude must be inferred from overt behavior, both verbal and nonverbal, rather than being directly observed. In more objective terms, it is possible to say that attitude has to do with how consistently people react to different types of stimuli. In practical usage, the word "attitude" has been most frequently linked to emotional tendencies and social cues.

Furthermore, attitudes have been described as intangible psychological constructions. They involve feelings, thought processes, and beliefs. Despite the fact that there isn't a single, widely accepted definition of attitude, there is a lot of overlap among the many definitions that have been proposed in the literature. It is a tendency to act, a readiness to act based on prior experience, or a tendency to act based on assessments. Not the act itself, exactly. Attitudes are not innate; they are taught. In general, attitudes tend to be steady and permanent rather than passing. An individual's attitude toward a certain thing or issue might be inferred from his actions when dealing with that thing or issue. If someone approaches a situation negatively, bad feelings are what can be anticipated. It could also be inferred from his statements or actions reflecting disagreement or agreement with those views and/or sentiments regarding the object[19].

Information resources are becoming an essential component of teaching and learning methods in higher education. Knowing how student views are influencing the use of these resources is crucial given the increased availability and provision of information resources in university libraries. Since there is a well-established relationship between attitude and behavior, measuring attitudes is crucial in behavior analysis. Basically, studying attitudes has continued to be a

significant area of study for many scholars in the fields of organizational behavior, management sciences, and ICT.

According to a theory, attitudes influence users' behavioral intentions, which in turn influence how much technology they actually use. In a number of studies, there have been significant correlations between computer attitudes and users' perceptions of performance, system utilization, and happiness with information systems and technology. Instead than talking about people's attitudes about computers generally, some other research focused on the role of attitude on specific information system\ information technology (IS/IT). A positive attitude motivates action, but a mediocre attitude leads to carelessness or indifference. The expected consequence of a person's attitude toward an object or issue is always tied to that object or issue, and the anticipated outcome of a good attitude is a pleasant emotion or result.

Even though undergraduate students could be capable, they might not want to use the library's resources. This explains the findings that undergraduate students' personality, past experiences, values, habits, and needs may all have an impact on how they perceive the world and how they use library resources. In other words, whereas attitude provides us the desire to perform, competences offer us the ability to perform[20]. Numerous additional studies have also looked at how students feel about using the library's services, particularly with regard to using computers and the Internet. Perception leads to the development of attitude, which in turn influences perception. Although undergraduates may think the library resources are valuable, their use of the resources is influenced by their excitement and ease of use. Values and attitudes are closely related, and how we feel and think affects how we feel. Undergraduates with a flawed value system place secondary importance on using library resources for information. A student who enjoys listening to music while working might not find it interesting to use the library's offerings.

Undergraduates' attitudes toward using the library may also be impacted by their ignorance and naiveté regarding the electronic information resources available there. One of the aspects, according to a study, is the personal traits of undergraduates, and they are also linked to behavior and attitude. Users' opinions on the library, its resources, and its programs also play a role as a modifying factor in how they use the information there.

The students' feelings, beliefs, and perceptions about using computers, the computer interface, search techniques, and social difficulties related to using computers are all included in their attitude toward using information resources. The creation and maintenance of a favorable attitude toward the use of electronic information resources are crucial components for increased usage of those resources, hence; Undergraduate students should be supported in adopting a good attitude about using electronic information resources by providing encouragement and support.

The recent convergence of many technical, instructional, and pedagogical advancements has changed how teaching and learning are conducted[21]. Technology is pushing the limits of the institutional frameworks that have historically supported learning. Over the past ten years, developments in computer technology, the use of electronic information resources, the widespread adoption of personal computers, productivity software, multimedia use, and network resources have ushered in the creation and adoption of fresh, cutting-edge teaching methodologies. Technology-integrating educators are of the opinion that doing so will enhance instruction and better prepare pupils for the workplace of the twenty-first century.

Therefore, since access to electronic information resources requires the use of a computer, an undergraduate student's level of confidence in his computer-using skills might also influence how he uses those resources. When someone believes they can use their computer abilities for a wider variety of jobs, they are said to have high computer self-efficacy. It has to do with

opinions on a person's capacity to utilize a computer to successfully do a particular task. It is the confidence in one's capacity to arrange and carry out the plan of action necessary to handle potential scenarios using a computer prospective situations. It is concerned not just with the abilities one possesses, but also with assessments of what one can accomplish with those skills.

In fact, the usage of information resources and computer applications has had a significant impact on society, notably in the area of education. While it is believed that some students are excited about using computers and information in electronic media, other students may be less confident. All students must become accustomed to using computers because they facilitate learning and are common tools in the workplace. It is well known that positive computer experiences help kids become competent members of a society where computers are widely used. However, having computer skills is not the essential prerequisite for students using computers successfully. Additionally, attitudes and knowledge about computers are crucial. Computer self-efficacy, which has been shown to be a factor in understanding the frequency and success with which people use computers, is connected with attitudes toward computer technologies.

An individual's self-efficacy, which could influence how well they accomplish tasks, is their level of confidence in their abilities. It shows how confident a person is in her capacity to engage in the behavior necessary to achieve a particular result. It has been demonstrated that self-efficacy affects decisions about whether to execute a task, how much effort is put into doing it, and how persistent one is in finishing It .It has been discovered that computer self-efficacy is positively correlated with performance in a variety of computing tasks, including software training, perception of computer system usability, and capacity for adjusting to new computer technology[23]. According to the study's findings, self-efficacy, perceived usability, and convenience of use all have a direct and significant influence on how frequently students use e-

libraries. It was discovered that computer self-efficacy is connected with students' use of the library's electronic resources after surveying a freshman class at Baruch College about the function of self-efficacy in information search and usage of the library's electronic resources. Computer self-efficacy has been found to be positively related to performance in varying computing activities such as software training, perceived ease of use of computer systems and adaptability to new computer technology[23].

The result of the study on the role of self-efficacy in e-library usage among students suggests that self-efficacy, perceived ease of use and perceived usefulness have direct significant impact on e-library usage. Surveying a class of freshman at Baruch College on the role of self-efficacy in search of information and use of the library's electronic resources, it was found that computer self-efficacy is correlated to students' use of the library's electronic resources. Additionally, it was discovered that students who show an interest in discovering the electronic resources available through the library are more likely to have higher self-efficacy.

Computer-based tasks may be more difficult for participants who lack confidence in their ability to use computers to complete. On the other hand, students with prior computer familiarity might think that using library resources offered and accessed via the computer is simple. People with high self-efficacy might choose demanding environments, investigate their surroundings, or build new ones[24]. Therefore, having the capacity to come up with fresh ideas is a powerful stimulant for growth. High self-efficacy individuals are inventive and like to take on more difficult activities. Without self-efficacy, individuals give up trying to accomplish their goals, making self-limiting decisions that foreclose opportunities even though individuals have the necessary skills to follow a path of action. Low self-efficacy is associated with depression,

anxiety, and helplessness. Persons with low self-efficacy also have low self-esteem, and they harbour pessimistic thoughts about their venture and accomplishments.

Self-efficacy has been interpreted in some studies to relate to improved work performance. Goals, vision, and gains in self-efficacy were the explanatory factors for the ventures which were more successful and had grown over time. Therefore, it makes sense that self-efficacy should have a significant impact on undergraduate students' usage of electronic information resources and, as a result, improve their academic achievement. In light of this, high self-efficacy beliefs will benefit human achievement and wellbeing in a variety of ways. To put it another way, people who have a strong sense of personal competence when approaching difficult tasks and who see it as a challenge to be mastered rather than as dangers to avoid, have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills, have greater intrinsic interest in activities, set challenging goals, and more readily accept criticism, Therefore, it makes sense that self-efficacy should have a significant impact on undergraduate students' usage of electronic information resources and, as a result, improve their academic achievement. In light of this, high self-efficacy beliefs will benefit human achievement and wellbeing in a variety of ways. To put it another way, people who have a strong sense of personal competence when approaching difficult tasks and who see it as a challenge to be mastered rather than as dangers to avoid, have greater intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills, have greater intrinsic interest in activities, set challenging goals, and more readily accept criticism .A

person who believes in their ability to succeed will keep browsing the internet until the job is done. A person who has a low sense of self-efficacy expects failure and is less likely to try to persevere in difficult tasks. Such people would have a poor view of themselves and expect to be incompetent or unable to regulate their behaviors and results while using information resources[25]. The main goal of tertiary libraries is to aid in research, teaching, and learning in ways that are supportive of the institution's mission and objectives. Additionally, the quality, depth, diversity, and timeliness of the library's resources and services should be enough to complement the curriculum of the school. An academic institution's university library are frequently regarded as its most significant resource hub. They serve as the intellectual hub of the university system, supplying faculty, students, and other researchers with resources and conducive environments to support their academic endeavors. Since not using the resources made available to customers will amount to inefficiency on the part of the libraries, it is crucial that library services pay close attention to how these resources are used. Academic library resources are regarded as a reliable indicator of an institution's quality and excellence. Students' and faculty members' research efforts must be supported by the information resources and services provided by institutional information systems. This is required since research is expanding and growing more intricate and complex in many areas of human activity. It is also important to note that the library's resources' capacity to meet the research and academic demands of students and faculty members depends on its availability[26].

This suggests that the gains and benefits attributable to the use of electronic information resources can only be realized if the resources are not only made available but also accessible to users; as a result, the availability of a resource does not necessarily translate to its use but rather to its accessibility. Electronic information resources are said to be accessible if they are available,

practical and simple to find, and close by. It is crucial to have access to information since without it, a user cannot make use of a source or resource. Accessibility is much more than simply being able to use what is offered when needed; it is about being able to do so. One requirement for using information is that the information materials be available. Even if resources may be listed in the library's bibliography as pertinent to a user's area of interest, accessibility issues may prevent the user from accessing them[26].

An essential repeating subject in the literature is the accessibility of information sources. The user might not be able to access resources that are listed in the library's bibliography as being pertinent to their area of interest. Readers tend to use information sources that involve the least amount of effort to access, therefore the more easily available they are, the more probable it is that they will be used. The relationship between accessibility and library use by undergraduates in Nigeria was examined in order to highlight the importance of accessibility in relation to the use of electronic information resources. It was noted that the issue for Nigerian students is not whether or not they want to use the college library, but rather whether the university library can meet their needs and whether they have access to the resources that are offered. Increased availability of information resources and services does not necessarily convert into information accessibility and use, according to various research. Information delivery to users swiftly has been mixed with the issues of information transmission, storage, and display. According to a study, respondents utilize email and the Internet to access research resources. The study came to the conclusion that increased access in the departments would greatly improve the usage of the Internet for academic purposes. Aspects of accessibility include the capacity to access services at any time and from any location, the speed at which information is delivered, the availability of user-friendly interfaces and technologies, library assistance, navigational features, IT

infrastructure, and authentication procedures. In general, readers prefer to acquire information from sources that don't involve much work. An information source may be available yet access to it may be restricted for a variety of reasons, therefore its availability does not necessarily imply that it is accessible. The user may run into five different kinds of accessibility issues, which they classify as conceptual, linguistic, critical, bibliographic, and physical inaccessibility.

When the aforementioned five variables are critically analyzed, the intellectual and bibliographic dimensions become two of the main aspects of the accessibility of electronic information resources. The first three factors language, level of treatment of the subject matter, and users' capacity to understand and articulate the content of an information source—are covered by the intellectual dimension. The bibliographic dimension, on the other hand, is related to the final two aspects, which deal with how the users' physical access to the information resources is organized through the distribution of metadata and search tags.

The negative reputation of libraries was linked to the difficulty in accessing information sources. A study looked at how users perceived the impact of serials' accessibility on students' learning. Because the serial collection was so simply and conveniently available, serials were found to have a substantial role in knowledge acquisition. A comparable study at the Yaba College of Technology in Lagos found that students rarely used the library. This was explained away as having accessibility issues. One of the requirements for using information was recognized as being accessible, although the process of obtaining information depended on needs, perceived accessibility, sources, and information-seeking habits[27]. Worldwide initiatives are being made to promote access to information in all formats; they bemoan the effects of underdevelopment, such as power outages, equipment malfunctions, and a lack of spare parts and technicians, which sporadically impair the functionality of contemporary devices for information storage and

transfer in underdeveloped nations .Universities must implement ICT and employ electronic resources because teaching and learning in tertiary institutions require students and teachers to have access to a variety of information sources, information forms, and information types. University professors and students must accept the use of electronic resources to boost their teaching, learning, and research activities if they want to stay relevant in the contemporary Information Age. Before beginning to provide ICT facilities, library management must conduct a feasibility analysis and staff training, which has a significant impact on availability and, by extension, access and use.

The Nigerian government established the ICT regulatory agency in 1996 to promote ICT availability and accessibility, Eleven businesses have been granted Internet Service Provider (ISP) licenses by the Nigerian Communication Commission (NCC) to provide Internet services to the general public[28]. Information communication technology (ICT) and electronic information resources have been used more frequently since the deregulation of the telecommunications industry in 2002 and the licensing of four GSM operators. The issue of energy, which adversely impacted the construction and functioning of computer networks through which electronic information resources can be accessed, had hampered the apparent progress in the availability and access to ICT and electronic information resources. In the typical library setting, where print material is the predominant media, the significance of accessibility in deciding the usage of information sources has been acknowledged. The availability of network connections, computers, and other essential facilities directly related to the choice and use of the electronic resources has been made possible by the development of electronic information systems, and more recently, the Internet and similar network technologies. For academic success and involvement in the information and knowledge society, access to electronic resources is essential[29].

2.1.2 Overview of Library User Education

The users' needs for information resources, services, and individualized help are under the purview of the library. Most university libraries worldwide saw the need to introduce user education or library training as a means of supporting their clients in making efficient use of library resources in the information age. The growth of students enrolling in universities and the explosion of knowledge have increased the university library's workload, particularly when it comes to providing individualized assistance to the throngs of students. According to reliable library statistics, it is getting harder or perhaps impossible to provide one-on-one support to library customers due to the extraordinary rise in tertiary admissions. A researcher's strong recommendation for addressing this issue is to educate users through library user education programs in order to help them become competent and autonomous users of the library's resources[30]. This increased the library's obligations to enlighten or educate the users about the numerous departments, information sources in printed and electronic format, their applications, and the services the library offers.

A major issue in both general study and conversation in the field of library and information science is now user education or library instruction[31]. Experts who addressed the rationale expressed dissatisfaction over users' inability to easily use libraries without staff support. They voiced concern that as cutting-edge information technology is incorporated into library operations, the issue could spiral out of control. As a result, it's important to teach library users how to find and access information using information and communication technology (ICT) tools. User education programs are also necessary due to the fact that many applicants to higher education institutions, particularly in Africa, are said to lack good reading habits and library

skills, making it necessary for academic libraries to use these programs to help users become more user-friendly[31].

University library user programs might take on several forms or names. Information literacy, library training program, library orientation, and other terms could all be used to describe it. The different perspectives on user education, such as reader instruction, reader education, library use education, user instruction, library orientation, bibliographic training, and information literacy, are all persuasive. Since they are all focused on the abilities for information access and retrieval in libraries, both historically and digitally, accepting all of the aforementioned as library user education will not be a mistake. User education refers to organized programs that help users use the library more efficiently, regardless of nomenclature changes or the concept's intended goals[31]User education is often referred to as library instruction, introduction to library use, and library orientation. Whatever it may be termed, in his opinion, it focuses on assisting library patrons in discovering the most effective and efficient ways to utilize the library's resources. Similar to this, a number of terminology for user education were discovered, including "bibliographic training," "library use education," and "reader teaching." He claims that these terms are sometimes used interchangeably since they all refer to structured programs carried out in different sorts of libraries to help patrons develop skills for making the best use of the resources available to them. User education is a program of knowledge that librarians offer to help patrons use the library's resources and services more effectively and independently[32].

The goal of a library user education program is to give patrons the knowledge and skills they need to comprehend what and how information is accessed, retrieved, evaluated, and used. In a similar vein, user education is envisioned as a comprehensive program that places an emphasis on the requirement for users to develop lifelong skills that would enable them to independently

search for information on any topic using both conventional and electronic methods of accessing information. The study of information use and how it is produced, accessed, communicated, and consumed is at the heart of library user education. It is a program that integrates management, information technology, educational, and other practices, viewpoints, and tools with library and information services[33].

The goal of user education programs is to provide users the skills necessary to efficiently utilize libraries without constantly asking librarians for help. Inherent library abilities must be learned through a teaching and learning process known as user education. A user of a library can use library skills, which are the result of user education programs, to master the use of the catalog and how to interpret the information found in them, know the materials and services available in order to take advantage of resources available and develop a reasonable level of self-reliance, and more to be able to use a computer to access the library catalogue, electronic databases, and the Internet[33], to be able to locate materials in a library by author, title, subject, keyword, or call number; to be familiar with using electronic databases and how to interpret their contents in order to navigate through electronic databases and acquire knowledge of computer operation.

The capacity to recognize what information is required, comprehend how the information is arranged, choose the best sources of information for a particular need, find those sources, critically assess those sources, and communicate that information are all abilities that users acquire through user education. They are helpful for finding, analyzing, utilizing, and exchanging information. Librarians must educate users on how to become literate in the process of locating and assessing information while using computers because information literacy involves computer technology. For teaching and learning to be successful in the modern information era, appropriate instructional tools must be used. The employment of cutting-edge

multimedia educational technologies does not exempt training on library user behavior. Without adhering to the call of multimedia use in teaching and learning[34], library user education in Nigeria today may not be adequate.

The use of cutting-edge instructional tools, experience, and careful planning in teaching and learning are required for library user education.ICT applications are necessary for the education and training of library users in order to enable students to realize their full potential and provide effective results at the present levels of technical sophistication[34]. Making progress toward improving teaching and learning by integrating multimedia technology in classroom activities has been a major source of concern in the modern period. Therefore, it is crucial for librarians to stay up to date on trends and advancements in information technology and to pick them up quickly so they can pass them on to their clients. Making information users capable of finding, retrieving, and utilising information is the primary goal of user education. He claims that this can help end users acquire information technology (IT)-related competencies because it incorporates fundamental computer and network literacy.

The user education programs give users the abilities they need to make the best use of the library's resources. When library and information skills are relevant to a course, they frequently improve[35]. As a result of knowing where to look for pertinent and appropriate information sources to support their research papers, projects, proposals, and assignments, students may be encouraged to get good grades. According to academics, successfully completing a university degree requires the capacity to use library resources to locate, access, and retrieve information. It is important to correctly construct library user education so that students have the skills and knowledge necessary to manage the current information systems, In the future, when numerous

current techniques and information technologies are widely used to deliver better, faster, and more efficient service, procedures and services will be provided along modern lines.

Given the effects that user education has on users, its goal is to increase the use of the various library resources so that lecturers may enhance their research and teaching while students gain more knowledge to produce better results in their coursework. In a similar spirit, a scholar claimed that user education helps students become familiar with the most helpful books, magazines, and reference materials in their field of study. They learn how to use the card catalogue, indexes, the right format and guidelines for creating a scientific bibliography, and how to write a technical or scientific report as a result.

When discussing the various ways to impart or teach the skills for using a library, it was clarified that user education methods include all kinds of activities created to teach users about library facilities, services, organizations, resources, and search strategies in order to equip them with fundamental abilities to enable them to make the best, most independent use of information resources and services offered in a library. User education teaching methods were divided into two categories: orientation, where professional librarians instruct users on various aspects of the library and inform them of the consequences for any offense committed there, and library tours, where users are informed of the library's new additions, news services, and new policies governing library use. Without necessarily destroying the personnel of the various areas or disrupting classroom instruction, a librarian might give a one-on-one tour of the library and describe the activities that take place in each section. Documents of interest, the placement of book shelves housing books on pertinent subjects, the arrangement of books on shelves, etc[36].It is a well-accepted truth that effective library use requires user education.

However, a variety of issues prevent the application from running smoothly in university libraries. Lack of library services at all educational levels is one of the main issues that arises while implementing a program for library instruction. For instance, a researcher links the lack of true library services at all educational levels, particularly the early stages, to the issues with user education in Nigeria. He claims that many schools that lack libraries, reading materials, and people who are competent to provide library services demonstrate this lack of a firm foundation. In a similar vein, the following user education issues were noted: excessive reliance on one-day orientation programs, absence of a common curriculum for user education programs at Nigerian universities, and hiring of inexperienced instructors for the classes. Time constraints, a big student body, a lack of instructors and lecturers, inadequate facilities and equipment, lecturers' and students' attitudes, and the usage of a library mixed with the use of English are all issues. [37].

2.1.3 Overview of Library Anxiety

Because it impairs their memory and attention, anxiety is harmful to their academic performance. According to research, academic anxiety gets increasingly hazardous over time. Such pupils have increased worry relating to their scholastic duties when their academic achievement isn't strong. Students who use libraries for academic purposes also experience library anxiety. The widespread consensus is that student anxiety about libraries is caused by the library's information resources, user education, human resources, user knowledge, and environment[38]. Libraries help their parent organizations' learning, teaching, and research efforts, hence they have a big impact on academia. Libraries have an impact on all aspects of academic achievement and learning. Through their resources, libraries offer access to the necessary information. The students who have high anxiety need more attention and solutions to cope with their situation. Because of anxiety triggers, students struggle to focus on their studies. Students who experience anxiety in

the classroom and feel hesitant to seek for assistance of any type cannot advance their academic performance .Exam anxiety and other types of worry make it difficult for students to focus on their studies. Trait anxiety is a characteristic that many people share. Trait anxiety sufferers act in a responsive and haughty manner. They are aware of the stressful and perhaps dangerous situations.

Those who develop their anxiety trait can worry even in challenging circumstances and non-dangerous circumstances. They react to extremely dangerous and worrying situations. These persons occasionally exhibit state anxiety, especially in daily life. The second sort of anxiety is state anxiety. It is an uncomfortable sensation that disturbs one's emotional and mental state. When a person experiences state anxiety, they become uneasy and hesitant to confront a certain occurrence. Their emotional and mental states intensify when they experience anxiety[38].People who have state anxiety are unable to respond appropriately in a given circumstance. State anxiety can also impair a person's participation in regular activities. The third sort of anxiety, which is linked to the general trend of anxiety, is situational anxiety. People are unable to be fluent in a second language when they are experiencing this kind of worry. Additionally, anxiety may be both empowering and crippling. Stress is referred to as enabling anxiety when it serves as a motivator, and debilitating anxiety when it spreads negativity.

Debilitating anxiety has a negative impact on students' exam performance and preparation. Such worried students experience anxiety prior to reading or taking an exam. They either arrive late for the test or study, revise right up until the exam starts. Facilitating-anxiety encourages pupils to take on new learning challenges and aids in their reduction of unfavorable anxiety[39]. Anxiety that is both crippling and supportive is linked to students' desire to succeed when learning a language and their sense of self-worth. They consistently evaluate themselves in comparison to

others and respond convincingly to the evaluation. While anxiety occasionally fosters and grows successes, it does not usually prevent them. When anxiety is used constructively, it can help people perform better and stay awake. For example, feeling anxious before a test or a job interview can motivate people to get ready for the situation. Students' exam performance is frequently impacted by anxiety. University students struggle with anxiety during their studies since they are afraid of failing.

According to one definition of library anxiety, it is "an uneasy feeling or emotional disposition that is experienced when students are using the library or thinking about using it"[40]. After researching 6,000 American freshmen accessing their academic library for the first time, Mellon came up with the expression. Mellon found that between 75 and 85 percent of students experienced anxiety or panic during these initial visits, describing the situation as "frightening," "lost," and "helpless." These emotions were related to the enormity of the library, a lack of knowledge regarding the organisation of the library's materials, and ambiguity over the study process. Students also believed that their peers and other library users were experts, and that they alone were unable to use the library. This led to embarrassment and caused them to not ask for help in order to keep their “incompetence” secret. Thus, persons who suffer library anxiety interpret their sensation of being lost and unfamiliar there as a weakness, which leads to a feeling of shame that keeps them from asking for assistance when they really need it[41].

These emotions may be so intense that the person makes an effort to visit the library as little as possible. This can then evolve into a self-sustaining problem where the fear is maintained through avoidance, which prevents the development of excellent library skills. The phenomena could be observed and objectively researched thanks to the LAS, which was developed in 1992.

Anyone taking the scale could be struggling with some or all of the "five dimensions of library anxiety," which are described in the questionnaire.

Firstly, ‘barriers with staff’ were found to be a causal factor, where the perception exists that library staff have too many other responsibilities and therefore do not have time to assist with queries, making them appear “intimidating, unapproachable, and inaccessible”. Secondly, ‘affective barriers’ refer to a person’s lack of confidence in their own ability to use the library .The third factor is comfort with the library, which is how people feel about their level of security, welcomeness, and comfort there. Fourth, lack of "knowledge of the library" can cause "frustration and anxiety" since it relates to the patron's level of acquaintance with the library environment. Last but not least, "mechanical hurdles" can cause anxiety when someone relies on tools like computers, printers, photocopiers, and microfilm machines yet has trouble utilizing them.

Anxiety typically consists of two parts: a state or a trait. Trait anxiety seems to be innate within a person who experiences anxiety while facing any circumstance they deem difficult, whereas state anxiety is transitory and will fluctuate based on the situation .Library anxiety can be referred to as "situation-based" and a type of state anxiety separate from general trait anxiety[43] because it only manifests itself while students are using or considering utilizing the library. This is supported empirically by a researcher. In their study of undergraduate students they explored whether there was a link between trait anxiety and library anxiety, but found no evidence of this, concluding that it is a separate issue from anxiety in general. He expanded this research to look at if there was a link to trait anxiety among postgraduate students because of concern that library anxiety was not being taken seriously, but once more discovered that trait anxiety was not significantly associated to any facet of library anxiety .Findings such as these suggest that library

anxiety is an independent form of anxiety in its own right, giving weight to seriousness of the issue. As with other forms of anxiety, preventative measures and treatments should be developed to tackle it.

We prefer to seek help from those who we perceive to be on a similar level to us, so that we do not deem them as “incomprehensible”[44]. This idea could help to explain why asking a professional librarian for assistance can be scary. Instead of overwhelming students with their vast understanding of information literacy and information retrieval, library professionals should make an effort to come across as someone that students can learn from .Even while librarians spend a lot of effort making the library an inviting place and are normally "warm, friendly, out-going, helpful people," it is distressing when users are still hesitant to interact.

The "rituals" of the library can help with this; for instance, patrons must become familiar with certain "rules," such those concerning noise levels, and how sizable collections are organized. Additionally, library personnel decides whether to have open or closed stacks, fines, and borrowing periods, which affects how users can access resources. This is the component of power and control, and people can believe that the library does not offer free access to information but rather that a number of obstacles must be overcome in order to obtain the materials they require .Additionally, the stereotypically unfavorable portrayal of librarians in popular culture plays a role in the fear factor. The stereotype of the librarian as an aging woman with a tight bun who sits behind a desk and orders others to be quiet is discussed by White. The relationship between the librarian and the client has suffered as a result of this perception of the librarian "as a scary figure," which discourages people from approaching them and adds to the perception that the library is "a place to be feared"[45]. It is simple to understand how all of this could make users anxious..When a user feels intimidated by the library environment or when

using or considering utilizing the library, they may feel fear, anxiety, uneasiness, or apprehension. Students' access to knowledge is hampered by a psychological barrier. The definition of the phrase "library anxiety" was given as follows: "Library anxiety is an uncomfortable feeling or emotional disposition, experienced in a library setting, with implications for cognition, affect, physiology, and behavior. It is characterized by negative self-defeating thoughts, stress, fear, emotions of uncertainty and helplessness, and mental disarray (1996, P. 152). The phrase "library anxiety" was first used as a research topic in the United States .In her article titled "Library Anxiety: A Grounded Theory and Its Development," Constance A. Mellon became the first to recognize the unfavorable attitudes that students had toward libraries and to construct the grounded theory of library anxiety. Six thousand students' emotions were investigated as they conducted their research for the first time at an academic library. It was a qualitative investigation carried out at a university in the South. Based on this study, "75 to 85%" of the participants described their initial reaction to library research as "Fear"46. Mellon's hypothesis paved the way for additional study in this field. The "Library Anxiety Scale (LAS)" was created and validated by Sharon Bostick in 1992.According to Mellon's idea, it was a five-dimensional scale that could quantitatively quantify the phenomena among pupils. For individuals who preferred quantitative research methodologies and "Library and Information Science" academics, LAS made library anxiety an intriguing topic[47].

Research studies were primarily carried out in the United States to examine and gauge the degree of library anxiety among various student populations. There were conflicting opinions that came to light. On the one side, librarians and library instructors acknowledged the existence of library anxiety among students, but on the other, many others questioned and resented the idea that it even existed. The latter holds that the significance of library anxiety among graduate students is

particularly challenged because there is a presumption that students enrolled in graduate programs can use libraries adequately. However, it was noted that library anxiety is very common not only among undergraduate students but also among graduate students, which was a surprise. The students' ability to conduct good research is hampered by their anxiety. In order to finish their courses of study, graduate students are frequently needed to conduct considerable research using library resources[48].

The concept of library anxiety is fundamentally different from other academic-related worries. Constance A. Mellon's qualitative investigation yielded this empirical discovery. Her analysis of the research journals of 6,000 English composition students revealed that the majority of stated anxiety and terror was connected to library use. The study recognized that students experience anxiousness. Students (75–85%) acknowledged that they were anxious when they first began their library study. Often, words like "frightening, overwhelming, lost, powerless, confused, and fear of the unknown occurred." Bostick's advancement in the use of quantitative research tools to analyze Mellon's qualitative theory made it a more compelling area of study for library science researchers as well, who typically favor quantitative research methods. Researchers have carried out numerous research to gauge the level of library anxiety in a wide range of people. Findings about how student attitudes are related, identifying analytical qualities, and determining whether certain therapies might alleviate it are just a few examples.

Numerous investigations on library anxiety and its various facets were undertaken by a scholar. The results showed that students who frequented the library frequently, loved to study by themselves in solitude, or spent a lot of time there[49] demonstrated lower levels of library fear. Additionally, it was discovered that male university students were significantly more worried than female students and that new students were more apprehensive in the library than senior

students. Conversely, upperclassmen are far more nervous than lowerclassmen. Additionally, it was discovered that difficulties using technological devices, such as laptops, are linked to library anxiety. The most common element in predicting LA was personnel barriers. Eight factors, including the number of library visits, age, gender, native language, employment position, grade point average, and the reason for using the library, were found to be associated with library anxiety. a study to assess the prevalence and uses of library use with the help of the Library and Information Science (LIS) students at the Islamia University of Bahawalpur (IUB). The study's findings indicated that among the issues students experience are the staff's lack of cooperation, power outages, a lack of computers, poor internet, and a lack of knowledge about library use. Bangladeshi researchers looked on if Dhaka University students experience library anxiety. This was the first time LAS had ever been used in a Bangladeshi setting. The research results confirmed that Dhaka University students indeed experience library anxiety. The Hebrew translation of Bostick's LAS, as modified, was employed by a scholar. The results showed that female students' anxiety levels were higher than those of male pupils. More anxiety was shown by students between the ages of 18 and 24 than by students 25 and older. Additionally, junior students were shown to have higher levels of anxiousness than senior students[50].To measure the degree of library anxiety among doctorate students, the Validated Multidimensional Library Anxiety Scale (MLAS), based on Bostick's LAS, was created. In the study, it was discovered that the doctorate students experienced library anxiety. They experienced greater worry about their degree of comfort using the library, asking a librarian for assistance, and feeling at ease at the library, but less anxiety about knowing how to start the research process. In addition, doctoral students who were in the early phases of their dissertation process felt less confident in their

abilities to use the library and were more likely to have library anxiety than students who were in the later stages of the process[51].

Law students' level of library phobia was determined using MLAS. On the library anxiety measure, there was no statistically significant difference between male and female students. The results showed that law students generally experienced a moderate level of library anxiety, with varied degrees of worry on each of the six MLAS criteria. As opposed to attachment, which exhibited a lower anxiety rate among the students, resource and retrieval aspects turned out to be the real drivers of higher library anxiety. The study also demonstrated that students who participated in library teaching sessions displayed fewer library behaviors. Male students showed more library anxiety than female students, according to the survey .The study's findings supported the notion that students experience anxiety related to libraries. The study's conclusions demonstrated that there was no relationship between respondents' levels of library anxiety and their gender, semester, or educational institution. The way library workers behaved, the services they provided, the setting of the library, and its materials all caused problems for the pupils. The kids' academic performance was affected by library anxiety. The GPA of students with high levels of library anxiety was lower than that of students with low levels of library anxiety.

When college students use libraries for academic purposes, they frequently experience negative emotions known as "library anxiety" (LibA). Numerous studies have found that university students experience library anxiety. There is a prevalent perception that students use the library far less than they should, according to Line, who also noted that students have some difficulties using the library[53]. When they are unable to access the library's databases and online public access catalog (OPAC), or when they are unable to use other technology, students experience library anxiety. They thus experience library anxiety when using the library. Students at

Michigan State University's library acknowledged that neither the library's physical location nor their use of it were inappropriate. Students at many institutions find the library to be a complicated concept and run into problems like these when using the library for schoolwork. Anxiety and a high level of anxiety are related, which affects academic performance. Working memory is also impacted by educational anxiety. Researchers looked examined the connections between academic anxiety, working memory, and anxiety. Two sets of students aged 12 to 13 completed the surveys that asked them about their anxiousness.

Additionally, findings indicated a bad correlation between working memory, anxiety, and sadness. High levels of anxiety impair working memory and cause worry. Low mathematical achievement and contribution are major issues in many nations. People experience mathematics anxiety, which is anxiety regarding one's capacity to do mathematics. These individuals believe themselves incapable of engaging in mathematically demanding activities. People who experience panic when performing math have math phobia. It has been established that arithmetic anxiety lowers math performance. Children and adults with math anxiety experience issues with their learning and outcomes due to working memory disruption and overload.

According to studies, math anxiety worsens with age[54]. Anxiety over statistics is known to limit and demotivate students. Anxiety interferes with students' ability to learn statistics and makes statistics-related tasks difficult. This was discovered by a researcher. When performing statistical analysis that is, gathering, analyzing, and interpreting data or taking a statistics course, anxiety is defined as "a sensation of anxiety." Exam anxiety (EA) refers to the apprehension you feel before an exam. In academic settings Exam stress is associated with students' performance on test day and during exam preparation. Exam anxiety is often related to pupils' poor academic

performance. When students experience such worry, their motivation declines and their exam performance suffers[55].

Exam phobia had a detrimental impact on students' academic performance in schools. Exam anxiety is high for students, which is a physiological circumstance. The effects of anxiety on students' academic performance are significant. Students occasionally experience anxiety in the classroom as a result of a variety of issues such aggressive conduct, learning disabilities, or stomach issues. Giving presentations in front of a class of peers at universities is associated with anxiety. When speaking in front of an audience, students typically feel nervous. Previous research, presenting a presentation is the leading cause of anxiety for both people and students. Meanwhile, a researcher revealed that 35% of pupils exhibited public communication anxiety, which had an impact on their performance. Therefore, practicing presentations should be required in all academic courses for students[56]. There are various types of anxiety that children experience in the classroom. Anxious students struggle in school because anxiety has a tendency to lock up the brain. Children frequently experience anxiety when watching presentations. Social anxiety is the fear of being valued negatively by others while interacting with them, which causes avoidance and makes people afraid of what other people will think of them. They struggle with incompatible housemates, classmates, and the hostel environment .SocA made a negative affective and cognitive impact on people's attitudes. Students' academic lives were greatly impacted by their social lives. Some people experience social anxiety, which causes them to constantly worry about how they appear to others and, as a result, to put off activities they would otherwise enjoy out of fear of shame. Young people typically conceal their social anxiety since they feel bad about doing so. Sometimes even their parents and mentors fail to recognize that. According to several research, worried pupils are disliked by their classmates and experience

greater anxiety than the rest of the class. Teenagers that are close friends with their classmates receive emotional support, importance, and experience less problems. Someone with social anxiety isolates themselves from their friends and resorts to social avoidance. Students who have parents who suffer from anxiety disorders experience anxiety due to additional reasons including family. When children have to spend time away from home due to a parent's divorce or other stressful situations, they frequently develop anxiety disorders[57].

Students' acknowledgements for failure and success in school were found in a study on the relationship between achievement, acknowledgments, and inspiration in learners. There are two categories of acknowledgments effort-based and ability-based that experts associate with students' worry. Scholars used the pupils' test results in this study. They assessed the effects of many factors on both their poor and strong test performance .Some researchers try to understand how test anxiety affects students' behavioral issues and academic difficulties. All of the participants in this study had learning impairments, and 39 of the 61 students had attention deficit disorder. Researchers elevated the relationship between study habits, anxiety, internal discourse, and self-perception. Most students dread failing, which causes them to perform poorly on tests. While dealing with text anxiety, learners view oral creativity and learning a foreign language as threats rather than opportunities to advance their communication and speaking abilities. As a result, there was a negative correlation between study habits and anxiety and a positive correlation between test anxiety and internal conversation scores .Higher anxiety levels caused students to think about other topics while taking a test[58]. The findings indicated a bad link between anxiety and study habits.

For instance, students' academic performance increased while their anxiety levels decreased. Higher degrees of anxiety are experienced by those with poorer self-concepts. Researchers have

shown that kids struggle with learning difficulties and exam anxiety. Academic anxiety affects gifted children as well as students with learning problems. Students were split into two groups. The College Ability Test allowed researchers to assess each student's potential for academic success. Researchers used the MMPI scale to measure anxiety and other scales to measure emotional difficulties. However, according to Welsh's Anxiety Index data, there was a significant difference between pupils who succeeded and those who did not. The group of students with lower capacity displayed higher levels of anxiety than the students with higher capacity[59]. Another researcher looks at the relationship between medical students' academic success and test anxiety at an Iranian university. A legitimate and dependable survey was sent to 150 students. According to correlation spearman methodologies, exam anxiety has a detrimental effect on pupils' academic performance. The physiological and emotional experiences of the Contributors were also discussed before, during, and after the test.

On gifted students, achievement, perfectionism, and motivation may have an effect. Students who strive for perfection sometimes experience academic anxiety due to their expectations of others and of themselves. Perfectionism is not just for those who are talented. The study investigates whether or not perfectionism affects how pupils react to situations. Students have high standards for themselves and self-described perfectionism. Students may benefit from it because they are easier on themselves. When others place unrealistic expectations on them, students must contend with socially dictated perfectionism. Typically, it hurts them more. If students start meeting other people's expectations, they may experience increased worry. Researchers failed to find a connection between anxiety and perfectionism in this study. A study in which a study was conducted to establish a connection between students' anxiety and learning disabilities. Effect sizes, averages, and standard deviations were computed. The results of the

effect size were utilized to determine whether students who have learning disabilities are more anxious than typical pupils. The relationship between anxiety and learning disabilities will be stronger the more anxious a person is. Negative effect sizes indicate that there is no association between anxiety and learning disabilities. Additionally, individuals with learning disabilities experience greater anxiety in the classroom. The researcher conducted a non-experimental study in which she surveyed students' classmates about their confidence and fear in math. The findings indicated a connection between strong self-ability and lower anxiety. Researchers were determining whether poor self-ability results from excessive anxiety or the opposite. In any case, the results of the data comparison showed that low self-ability is a source of anxiety[60].

Constance Mellon coined the phrase "library anxiety" in 1986 to describe the fear and anxiety that students experience upon entering an academic library for the first time[61]. In their first few days in the library, 75 to 80 percent of kids reported feeling anxious. She listed four reasons for library anxiety: the size of the library, not knowing where to start their search, not knowing where to get resources, and not knowing what to do if they can't find the material they need. Other causes of library anxiety include a lack of prior library experience, low self-esteem, ignorance of the value of libraries in one's own field of interest, etc. Most students do not feel that using a library is vital during their time in school, and most Indian schools do not have adequate library facilities. Naturally, it can be challenging for college freshmen to access the library. Lack of understanding of the resources available, unfamiliarity with library tools and equipment, lack of knowledge of library hours and policies, and unfriendly staff behavior are some factors that contribute to insufficient library use.

One of the six stages of the information search process, including task start, topic selection, pre-focus exploration, focus formulation, information collecting, and search closure, is when library

anxiety first appears. A student may have trouble searching for a document at the library, especially the first few times. Some children may become anxious as a result of this challenge. Library anxiety is the term used to describe the anxiety that students feel while looking for and getting information from libraries. They believe that this deficiency should be concealed because it is embarrassing for them. They risk having their deficiencies exposed if they raise any questions with library workers about how to use the library. Due of this, most students are hesitant to approach library personnel any questions concerning the collection, facilities, or services of the library. Any student's utilization of the library to meet their course's academic requirements is crucial. Therefore, the library staff must recognize any anxiety a student may be experiencing while there and assist them in overcoming it, as failing to do so may prevent them from using the library in the future[61].

Anxiety among international students regarding the language barrier problem is made worse by utilizing the library. Library Due to the size and layout of the library as well as the dread of seeking assistance, anxiety has been described as a debilitating feeling[62]. Miscommunication and misunderstanding between international students and the library workers lead to the anxiousness. Additionally, they worry about being judged. The vastness of the library, its strange layout, and other features that deter foreign students from visiting the library intimidated other students. More research reveals that these students would either forgo library services altogether or employ local students to obtain them. Discrimination may also cause anxiety to manifest. Another studies revealed that some librarians believe that non-native English speakers from other countries don't put enough effort into their academic success. International students have more anxiety as a result, and library use declines.

The literature also showed that research has looked into library anxiety and how it affects these variables in various situations. For instance, detecting issues that can prevent students from using the library properly and comfortably has long been a challenge for library management. The idea of library anxiety has been acknowledged as the primary issue among all of the issues that librarians have identified. An emotional state of tension and apprehension is referred to as library anxiety[63].When students attempt to attend the library, they experience this anxiousness. Scholars continue to do extensive research on it in an effort to develop long-lasting answers. According to the literature study, students rarely utilize the library, and library fear may be to blame for this low usage.

One of the first studies to examine the issue of library anxiety was one conducted by Mellon. Through a qualitative study that looked at how students felt about using the library for research purposes, Constance Mellon established the theory of library anxiety. Mellon was inspired to conduct this research after seeing how his information literacy student behave that a small university found it difficult to access the library due to dread and anxiety. Mellon found that when students first enroll in schools or universities, they know relatively little about the library and its purposes. Many students characterize their initial reaction to library research as being based on dread, according to this notion of library anxiety[63]. According to this hypothesis, students are typically reluctant to use the library because they feel their general library skills are inadequate. The pupils also think that their fellow students' abilities are insufficient to assist them. This idea contends that these kids feel ashamed of their deficiencies and feel that they must conceal them.

Students' capacity to successfully complete their research, assignments are impacted by fear[64]. Studies have been conducted to determine the many aspects that contribute to library anxiety

among students. It was discovered that a barrier between library workers and students which could be as basic as an information desk causes library anxiety. Bostick notices that in this instance, students find library workers to be overworked and intimidating to approach. To measure Mellon's idea of library anxiety, Bostick developed the Library Anxiety Scale (LAS), which is reliable and valid. Bostick assembled a group of specialists to assess the theory throughout its development. After doing a thorough examination of the available literature, she then created a table of the essential elements related to library anxiety. Additionally, it was based on discussions with librarians, university teachers, and students. Bostick had the opportunity to speak with the researchers to learn more about their work. Bostick identified five characteristics that cause students to suffer library anxiety as a result of her studies. They include unfriendly library workers, a cramped library setting, emotional and mechanical hurdles, and a lack of library literacy.

The study of library anxiety began in the United States, but there are other studies from nations that do not speak English, including Israel, Sudan, Pakistan, and Poland. For instance, non-native English speakers were the subjects of one of the early studies on anxiety in libraries. Students who are non-native English speakers and typically have a demanding academic load and a full-time job experience the greatest levels of library anxiety. The fear of the library is always high among pupils who do not frequent it. Anxiety in the library can easily reduce a student's productivity on a research project. International graduate students' fear about using the library was investigated using a quantitative study. Another academic increased the number of statements from the forty-three Bostick used to the forty-nine. According to this quantitative study[65], boundaries between international students and library workers are the main cause of their high levels of anxiety in the library. Uncertainty about utilizing library technology,

including printers, computers, and microfilm readers, is mostly attributable to a lack of technical expertise. It was discovered that the idea of a research project in statistics and mathematics is another element that makes people anxious in libraries.

Among graduate students, library anxiety is frequently brought on by computer anxiety. Additionally, several experts have noted that students face challenges when using libraries and frequently experience greater discomfort than others. Students reported significant levels of library anxiety, which requires considerable treatment. Although the students were aware of the atmosphere in the library, they believed they couldn't exploit it effectively. Freshmen students from a variety of disciplines, primarily women, reported the technical and affective barriers as the main sources of concern in the library. This serves as a crucial reminder to library personnel to help students prepare for more effective library use[66]. The literature, research investigating library anxiety have been done. For instance, a study found that a variety of factors, including personal characteristics, library staff, and both physical and cognitive barriers, influence the degree of anxiety among Saudi and Egyptian students gathered in the library setting. The design of the library, the amount of noise, the availability of private study spaces, safety, and the way the library is structured are just a few of the numerous variables that help lower the level of anxiety related to libraries in the previous categories.

A student's performance in the library is affected by their anxiety. Particularly, the frequency of library anxiety at various levels among various disciplines raises serious concerns about the participants' critical information literacy abilities. In the survey research, engineering students experienced higher library phobia than crop production or social science majors. The study, increased utilization of library resources and services will boost academic success. Male students reported higher degrees of library anxiety than female students did in the affection component.

Additionally, bachelor students exhibited higher levels of library anxiety than master students and doctoral students in the retrieval and knowledge aspect and higher levels than master students in the attachment factor. One of previous studies, students' fear of going to libraries prevents them from using the facilities, which is quite frustrating for them. The results show that many students are frustrated that they are unable to use the library because they did not receive library orientation or because the quality of the training they received made it difficult to do so. The literature research revealed that students frequently experience anxiety when they encounter unfamiliar situations and individuals and are reluctant to ask for assistance. It is obvious that less frequent library use is detrimental to students' ability to study and develop personally. Therefore, library anxiety among overseas students from Saudi Arabia and Oman is a problem that requires further study[67].

The fear and unfavorable sensations that arise when using, anticipating using, or just thinking about utilizing a library. The negative emotional symptoms of library anxiety almost always include fear, uncertainty, insecurity, lack of skill and effectiveness, lonesomeness, and trepidation. Undergraduates frequently list their libraries as one of their sources of anxiety. When accessing library services, the majority of undergraduates reported feeling various degrees of anxiety, tension, and panic. The size of the building, the enormous quantity of information resources, the availability of modern technology in modern libraries, the lack of necessary skills needed for library search, and the aloofness of the librarians are some of the reasons why undergraduates are reluctant to use their university libraries. Especially among undergraduates, library customers frequently experience anxiety. Undergraduates who have library anxiety will not feel at ease or comfortable there, which will make them less inclined to use the library; some may even leave before they can get the information they need. Among undergraduates, library

anxiety is an emotional barrier to excellent academic performance that prevents them from making the most of the resources and services available to them[68].

It is a prevalent form of anxiety among undergraduates and is a type of academic anxiety that most undergraduates who need to utilize the library during their studies experience. Some signs of library anxiety that undergraduates display include being overwhelmed by the size of the library, being unable to conduct effective library searches, and not being able to comprehend how the library is organized. These symptoms, along with feelings of inadequacy and anxiety when asking for help, are also signs of library anxiety. Affective barrier, staff barrier, familiarity with the library, knowledge of the library, and mechanical barrier are the five components of library anxiety. Students who have false beliefs about their capacity to conduct research effectively and who also believe they lack library skills have affective barrier, a form of library anxiety. The part of library anxiety that has to do with the connection between users and librarians i.e., how students view the library staff is barriers with staff.

The majority of the time, students get the impression that librarians are unapproachable and overworked and cannot help them. The element of library anxiety that stems from feelings of unwelcomeness, vulnerability, and discomfort in the surroundings of the library is known as comfort with the library. When students are unable to use the library efficiently, are unable to locate the information materials they require, or are unaware of how the library's shelves are organized, they lack knowledge of the space. The students' fear of the library is a mechanical barrier brought on by the introduction and use of modern technologies in the library[69].

The effects of library anxiety, which include fear, tension, lack of confidence, vulnerability, low self-esteem, and mental disorders, prevent undergraduate students from using libraries effectively. The constant flow of information technology in university libraries is considered to

be damaging for many undergraduates who are attempting to adjust to the changes brought about by the development and use of information communication technology[70].The undergraduates' level of library anxiety has increased as a result of these quick adjustments. Librarians and the key stakeholders (Governing Council, Vice Chancellor, University Librarian, other Librarians, and Faculty Members) in the university are becoming increasingly concerned about a sharp fall in undergraduates' use of university libraries in Nigeria. The fact that a lot of money is spent on library resources and services, which could only be justified if the university library is utilized to the fullest extent possible, has caused the librarians and other significant stakeholders in the library to become quite concerned about this. By encouraging their clients, including undergraduates, to use the library, university libraries are encouraging information literacy skills among their users. Despite this, it has been noticed that undergraduates' attitudes toward using libraries, as well as how they defined their use, the reasons they utilized them, and the material they accessed, differed, suggesting that there may be explanations for the low patronage of libraries[70].

Another results shown that, there are significant emotional and technological barriers that prevent students from using university libraries. The researchers advise using behavioral science consultants and offering training programs for students in libraries to encourage proper and efficient usage of the university library. Studies on the causes of library use anxiety among students generally have been undertaken both locally and globally. Researchers have empirically shown that undergraduates experience anxiety when using the library.

The primary causes of library anxiety in freshmen in a college include lack of confidence, ignorance of the advantages of utilizing libraries, the artificiality of the library system, lack of acquaintance with digital services, and the attitude of library employees toward freshers.

Students might not have used academic libraries before and may not be aware of their advantages. Student self-confidence helps them get over their fear of the library. Many students are unaware of how important libraries are to one's overall growth. Students who make it a practice to frequently use library resources and services will succeed in their academic endeavors, knowledge expansion, and professional growth .Such students will develop the habit of routinely utilizing college libraries and gain the most from it. Anxiety about libraries is also brought on by a library's artificiality. Newcomers to libraries often experience anxiety due to the size of the library, its layout and organization, the collection and its organization, the classification and cataloguing systems used, rules and regulations, and the formalities such as leaving personal belongings outside when entering the library and signing the gate register. Library anxiety is also brought on by ignorance of things like the abundance of materials accessible, the classification system, how to utilize the catalog, how to get a book released, etc[71].

Today's library operations and services have been significantly improved by computers .Nowadays, the majority of libraries are computerized and offer services like OPAC or WebOPAC, computer-based information services, etc. These assist users in swiftly and conveniently searching for and accessing resources. Similar to physical libraries, digital ones are many and diverse. As part of the library system, an increasing number of libraries are digitizing their collections and creating digital libraries. Online access to library databases of books, journals, dissertations, and theses is available. Students won't be able to effectively use these products and services unless they are well-versed in them. The library staff serves as the intermediary between the students and the materials or information they require .At least some staff employees seem to have a hostile attitude toward students today, according to experience[71].

One of the main causes of students using libraries less or not at all is library anxiety, according to research. The very fact that libraries exist will become irrelevant in light of this situation. Researchers have noted additional effects, including tardiness in completing assignments, subpar academic achievement, and a lack of use of library resources and services. These consequences can occasionally result in a student quitting college. Some college students view library anxiety as a minor inconvenience in their lives, yet this perspective makes them less successful in their academic pursuits and professional development. Anxiety over accessing the library and reaping its benefits is unquestionably a barrier to doing so. Therefore, research among first-year students is required each year in order to identify those who struggle with library anxiety and take the necessary steps to help them overcome it[72].

It might be quite difficult for pupils to complete their assignments due to library anxiety. In addition to having negative effects on a student's capacity to complete assignments and succeed, library anxiety has also been identified as a contributing factor to poor overall academic performance[73]. It also has cognitive, affective, physiological, and behavioral implications. This is what I observe in my pupils, who appear overwhelmed by the library and in need of assistance from a librarian but are hesitant to ask for it. Extreme cases of library anxiety include students who purposefully steer clear of borrowing materials for the course of their studies. If students are to prosper during and after their schooling, this unwarranted fear must be reduced, lest it limit their accomplishments and overall experiences[73]. Although asking for help is a fundamental part of most interactions in libraries, many adult learners and students from other age groups say they don't require it since they can figure things out on their own. Academic libraries must actively engage in outreach to overcome these hurdles to their services because students typically prefer to first ask their peers and friends for information. Since Mellon's pioneering work, in which she

laid the groundwork for difficulties causing library anxiety in her studies of undergraduate students, the reasons of library anxiety have been studied. Over a two-year period, "Mellon evaluated students' written materials regarding libraries that were taken from courses of twenty English composition instructors"[74]. Her research identified three primary sources of anxiety in libraries: Inadequacy is something to be ashamed of and concealed if possible, inadequacy is something that would likely be exposed if one asked questions, and inadequacy is something to be ashamed of and hidden if possible. Bostick later validated Mellon's findings by creating the Library Anxiety Scale, a Likert test for college students, for her dissertation (LAS),This included 43 items and was created to measure students' levels of library anxiety. Bostick identified five key causes of library anxiety: mechanical barriers, emotive barriers, barriers with library employees, familiarity with the library, and knowledge of the library.

Students who reported similar antecedents for their library fear identified them as situational/institutional and personal/dispositional. The size of the library, the scope of the information collection, a lack of familiarity with location and procedure, the layout, noise, ventilation, lighting, signage, décor, and general comfort were all mentioned by the writers as situational concerns for libraries[75].Students frequently experience libraries as daunting due to the sheer amount of information present there as well as the strange, even enigmatic processes and abilities required to access the information. Students could be discouraged by the librarian's language and their impression that librarians are distant and difficult to reach (too busy to assist). The students' own characteristics, such as perfectionism, academic procrastination, poor study habits, lack of prior library experience, lack of confidence in conducting research, reluctance to ask questions, feeling overwhelmed, and a lack of IL skills, were among the personal/dispositional antecedents. The proportion of people who identified as procrastinators

and perfectionists was disproportionately high. Obsessive-compulsive disorders, sadness, and anxiety have all been connected to perfectionism. Additionally, procrastination can be just as harmful, affecting a significant portion of college students and rising for those with extensive research assignments[76]. Both writers contend that these characteristics exist as self-defense strategies against the potential for any kind of criticism, which, regrettably, is an unavoidable aspect of academic life. In order to properly and efficiently use the new electronic tools and information resources present in today's academic libraries, students must successfully complete a learning curve to make effective and efficient use of them. Due of their lack of academic confidence and fear of failure, students may experience library anxiety as a result of this new technology.

2.2 Theoretical Review and Framework

2.2.1 Theorem of Information Utilization Capacity

Curras introduced the Information Utilization Capacity Theory in 1986. According to this hypothesis, the consumers' capacity to obtain information determines how effectively information is used[77]. According to Curras, the user's educational background, personality, belief, etc, will to a great extent affect the ability of the user to access information. The ability of users to obtain information, on the other hand, may depend on their level of information literacy skills, attitude toward using information resources, computer self-efficacy, and accessibility to the resources, according to this. A researcher supported Curras' Information Utilization Capacity Theory by stating that human traits like beliefs, interests, desires, or preexisting attitudes, as well as personal cognitive needs (knowledge base), may function as obstacles to information access and utilization. The usage of information resources may also be hampered by a lack of information literacy. This theory's implication is that the undergraduate students' variables,

which in this study include their level of information literacy skills, attitude toward EIRs, computer self-efficacy, and accessibility of the information resources, may have an impact on how they use electronic information resources.

This theory is relevant to the study because it lays out the necessary steps for students to follow in order to access information and data from the school library when they need it. It also examines how students can approach using information resources in the library with the appropriate mindset. Finally, it discusses the significance of self-efficacy in computer systems for the accessibility of resources in the library that will enhance student learning.

2.2.2 Behaviourism Theory of Learning

The goal of user education is to provide patrons with the knowledge and abilities to utilize libraries effectively and independently. The "Theories of learning" theory is a better fit for any research that focuses on providing user education with the intention of teaching the user how to learn the techniques to make better use of a library[78]. How humans learn is covered by learning theories. Learning theories fit into one of three primary groups or philosophical frameworks. They are constructivism, cognitivism, and behaviorism.

However, only behaviorism will be covered for the purposes of this study. Behaviorist revealed that learning occurs when a person makes connections or associations with his surroundings. As a result, it is known as stimulus-response (S-R) learning. To them, learning is the conditioned acquisition of new behavior. Both classical conditioning and operant conditioning, often known as instrumental learning, are different types of conditioning. In classical conditioning, a type of learning, a behavior develops into an automatic reaction to a stimulus. Stimulus generalization, inhibition, and extinction are a few classical conditioning principles that can be used in this study. The term "stimulus generalization" describes how people and other animals sometimes fail to distinguish between stimuli that are similar. This suggests that once user education has been ingested, the user can use the newly acquired abilities to successfully navigate any library.

A process known as inhibition is when a stimulus prevents a reaction from happening that otherwise would have. It might be either internal or exterior. Student attitudes toward user education have the potential to either impede or facilitate the development of library skills. This means that the user educator must engage the users in the program. Extinction is the weakening or absence of a learnt response caused by the presentation of the conditioned response (CR)

repeatedly without the unconditioned stimulus (UCS), which eventually results in the CR ceasing to exist.

This suggests that by training and reconditioning, the user educator could break or modify the users' undesirable habits. This is particularly helpful for disseminating library policies. Operant Conditioning: Operant conditioning is a type of learning in which a reward or punishment is used to reinforce a behavior. Shape and reinforcement are two operant conditioning concepts that are relevant to this research. While reinforcement states that reactions that give reinforcement will rise in strength while those that produce punishment will diminish, shaping is a strategy for successfully shaping behaviors so they resemble desired behaviors more. The implication of this is that a user who is proficient in using a library will probably visit it more often because he won't get frustrated trying to find the books he wants. He will like accessing the library and understand how important it is. Furthermore, user educators should facilitate students' use of the library by giving them assignments that would require their using the library. The use of libraries in higher education institutions will be significantly improved by the application of the learning theories discussed above.

This study is significant because it emphasizes the value of a positive interaction between students and their academic environment, which includes learning how to use libraries. By doing so, students will be better equipped to conduct research and understand academic information sources.

2.2.3 Bosticks Library Anxiety Theory

Constance Mellon, a public service librarian, had long observed the hesitations and worries many students had when utilizing the library. She believed a more effective library instruction program would help solve the issue, but she had to persuade the administration and skeptic faculty of the

necessity. Mellon discovered that between 75 and 85 percent of her student participants reported their first library experiences in terms of fear and anxiety. The pupils frequently used the words "scary," "overwhelming," "lost," "helpless," "overwhelmed," "confused," and "fear of the unknown"[79]. She thought that this new phenomenon should also be taken into account within the context of anxiety because she found a startling similarity to research in arithmetic and exam worries. Her grounded theory was dubbed "library anxiety" by Mellon. In her research, she discovered four causes of the pupils' anxiety: The size of the library in comparison, not understanding where to find resources, how to start doing library research, and how to continue doing library research. Their fears were exacerbated by embarrassment at their incompetence; it appeared to them that all the other students knew what to do in the library while they did not. They considered their lack of library skills to be embarrassing and were reluctant to seek a librarian for help out of fear that they would "look stupid" or admit their shortcomings. Mellon found that students became so overwhelmed and “anxious about having to gather information in a library for their research paper that they are unable to approach the problem logically or effectively.”

Bostick created the LAS to see if the phenomena could be quantified80, which was influenced by Mellon's research on library anxiety. The LAS is a questionnaire consisting of 43 Likert-type statements relying on self-reporting by the participants, with an internal consistency of 0.80 using Cronbach’s alpha coefficient. Through her study, Bostick identified five dimensions of library anxiety; Barriers with the staff: Students may feel that the librarians and other library personnel are occupied or unavailable to help them. Mellon originally described affective obstacles as the "not knowing what to do at the library" predicament. The degree to which students feel physically at ease in the library building. Understanding the library, including

where things are and how to navigate the space. Mechanical barriers: the perceived dependability and usability of the printers, copiers, computers, and other technology in the library.

This theory is relevant to this study because it discusses a number of challenges that students face when trying to use an academic library to access useful information. It also lists some obstacles like a lack of internet support, a lack of equipment for information technology, and, most importantly, a fear of asking a librarian for help.

2.3 Review of Empirical Studies

2.3.1 Library User Education and Use of Information Resources

According to a researcher, the purpose of user education is to increase the usage of the various library resources so that lecturers may enhance their research and teaching while students get more knowledge to produce better results in their coursework. A researcher conducted a study to identify the variables influencing the usage of reference materials by postgraduate students in academic libraries at Enugu State University of Technology and Nnamdi Azikwe Library, both in Nsukka, Nigeria. With the use of the descriptive survey research, the researcher used questionnaires and interviews to gather information from 302 respondents who were randomly selected from a population of 1,406 registered postgraduate students at the two Universities. Personal observation and documentary sources were used as additional data collection tools. Frequency counting and straightforward percentages were used to organize and analyze the data. Findings show, among other things, that graduate students frequently use resources like indexes, guides, abstracts, catalogues, and bibliographies to locate the necessary reference materials. In order to locate necessary materials, students also consult the reference section staff. The reference staff is especially helpful to postgraduate students because they compile bibliographies for users upon request and give them the proper orientation. Recommendations were made in

light of the findings, some of which include: that user education/orientation should be a regular, ongoing process that is widely publicized, that academic libraries should seriously consider seriously increasing the volume of their reference materials, that reference services in particular and the academic libraries in general should be automated.

The study mentioned above is concerned with reference services like the one that is already available. The questionnaire, one of the tools used by Mole, will be used in this investigation. The reviewed work, however, is more focused on academic libraries than the current one, which only dealt with university libraries and left out academic libraries[82]. Additionally, only postgraduate students were included in the study, which was conducted in a different geopolitical region of Nigeria.A study was done to determine how well the Nnamdi Azikiwe Library's reference division carried out its responsibility to provide information to postgraduate students. A questionnaire with 18 elements served as the primary survey tool. Through random selection, 150 respondents were included in the sample. Simple percentages were used to evaluate the data. The Nnamdi Azikwe library did not offer extended services, a sizable portion of postgraduate students do not know where to get materials in their subjects, and there is a scarcity of recent literature in most areas. The study's recommendations said that the library's collection needed to be updated in order for it to remain usefull to the university community. Finally, enhanced services such internet services, readers advisory services, and career counseling services should be launched to help re-engineer reference services to match users' demand[83]. The new library collection should be promoted to garner sufficient awareness.

The study mentioned above used a tool similar to the one used now. It likewise addressed reference services in academic libraries, but its discussion was constrained to a single user group in a single university library in a different geopolitical zone than the one examined in this study.

In 2006, researchers looked examined the reference and information services offered by branch public libraries in Anambara State. He randomly selected 200 individuals in addition to all 40 staff members from a population of 8,310 registered users and 40 employees. Both a questionnaire and an oral interview were used as tools. Simple percentages and frequency counts were used to assess the generated data. The results demonstrate that the reference and information services provided in the branch libraries were insufficient due to limited resources and, as a result, did not satisfy information seekers' needs. Second, the materials found in branch libraries were out of date. In light of the aforementioned findings, the researcher suggested providing branch libraries with appropriate resources to improve performance, hiring more reference librarians, and installing computers and photocopiers.

The aim, tool, and method of data analysis in the previous work are remarkably similar to those in the current one. The distinction is that the previous dealt with public libraries in a different state and geopolitical region of the country, whereas the present work concentrates on academic libraries: a critical evaluation of public relations in Nigerian university libraries. The researcher used a questionnaire, utilized a survey study methodology, and mailed 8 items to 49 university libraries in Nigeria[84]. Federal, state, and private universities that were both traditional and specialized made up the sample group. The objective was to estimate the extent of their public relations efforts, printed promotional materials, promotional efforts, and collection sizes. In order to examine the study's data, frequency and straightforward percentages were used. It shows that whereas 18.75% of the libraries analyzed publish their collection's accession list annually, 81.25% of them do so quarterly. The majority of Nigerian university libraries have not done much in the way of printed promotional efforts to advertise the services of their libraries, as evidenced by the fact that 90.62% of respondents said that the usage of posters was not

appropriate in their libraries. The findings were followed by recommendations, some of which include: putting marketing and promotion plans in place in libraries; to be able to conduct a deliberate promotion of its services to its community, libraries should have documented communications, marketing, and promotions policies.

A researcher conducted a study on the state-of-the-art85 Reprographic services available in university libraries in Cross River State. The study's goal was to ascertain how often academic libraries in the state used reprographic services. The research design used in the study was survey. Interviews and observation were used as the study's primary data collection methods. 500 users were chosen for the study using a basic random sample method that was stratified (220 users from UNICAL,160 from FCE, Obudu and 120 users from CRUTECH) Findings show that there are no academic libraries that provide reprographic services in Cross River State, Nigeria.It was discovered to be statistically considerably below average. In order to decrease material theft and mutilation by users, the study recommended that reprographic services be encouraged in all academic libraries examined. In addition, library authorities should purchase reprographic machines and keep them in strategic areas in the libraries so that users can photocopy library materials, especially reference and serial materials that cannot be loaned out to users.

Researchers at Makerere University in Uganda studied how people used electronic information. The Makerere University Library and Information Science (LIS) students' level of computer proficiency and their usage of electronic information resources were to be determined. The study used the survey technique of investigation to accomplish these goals, find out how LIS students feel about using electronic information resources, and identify the difficulties LIS students have using those resources. Data was gathered via a questionnaire that was given out during the participants' lectures. The results were examined using straightforward descriptive statistics

(frequency and percentage). A response rate of 76% was achieved out of the 250 targeted students in the study with 190 responding. The study found that users benefited greatly from using electronic materials. This includes expanding one's access to information and improving one's academic achievement as a result of having access to reliable information.

To ascertain the extent of utilization of the materials, a research on student attitudes about electronic resources was conducted. A total of 317 students from three universities responded to the research questionnaire, which asked them about their use of different electronic information resources, how they felt those resources had benefited or hindered their academic careers, whether they thought they were capable of using those resources, whether the quality of their work would suffer if they didn't, and the various strategies they had used to develop the skills needed to use those resources. Frequency and percentage simple descriptive analysis was used for the investigation. The findings showed that 83% of the students thought using this resource saved them time and that they found it to be fairly simple to use. According to two thirds of those polled, they would wait for the CDROM to become free instead of using the print tool if it was being utilized. Scholars from Aligarh Muslim University (AMU) and Banaras Hindu University (BHU), both central universities supported by the University Grants Commission[88], participated in a survey to determine the amount of awareness and use of e-journals by researchers at those institutions. For the investigation, a descriptive survey design was chosen. The instrument used to collect the data was a questionnaire. The research findings showed that the majority of research scholars were aware of the existence of e-journals and frequently used them as sources for their research. They all believed that using an electronic journal improved the quality of their study work by allowing for the augmentation of supporting resources and information, producing high-quality manuscripts. However, it has been discovered that inadequate training is the main

barrier to the correct and complete use of e-journals. The study also made the suggestion that in order to maximize the use of the resource, researchers should receive training on how to use electronic journals. Because the study focused on the usage of electronic journals in universities, which is an electronic resource, it may be concluded that there are some similarities between the two studies. The study did not take into account the other four electronic resources, and there was no correlation found between the variables relating to the undergraduate students' use of the e-resources and those variables.

A study on the usage and readers of electronic journals in Catalan universities was conducted89. The study's goal was to determine the associations between discipline, age, and academic status with the use of the electronic journal collection. Data analysis was done using the Chi square inferential statistical program. The findings, which were displayed in tables and charts, revealed that 52% of respondents from the Catalan academic library consortium said they only use e-journals for their work. Additionally, it showed that most of the campus libraries' active Web users were undergraduate students. In order to determine the goals and degree to which these students use the Internet, another study on Internet use behavior and attitude among college students was conducted[90]. The survey also aimed to determine how the kids felt about using the Internet. For the investigation, a descriptive survey design was chosen. As a means of gathering data, a questionnaire was used. Simple percentages and frequency counts were used to assess the data that was collected. According to the research, 68% of parents and 69% of teachers reported that Internet use has caused their pupils' test scores to increase. These research demonstrated that EIRs are indeed advantageous to pupils, proving the necessity of the current study. Despite these resources' accessibility in university libraries in Nigeria and the advantages they provide for

higher education, a number of problems make it difficult for Africa as a whole to effectively utilize them.

A study was done to find out how the academic staff at Makerere University in Uganda used electronic information sources[91]. The study looked at how well-informed the academic staff was about the resources available, the kinds of resources the Makerere University Library offers, and the variables influencing resource use. The study used content analysis, questionnaires, and interviews to conduct both qualitative and quantitative research.1024 academic employees from Makerere University's 17 faculties, institutes, and schools made up the population. The 300 respondents were chosen using a stratified random sampling procedure. The results show that 12 respondents (15.4%) said they did not know what the resources were and were therefore unable to use them, while 14 respondents (17.9%) said they did not have access to the services. Another 45 (57%) stated inadequate facilities, 20 (25.3%) slow speed or bad bandwidth, 16 (20.3%) poor sensitization or limited publicity, 14 (17.7%) lack ICT expertise, and 10 (12.8%) said they were completely unaware of these resources and truly required more information about them. Some respondents cited other reasons like overcrowding in the library computer laboratory, failure to get passwords from the library staff, lack of information about electronic information resources and lack of familiarity with these resources. Recommendations such as: increasing the bandwidth, creating awareness and training of the users were made.

In a study on Challenges and opportunities of Internet users at Seton Hall[92]. The purpose of the study was to find out the frequency of use of the Internet by students; the level of satisfaction obtained from its use and; the challenges to the use of the Internet. The survey research design was also adopted for the study. A questionnaire served as the main data collection method for the study. Simple percentages and frequency were used to assess the data. The outcome showed that

40.7% of users, including 75 percent of undergraduates, used the Web every day. In contrast to the 7.1% of graduates and 2.4% of faculty members who reported daily Web use, these undergraduates regularly searched for information on the Internet. However, this survey discovered that a very small percentage of users (7.7%) expressed a high level of pleasure. Users reported having trouble locating the information they required. Too many hits frequently hampered their search efforts. But three years later, the research was the student later conducted a follow-up study on Internet usage and gave it a new title.

A comparison of the 1998 and 2001 Seton Hall University library surveys of Internet users"[93]. According to a recent study, the proportion of users who visited the Web every day increased from 40.7% in 1998 to 84.3% in 2001. Users who were happy with their experience of utilizing the Internet to find information have grown in number. Compared to 7.8% in 1998, 18% of consumers reported having a high level of satisfaction. However, the issues raised in his earlier study continued and were even made worse. Even more people reported having trouble obtaining information online, increasing the percentage of users who reported this. An academic looked into how well and what obstacles students at Nigeria's Federal University of Technology in Owerri used the Internet. The study's goals were to determine how adept the students were at using the Internet and to pinpoint the reasons that prevented them from using it effectively. The study discovered that while some students could not use the Internet because they lacked understanding of how to utilize it, those who could use it independently. The study's results also showed that the students' learning environment and a lack of skills prevented them from using the Internet effectively. In the literature study, the researcher noted a low level of Internet usage among students at the College of Medicine at the University of Lagos and Obafemi Awolowo University in Ile-Ife, Nigeria. In light of the review, she came to the following conclusion:

"These data demonstrate that students in Sub-Saharan Africa are not maximizing the use of the Internet to assist their educational output. There were suggestions given, including teaching kids the abilities required for efficient Internet use and purchasing more computers with Internet connection.

In a similar vein, 60 professors participated in a study on the use of electronic resources by faculty members at the HKBK College of Engineering[95]For the investigation, a descriptive survey design was chosen. The instrument used to collect the data was a questionnaire. Simple percentages and frequency counts were used to assess the data that was collected. The results showed that the issues with using the resources were that 30% of the respondents said they lacked the IT expertise to use the services properly and that 12 (20%) stated that they have limited access to computers. Other issues included not having enough time available (35%), complaining about inadequate training (31.67%), and experiencing hardware issues (16.67%).The situation in the poor countries of Africa is not very different, as most libraries and library users have not started making full use of the Web or other resources accessed through the use of computers.

This is clear from the findings of a study[96] that looked at undergraduate students at the University of Calabar in Nigeria's reading and Internet usage habits. A descriptive survey was used in the investigation. 200 copies of a developed questionnaire were sent using the random sampling method to university undergraduate students who utilized the library in April 2009. The questionnaire was returned 133 times in total, yielding a response rate of around 65%.In contrast to reading printed materials, which 63.2% of respondents stated they do everyday, the survey found that 57.1% of the respondents said they use the Internet infrequently, followed by responses of monthly (21.1%) and biweekly (12.0%). The respondents read printed information

sources more frequently and for longer periods of time than they utilized the Internet and other electronic information sources, according to the implication. The availability of user-friendly interfaces and services, as well as efficient user education programs, are some of the issues that have been recognized as impeding the usage of the Internet and other electronic information resources. This study is relevant to the current study because it looked at how undergraduate students at the University of Calabar in Calabar, Nigeria, used the Internet, one of the EIRs. However, it did not examine how students used other EIRs, like e-books, e-journals, the OPAC, and CD-ROM databases, nor did it relate how students used the resource to other variables.

Out of 60 respondents who took part in the survey, 16 (26.67%) of the faculty members use the electronic resources "once in a week," followed by 15 (25.00%) who use it "daily," while 18.33% of faculty members use it "sometimes," and only 5.00% of members have never used it[97].This might be the case, particularly if the abilities needed to access and use the resources are absent. A researcher conducted a study to "assess the variance of this use by students' personal characteristics and to analyze the use of the Internet by students of the University of Ibadan, Nigeria"98. The survey also looked at students' perceptions of the infrastructure's features and the difficulties they face when using the Internet, as well as the reason behind utilizing the Internet. For the investigation, a descriptive survey design was chosen. The respondents were given a questionnaire at random, which served as the instrument for gathering data. The study's conclusions showed that there are considerable differences in how students utilize the internet according to their age, gender, and degree of education. Internet use is mostly for educational purposes regardless of gender, though this varies depending on age, academic level, and faculty. Less Internet use for amusement and recreation is related to higher levels of education. This study is related to the current study since it looked into how University of Ibadan students used

the Internet and attempted to determine how this use varied depending on the students' individual characteristics.

The Federal University of Technology, Akure, Nigeria's undergraduate students' use of the internet was examined[98].On a random basis, a questionnaire was given to undergraduate students. Their research showed that the university's campus had insufficient connection points and a lack of computers with Internet access for students to use. The study found that although students recognized the value of the Internet for academic pursuits, they lacked the necessary searching abilities to make the most of the available resources. The researcher suggested teaching undergraduate students and purchasing more computers with Internet connection based on the study's findings.

Into the University of Ibadan in Nigeria, a researcher looked at how the Internet and library resources impacted undergraduate students' research[99]. A descriptive survey design was adopted for the inquiry. The study also used a random sample methodology. According to the study's findings, two thirds of the students used the Internet for their academic research, primarily from for-profit cybercafés. Despite having some similarities to the current study, this study differs from it in that it also looked at how people use the Internet in commercial cybercafés. With the main goals of determining the use of e-resources, user's skill in handling e-resources, and highlighting the challenges faced by research scholars in assessing e-resources, a researcher conducted a survey study on the use of electronic resources by research scholars of Kurikshetra University. The study used a stratified accidental random sampling approach. The study's findings showed that slow access speed was the issue that most respondents (62%) most frequently mentioned. The majority of respondents 44% said it takes a long time to browse or download Internet pages, and 42% said it is challenging to find the necessary information. Other

respondents (26%) claimed that their insufficient IT knowledge prevents them from efficiently utilizing online resources. Given that the majority of respondents (62%) believe that they have a slow access speed when using the resources, one could estimate the attitude of the students about their use based on the study's findings. The descriptive survey design was used, and the instrument for gathering data was a questionnaire. The study's conclusions showed that undergraduate students who had better opinions regarding the Internet engaged in more software and game downloading activities. Students who were more confident using computers also used the Internet to research products and services. The survey also revealed that, regardless of their degrees of computer self-efficacy and computer anxiety, undergraduates generally accessed the Internet for instructional purposes. Many of the undergraduates were found to be utilizing the Internet mostly for emails despite their levels of computer anxiety, attitudes about the Internet, and computer self-efficacy. The Biology Achievement Test (BAT) with a r=.75 was provided to the students after introducing them to a course via the same channel (e-mail) in a study on socio demographic characteristics and distance learners' academic performance at the Distance Learning Centre, University of Ibadan[102]. Based on gender, T-Test analysis was performed on their results. The outcome showed that gender had no significant impact on their ability to use the resource effectively, and that it had no significant impact on their performance either (t=.339, df-1498, p>.05). Additionally, research was done to determine the impact of gender on trainee instructors' ICT literacy as part of an investigation into disparities in ICT literacy among them. The study used the survey method of investigation. The instrument used to collect the data was a questionnaire. The study also used the random sample methodology. Inferential statistical analysis was used to analyze the data that was gathered (T-Test, based on gender). The study's findings demonstrated that, after controlling for ICT experience characteristics, gender was a

negligible predictor of students' test performance. The results of these research suggest that there is no appreciable difference in the amount of use of electronic information resources by men and women[103].

In federal colleges of education in North Central, Nigeria, a researcher looked into the relationship between the qualities of the academic staff and the usage of Internet services for lifelong learning[104].The study specifically looked at the association between academic staff members' use of Internet services and their gender, rank, and teaching experience. 563 academic employees from the three federal institutions of education in the zone who worked during the academic year 2006–2007 made up the study's population. The instrument used to collect the data was a questionnaire. Gender and Internet use data were evaluated using t-test statistics, whereas academic staff rating, teaching experience, and Internet use data were studied using Analysis of Variance (ANOVA). The study discovered that while there was no relationship between academic staff gender or teaching experience and Internet use, there was a strong association between academic staff rank and Internet use. According to the experts, this is because women are now more motivated and zealous about their studies, careers, and other duties in previously male-dominated fields.

Researchers from the University of Ibadan in Nigeria, however, conducted a study with the aim of providing a causal explanation for academic achievement through the analysis of specific students' socio-demographic variables[105]. This study employed an ex-post facto descriptive research design.

1500 participants were chosen using a simple random selection technique, whereas the University of Ibadan's distance learning center was chosen using a selective sampling technique. One hypothesis was evaluated at the significance level of 0.05 for each of the study's two

research topics. Additionally used in the data analysis were regression analysis and the t-test. While a mean score of 2.91 for female distance learners was obtained compared to that for male counterparts (2.95) made males' academic performance appear slightly better than that of females, the results of the test of hypothesis by t-test to determine the significance or otherwise the difference between the academic performance of the male and female distance learners showed that. The t-value of 0.339, which was higher than 0.05, showed that gender does not significantly affect the academic performance of distance learners (t =.33, df =1488, P> 0.05).

2.3.2 Library Anxiety and Use of Information Resources

Constance A. Mellon coined the phrase "library anxiety" for the first time in a study that was published in College and Research Libraries. While researching how college students utilize libraries, the author discovered three trends: students generally believe that their library skills are lacking; that lacking is shameful and should be concealed; and that lacking would be disclosed by asking questions. A grounded theory of library anxiety was developed as a result of the analysis of these observations[106]. An expert synthesizes the implications for academic reference services from the literature on library anxiety in another review paper. It has been noted that many students are hesitant to approach the reference desk because they feel humiliated about not knowing how to use the library. An explanation is provided by the hypothesis of library anxiety, which contends that many university students are prevented from using the library properly and efficiently by a psychological barrier caused by a fear of going to and using libraries.

The effectiveness of traditional bibliographic education sessions and computer-assisted instruction in easing library anxiety among first-year college students was studied[107]. It was noted that computer-based technologies have taken a dominant role in molding and remolding the offerings of academic libraries. Despite the fact that many students still struggle with severe

library anxiety, it is possible that the new technology in the library have caused them to develop other types of adverse emotional states that may, in part, reflect how they feel about computers. The impact of library training on college students' growth in library anxiety is investigated by a researcher[108]. The Library Anxiety Scale (LAS), created by Sharon L. Bostick, was utilized in the study to determine why university students experience anxiety when conducting research at public libraries. It draws attention to how LAS might be used in public libraries to keep patrons from being discouraged or uncomfortable.

A researcher examines how the development of electronic access to various resources has helped to reduce user anxiety at libraries[109]. A researcher looked at a group of English language development students' library anxiety. Bostick's Library Anxiety Scale was used to assess 191 students' levels of anxiety. The use of the library is linked to levels of library fear, but classroom teachers' attitudes and practices had the biggest impact on students' understanding of the library[110]. Library anxiety might cause students to actively avoid the library for the length of their studies, according to a research among student nurses[111]. A study on library anxiety among post-graduate Pondicherry University, India students was undertaken by a researcher. The study makes an effort to comprehend the typical library anxiety experienced by Pondicherry University students. The students were given the Bostick's Library Anxiety Scale modified scale of library anxiety as well as demographic information. The study's findings suggest that Pondicherry University students, whether first-time or frequent library users, suffer from anxiety. Additionally, there is no statistically significant difference in the means according to gender[112].

Using the Library Anxiety Scale and the Big Five Inventory[113], a researcher investigates the association between personality and library anxiety in master's-level graduate students. The Greek Library Anxiety Scale (G-LAS) was used in a study to measure undergraduate students'

levels of library anxiety. They looked at students' worries about using the library at Greek postsecondary institutions. The biggest causes of library anxiety were staff and rule restrictions. Overall, pupils report having little concern about using the library. A study was done on Pakistani undergraduate students' academic achievement, anxiety related to libraries, and use of libraries. The goal of the study was to assess the prevalence of library anxiety among undergraduate students and its associations with library use, academic performance, gender, and academic discipline. Data were gathered through a questionnaire. Most of the interviewees admitted to having some slight library anxiety. The main causes of library anxiety were things like user education and user knowledge. The results showed that there are differences in library anxiety based on gender and academic field. Academic achievement and library anxiety were significantly inversely related.

In the study "Exploring library anxiety among UiTM students[114]. The primary goals of the study were to measure the levels of library anxiety among University Technology Mara (UiTM) students and to link those levels of anxiety with variables including age, gender, field of study, and others. Data were gathered using a quantitative and descriptive survey method and a questionnaire called the Library Anxiety Scale. The findings show that UiTM students have a reasonably low level of library anxiety, and they also show that students' demographic characteristics did not significantly affect those levels. Information literacy and the connection between library phobia were topics of discussion. The transition from high school to college can be challenging for students, and academic library services can help them by providing additional resources.

The effectiveness of a warmth-based library instruction intervention in lowering library anxiety rates among first-year undergraduate students was examined in a study[115]. At a public research

university in the American South, a quasi-experiment was done to look at how anxious first-year undergraduate students were about the library. The findings showed that there were no significant differences in the effects of warmth-based and conventional library education on participant reductions in library anxiety.

A researcher conducted a survey of 150 University of the West Indies freshmen to determine the severity of library anxiety[116]. The study verified that students do experience library anxiety due to institutional and personal variables. Lack of appropriate information literacy abilities was the main cause of library anxiety at the institutional level. Apart from that, the students' own personal factors included a lack of prior library use, ignorance, and uncertainty. Students also identified other institutional elements that were contributing to the issue, including the building's size, the layout of the library's collection, the absence of computers, and unsuitable signage. On the basis of the findings, certain recommendations were made, including training for library employees, user-friendly directories explaining the materials accessible in different floors, and suitable signage.

In order to gauge the unfavorable attitudes of readers in a university library, a researcher conducted an interview-based study[117]. The study discovered that the main factors causing students' anxiety in libraries were the rules, surroundings, staff, ICT, and software used. According to a researcher, the majority of undergraduate students were pleased with the services provided by libraries. A survey was done utilizing the undergraduate multidimensional library anxiety scale to ascertain the opinions of the students (UMLAS). Results revealed that despite their need, many students do not seek out librarian assistance. In order to reduce their anxiousness, it was recommended that library workers make friends with patrons and faculty members. To gauge the degree of library anxiety among postgraduate university students in

Southern Punjab, Pakistan, a study was undertaken. After conducting a thorough literature search and consulting previous scales, a questionnaire was created and given to 292 students utilizing the convenience sampling approach. The study's findings showed that South Punjabi postgraduate students experience library anxiety. There was no relationship between respondents' gender, semester, or institute and their level of library anxiety. The behavior of library workers, library services, surroundings, and resources were the main sources of worry. The study makes a number of suggestions for library administration to keep a welcoming environment in the library in order to reduce the students' level of library anxiety. In addition, library workers should be approachable and kind to pupils. Teachers should promote frequent library use among their students. According to the study, libraries should promote specialized services to their clients and offer students current and relevant study materials. Additionally, it was suggested that frequent user education and information literacy sessions be held to allay students' fears about libraries.

A researcher conducted a study to gauge the level of library anxiety among undergrad psychology students taking a research method course[118]. For the survey, a revised MLAS was employed. The pre- and post-testing approach was adopted. There were two 50-minute information literacy sessions that the students had to attend. It was discovered that students who participated in research experience less anxiety than those who did not take research-related courses. The study came to the conclusion that information literacy classes help consumers feel less anxious when they visit the library. At two universities in Iran, a study was done to quantify library anxiety using LAS. For this study, a sample of 375 students was chosen using a stratified random selection procedure. The findings of this study showed that personnel and technological constraints were the main causes of library concern among students at "Isfahan University of

Medical Sciences and Shiraz University of Medical Sciences."Before enrolling in college or university, high school students should get information literacy training and library orientations to help reduce their apprehension about using libraries.

In two public sector universities in south Punjab, post-graduate students in the faculties of science and the arts have been found to experience some level of library anxiety[119]. The study discovered that among the factors contributing to library anxiety among the students were the library's physical layout, a lack of user education, the staff's uncooperative behavior, the use of catalogue cards and OPAC, library regulations, the physical environment of the library, and a lack of information retrieval skills. The study offered numerous recommendations for reducing library anxiety, including information literacy programs, friendly and approachable library staff, online tutorials on how to use the library, more female staff to assist female students who are hesitant to ask a male librarian questions, more computer labs, extended library hours, and better reference services.

Researchers looked on the frequency and goals of library use by students studying "Library and Information Science (LIS) at the Islamia University of Bahawalpur (IUB)"[120]. They found that some of the issues students confront include uncooperative personnel, power outages, a lack of computers, poor internet, and a lack of knowledge about library use. A researcher examined whether students at Bangladesh's Dhaka University experienced library anxiety using LAS with a few minor modifications. This was the first time LAS had ever been used in a Bangladeshi setting. The research results confirmed that Dhaka University students indeed experience library anxiety. The subscale "barrier with staff" was thought to be the primary factor contributing to library anxiety in college students, followed by ignorance about the library, which produced the highest mean score. These results demonstrated concordance with earlier studies. This study

showed that, without offering psychometric reliability, LAS can be used to assess library anxiety among patrons of academic libraries in poor nations like Bangladesh. It was suggested that in order to reduce new students' apprehension about the library, frequent orientation sessions should be held. Additionally, users' skill sets for conducting library research should be developed through continuing information literacy initiatives. According to the needs of the local environment, the study advised the development of new library anxiety measures, ideally in native languages.

A researcher also looked into library anxiety among the 350 undergraduate and graduate students at Dhaka University and found that it was present[121]. The survey found no discernible difference between male and female students' levels of library anxiety. Age-related importance was also identified. Layout of the library, ventilation, seating arrangements, security, disturbances, lack of lockers in the library, offensive odors, crowding. Students reported issues including language hurdles, poor library policies and services, and a lack of current reference materials as contributing factors to their increased worry about libraries.

According to the findings of a study on the assessment of the relationship between information skill level and library anxiety, there is only a slender negative correlation between library anxiety scores and information literacy test scores and the reduction of library anxiety[122]. In a different study, a researcher looked at the connection between PhD students in educational science's worry about the library and their error rate when compared to citations. The results indicated a substantial correlation between these two variables. In other words, pupils with higher levels of anxiousness made more mistakes when citing their own research. The results of a different survey that looked into students' views regarding computer use in Slovakia revealed that opinions are favourable and that students' internet usage at home and school differs. People who

have internet access use their computers to check their emails, while people without it use them to play games[123]. According to research findings, pupils who are more fluent in English and have more computer expertise are less anxious when using computers, and as a result, they have a more favorable attitude toward them.

According to the findings of a study on library anxiety among Sudanese students, 88.2% of the students experienced tension and anxiety as a result of conducting research during their first visit to their university's library. On the other hand, research results concerning attitudes toward computers deserve attention[124]. It was discovered that attitudes regarding computers were the same for single and married students as well as for male and female students. However, it was determined that there was a substantial correlation between age, home computer use, computing experience, and attitudes. Additionally, there was no correlation found between views toward computers and career or level of education. Furthermore, they discovered in a different study that, when it comes to gender, familiarity with computers and electronic resources differs significantly. People who are less familiar with computers showed more electronic resources anxiety than those who were. Computer familiarity showed a substantial association with electronic resources fear.

2.4 Conceptual Framework

Independent Variables **Dependent Variable**

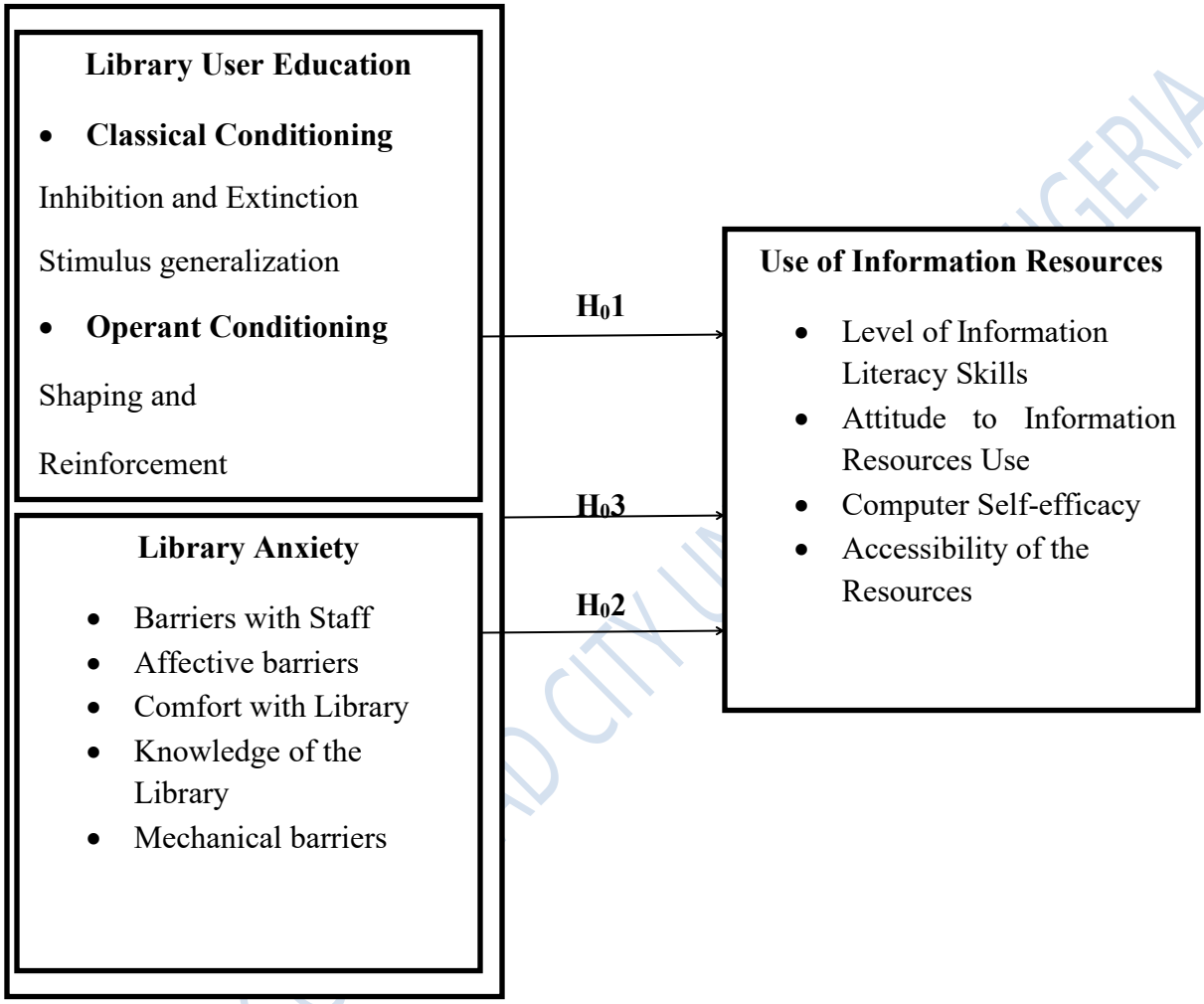

Figure 2.: Conceptual Model for library User Education, Library Anxiety and Use of Information Resources

Source: Researcher Conceptual Framework, 2022

The utilization of information resources is the study's dependent variable, according to the conceptual model. Information Utilization Capacity Theory and related indicators will be used to assess how information resources are used in the context of this study[77]. Information

literacy level, attitude toward information resources, computer self-efficacy, and accessibility of the resources are the four variables of the usage of information resources (dependent variable) that are significant for this study. Library user education and library anxiety are the independent variables; library user education is assessed using inhibition and extinction, stimulus generalization, shaping, and reinforcement [78]; whereas library anxiety is assessed using barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers [79].

The conceptual framework demonstrates the interaction between library user education and anxiety on students at the Federal College of Forestry and School of Agriculture in Ibadan, Oyo State who use information resources. With the help of these variables, the study will be able to determine how library user education affects the use of information resources in hypothesis 1, library anxiety affects the use of information resources in hypothesis 2, and the combined influence of library user education and library anxiety affects the use of information resources in hypothesis 3. Based on these findings, recommendations will be made to improve how frequently students use the library's information resources.

2.5 Summary of Reviewed Literature

The purpose of this literature review was to draw attention to academic papers that were relevant to this investigation. In relation to this study, which focuses on students' factors and their use of information resources in tertiary institution libraries, the literature materials that have been evaluated so far have a lot to say. The study's different key sections were categorized under conceptual and theoretical frameworks as well as a review of empirical studies. Overview of the variables under study, accessibility and use of electronic information resources by undergraduate students in university libraries, information literacy and use of information resources by students,

and undergraduate students' attitudes toward the use of information resources were all included in the conceptual review. Computer self-efficacy and undergraduate students' use of digital resources, as well as their usage of digital resources according to their gender. The researcher also created a conceptual model for the investigation. The Information Utilization Capacity Theory and the Technology Acceptance Model served as the foundation of the theoretical framework. These hypotheses were examined, and their relevance to the current investigation was demonstrated.

The analysis of the literature demonstrated an understanding and acceptance of information resources as significant information resources that improve students' academic and research productivity by giving them timely, current, and convenient access to information. There is a clear indication that information resources are known about, accessible, and underutilized in university libraries in Nigeria. Some studies on this topic, such as those by Okello-Obura and Magara and Bao (2002), concentrate more on the effects of students' academic and research performance than they do on the usage of information resources by undergraduate students as a whole (2008). According to the studies, there are a number of factors that limit students' use of electronic resources, including poor search abilities, information retrieval skills, a lack of understanding on their part, ignorance, power outages, and equipment malfunctions. Other studies that attempted to link the use of digital resources with student factors were only able to include one or two of the variables examined in the current work. Studies by King, Bond, and Blandford (2002) as well as Oladejo, Ige, Fanunwa, and Arewa are two examples (2010). The characteristics (information literacy, attitude toward the use of EIRs, computer self-efficacy, and gender) and accessibility as well as undergraduate students' use of EIRs at university libraries in South-West, Nigeria, were not expressly addressed in any of the literature reviewed. As a result,

a study is required to investigate the effects of library anxiety and user education on the usage of information resources by students at Federal Colleges of Agriculture. This study is intended to close the apparent knowledge gap.

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Chapter Three

Research Methodology

This chapter presents a brief description of the procedure that was involved in carrying out the study on library user education, library anxiety and use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

3.1Research Design

The research design adopted was a descriptive design due to its objective of studying a subset of a population at a point in time and to examine library user education and library anxiety and use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. The data were obtained without manipulation of data.

3.2 Population of the Study

The population of this study comprised eight hundred and ten (810) OND 1 and OND 2 students of Federal College of Forestry, Federal College of Agriculture and Federal College of Animal Health and Production Technology Ibadan, Oyo State.

Table 3.1: Population of the Study

S/N	Name of Institution	Number of Students in each Institution
1.	Federal College of Forestry	220
2,	Federal College of Agriculture	310
3.	Federal College of Animal Health & production	280
	TOTAL	810

Source: Academic Planning Office of the Institutions

3.3 Sample Size and Sampling Technique

The sample size of this study is two hundred and sixty-six (266) which is made up of the students of Federal College of Forestry, Federal College of Agriculture and Federal College of Animal Health and Production Technology Ibadan, Oyo State. This sample size was gotten from Krejcie and Morgan (1970)[1] sample size table as shown in Table 3.2;

Table 3.2: Table for Determining Sample Size of a Known Population

N	S	Ns	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	(266)	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	302
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	**750**	**254**	2600	335	100000	384

Source: Krejcie and Morgan (1970) Sample Size Determination Table

Table 3.3 Proportionate Sampling Calculation for the Sample used

S/N	Name of Institutions	% of total population	Calculated no for each sample
1.	Federal College of Forestry	$\frac{220}{810}$ X 100 = 27%	$\frac{27 \text{ X } 265}{100}$ = 72
2.	Federal College of Agriculture	$\frac{310}{810}$ X 100 = 38%	$\frac{38 \text{ X } 265}{100}$ = 101
3.	Federal College of Animal Health and Production	$\frac{280}{810}$X 100 = 35	$\frac{35 \text{ X} 265}{100}$ = 93
	Total	**100%**	**266**

3.4 Description of Research Instrument

The instruments used in this research work is structured questionnaire titled: Library User Education, Library Anxiety and Use of Information Resources (LUELAUIR). This study will adopt the Likert scale design which allowed the researcher provide their opinion about the issue under study. The instrument will be eliciting opinion and perception of students in the three schools on issues such as library user education, library anxiety and use of information resources.

Section A: This section is designed to collect demographic information of respondents and these contains Bio – data of Respondents measured through the following factors; Gender, Age, Department, and Level. E,g,- (1) Gender (a) Male ( ) (b) Female ( )

(2) Level (a) OND I ( ) (b)OND 2 ( )

Section B: This section is designed to collect data on use of information resources of students in the two schools. The scale consists the following measures such as level of information literacy skills, attitude to use of information resources, computer self – efficacy, accessibility of the resources which were adapted from scholar in different context[2]. Each of the adapted

questionnaires is considered reliable given the reliability tested result reported by scholars. Sample of the items in the questionnaire include: Use to know what has been done in the field of research in my subject area, sufficient functional Computers The response options available to respondents following the Likert-type scale include Very high = 4, High = 3, Low = 2, Very low = 1. The number of items in this section is 16.

Section C: This section is designed to collect data on library user education. The library user education scale which indicates how knowledgeable the students are on the use of library. It covers measures inhibition and extinction, stimulus generalization, shaping and reinforcement which were adapted from scholar in different context[3]. Each of the adapted questionnaire is considered reliable given the reliability tested result reported by scholars. Examples of Readers services should be extended to weekends, more fund should be allocated to the library. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. The number of items in this section is 12.

(1) I can use the catalogue effectively to relieve information

(2) Readers services should be extended to weekend

Section D: This section is designed to collect data on library anxiety scale which indicates the how anxious the students are towards the use of library and the measures of library anxiety are barriers with staff, affective staff, comfort with library, knowledge of the library and mechanical barriers[4]. Each of the adapted questionnaires considered reliable given the reliability tested result reported by scholars. Example of question are: The people who work at the desk are helpful, The library staff don't have time to help me because they're always busy\ doing something else. The response options available to respondents following the Likert-type scale include Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. The number of items in this section is 20.

3.5 Validity of Research Instrument

The research instruments were subjected to the scrutiny of experts in the field, to ensure the validity of the instrument. All structures and items of the questionnaire were adapted from previous literature by other researchers. Both face and content validity were checked to ensure standardization of the instrument before administering to the respondents.

3.6 Reliability of the Instrument

The reliability of the instrument was tested through a pilot study using Twenty (20) copies of the questionnaire which were administered to students of Federal College of Agriculture, Akure Ondo State which is not part of the study.

Table 3.4 Reliability test

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.800
		N of Items	26[a]
	Part 2	Value	.695
		N of Items	26[b]
	Total N of Items		52
Correlation Between Forms			.501
Spearman-Brown Coefficient	Equal Length		.667
	Unequal Length		.667
Guttman Split-Half Coefficient			.653

Source: field survey, 2022

3.7 Administration of the Instrument and Method of Data Collection

A letter of introduction and project attestation form was obtained from the Department of Information Management, Lead City University which was used to gain permission to conduct

the survey from the management of the three institutions. Two hundred and sixty-six (266) copies of the questionnaire were administered to the three institutions physically with the aid of two(2) research assistants who have been trained by the researcher. Although, two hundred and fifty-five were retrieved.

3.8 Methods of Data Analysis

The data collected from the respondents was analyzed using the descriptive and inferential statistics. Descriptive statistics (frequency distribution, simple percentage and mean) were used to analyzed data to answer research question one to three. Inferential analysis was used to analyzed null hypotheses one to three using simple regression for hypotheses one and two, while multiple regression was used for hypothesis three. The data collected was analyzed using Statistical Package for Social Sciences (SPSS), Version 24.

Endnotes

1. N.H. Oguchinalu & O.O. Sunday. *Accessing the adoption of mobile learning in Nigeria: The library perspective*. **Library Philosophy and Practice,** (e-journal), 2018, 2035.

2. *R.V. Krejcie University of Minnesota, Duluth. Daryle W. Morgan, Texas A and M. University.* 1970.

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Chapter Four

Results and Discussion of Findings

In this chapter, results are presented and findings are discussed concerning the research questions and hypotheses raised in Chapter One of the study. The chapter was discussed the questionnaire response rate, analysis of the demographic information of the respondents, answering the research questions, testing of the research hypotheses, and discussion of the findings.

4.1 Data Presentation and Analysis

Response Rate	**Frequency**	**Percent**
Sample Size	**266**	**100 %**
Total Questionnaire Distributed	**266**	**100%**
Total Questionnaire Retrieved	**255**	**96.2%**
Valid Questionnaire	**249**	**97.6%**

Demographic Characteristics of Respondents

The demographic data of the respondents were composed and measured using descriptive statistics such as frequencies and percentages and presented in table.

4.1 Demographic Distribution of Respondents

Table 4.1: Gender of Respondents

Variable	Frequency	Percentage	Valid percent	Cumulative percent
Gender				
Male	131	47.4	47.4	47.4
Female	118	52.6	52.6	100
Total	249	100	100	
Age				
15-20	102	41.0	41.0	41.0
20-25	142	57.0	57.0	98.0
26 & above	5	2.0	2.0	100.0
Total	249	100	100	
Educational level				
OND 1	120	48.2	48.2	48.2
OND 2	129	129	51.8	100
Total	249	100.0	100	

Source: Field Survey, 2022

The above table reveals the gender distribution data of the respondents of this study. With a sample size of 249 respondents, the above data revealed that as far as this study is concerned, there are 131 male respondents, which accounts for about 52.6% of the total sample size for this study. Their female counterpart are 118 respondents which account for about 47.4% of the total sample size for this study. Going by this, there are more male respondents than male respondents. Table 4.2 is centered on the age of respondents for this study. Those within the age range of 20 to 25 years of age were 142. This is about 57% of the total respondents for this study. Those

within the age range of 15 to 20 years of age were 102. This has about 41% of the total number of respondents for this study. Those that were 26 years and above accounted for about 2% of the total number of respondents for this study. They were just about 5 in number that indicated that they fell within this age range

As regards the educational level of respondents for this study, 120 students which is about 48.2% of the total number of respondents for this study affirmed that they are presently in National diploma level (OND 1) while 129 respondents indicated that they are in class level of National diploma 2 (OND 2).

4.1 Data Presentation and Analysis

Table 4.2 Level of Use of Information Resources by Students of Federal Colleges of Agriculture in Ibadan Oyo State

Use of IR	VL (%)	L (%)	H (%)	VH (%)	Mean
Level of Information Literacy Skills					
Mastery experience (the use of personal past experience to a particular task)	55 22.1	85 34.1	97 39.0	12 4.8	2.27
Verbal persuasions (positive comments and encouragement	48 19.3	76 30.5	61 24.5	64 25.7	2.57
Physiological state (being in a general more relaxed state that is free from anxiety, fear, fatigue etc)	42 16.9	100 40.2	45 18.1	62 24.9	2.51
Constructive feedback (getting clear, concrete and positive feedback)	53 21.3	84 33.7	57 22.9	53 22.1	2.46
Weighted Mean:					2.45

Attitudes to Information Resources Use					
Using library's electronic information resources to source materials for research\writing project	56 22.5	62 24.9	89 35.7	42 16.9	2.47
Use to know what has been done in the field of research in my subject area					
Using library's electronic information resources to do class assignments	58 23.3	118 47.4	34 13.7	39 15.7	2.69
I find the print and electronic resources easy to use	65 26.1	64 25.7	59 23.7	61 24.5	2..22
Weighted Mean:					2.50
Sufficient functional Computers adequate ICT infrastructure	59 23.7	112 45.0	30 12.0	48 19.3	2.47
Ease in accessing electronic resources	57 22.9	63 25.3	68 27.3	61 24.5	2.27
Enough knowledge in the use of e-library	35 14.1	75 30.2	70 28.1	69 27.7	2.53
Weighted Mean:					2.42
Accessibility of the Resources					
Availability of Newspapers/Magazine	31 12.4	72 28.9	59 23.7	87 34.9	2.69
Availability of Textbooks	100 40.2	100 40.2	19 7.6	30 12.0	2.81
Availability of Journals	59 23.7	57 22.9	77 30.9	56 22.5	1.92
Accessibility of Online Database	69 27.7	133 53.4	18 7.2	29 11.6	2.52

Weighted Mean:	**2.48**
Grand Mean:	**2..46**

Source: Field Survey, 2022
Key: Very Low(VL) =1, Low (L) = 2, High (H) = 3, Very High (SA) = 4
Decision Rule: 1.00 – 1.49 (Very low), 1.50 – 2.4 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

The first research question in this study on level of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. With a grand mean score of 2.46 on a scale of 4, it can be concluded that the level of use of information resources by students of Federal Colleges of Agriculture in Ibadan is low. Furthermore, four indicators was used to determine the level of use of information resources by these students. The indicators are: information literacy skills, attitude to information resources use, computer self-efficacy and accessibility of information resources. Each of this indicators have a weighted mean score of 2.45, 2.50, 2.42 and 2.48 respectively. It is evidently clear from each of the indicator, only attitude to information s resources use is on the average level, though this is also not to good. The remaining three indicators were below average. The least of the weighted mean was that of computer self-efficacy. This indicator has a mean score of 2.42 on a scale of 4. This indicates that the computer self-efficacy level of students of Federal Colleges of Agriculture in Ibadan, Oyo State at the national diploma level is unremarkable. This is coupled with the fact that their information literacy skill is also uninspired. With a weighted mean score of 2.45 on a scale of 4, it means that these set of students have a very low level information literacy. Accessibility to information resources was also low. This indicator attracted a mean score of 2.48 on a scale of 4. What this implies is that accessing information resources in the school was actually undistinguished. This might be connected to the fact that perhaps the institution lacks high level availability of information resources.

Table 4.3 Level of Library User Education Among Students of Federal Colleges of Agriculture in Ibadan, Oyo State

User Education	SD (%)	D (%)	A (%)	SA (%)	Mean
Inhibition and Extinction					
I am educated on how to use the library	43 17.3	67 26.9	65 26.1	74 29.7	2.03
I can use the catalogue effectively to retrieve information	43 17.3	84 33.7	54 21.7	68 27.3	2.68
I was aware of the scope of library Resources	49 19.7	83 33.3	50 20.1	67 26.9	2.59
It has greatly improved my ability to retrieve needed information from the library	43 17.3	82 32.9	54 21.7	70 28.1	2.54
Weighted Mean:					**2.46**
Stimulus Generalization					
I think Readers services should be extended to weekends	48 19.3	60 24.1	97 39.0	44 17.7	2.61
I can inculcate in me the ability to think critically	32 12.9	80 32.1	65 26.1	72 28.9	2.55
I can develops	72	66	48	63	

my reading culture	28.9	26.5	19.3	25.3	2.71
My motivation to use the library as increased	42 16.9	77 30.9	68 27.3	62 24.9	2.41
Weighted Mean:					**2.57**
Shaping and Reinforcement					
I think more fund should be allocated to the library	26 10.4	66 26.5	58 23.3	99 39.8	2.60
I think catalog should be updated regularly	7 2.8	108 43.4	79 31.7	55 22.1	2.92
I think the serial section should be expanded	45 18.1	107 43.0	55 22.1	42 16.9	2.73
I can acquire skills for independent Learning	60 24.1	69 7.7	57 22.9	63 25.3	2.38
Weighted Mean:					**2.65**
Grand Mean:					**2.56**

Source: Field Survey, 2022
Key: Strongly Disagree(SDA) =1, Disagree (DA) = 2, Agree (A) = 3, Strongly Agree (SA) = 4
Decision Rule: 1.00 – 1.49 (Very low), 1.50 – 2.4 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

Three indicators was used to buttress the major variable in this research question which is library user education. The indicators are: inhibition and extinction, stimulus and generalization, shaping and reinforcement. These indicators have the following weighted mean scores: 2.46, 2.57 and 2.65 respectively. Inhibition and extinction has the lowest mean score which was even below the

average of a scale of 4. The other two indicators were quite above average on scale of 4. With a grand mean score of 2.56, the level of user education established for national diploma students in Federal Colleges of Agriculture in Ibadan, Oyo State is just average. What this therefore implies is that library user education in the institution is just having an average effect on national diploma one and two level in the institution. The cause of this minimal average effect is the fact that going through the items that make up this aspect of the research instrument, one will see that there are fundamental items in that have low mean score.

Table 4.4.1 Research Question 3: What is the level of library anxiety among students of Federal Colleges of Agriculture in Ibadan, Oyo State?

Library Anxiety	**SD**	**D**	**D**	**SA**	**Mean**
	(%)	(%)	(%)	(%)	
Barriers with Staff					
I can always ask library staff if I don't know how to work with a piece of equipment in the library	49 19.7	72 28.9	73 29.3	55 22.1	2.49
I think the library staff are approachable	79 31.7	66 26.5	49 19.7	55 22.1	2.49
I think the people who work at the desk are helpful	30 12.0	74 29.7	69 27.7	76 30.5	2.32

I feel like I am bothering the library staff if I ask a question	33 13.3	62 24.9	72 28.9	82 32.9	2.77
Weighted Mean:					**2.53**
Affective Barriers					
I think the library is an important part of my workplace	28 11.2	76 30.5	61 24.5	84 33.7	2.82
I don't know what to do next when the book I need is not on the shelf	30 12.0	63 25.3	63 25.3	92 36.9	2.81
I think the library staff don't have time to help me because they're always busy doing something else	49 19.7	57 22.9	68 27.3	75 30.1	2.88
I am embarrassed that I don't know how to use the library	37 14.9	80 32.1	45 18.1	87 34.9	2.68
Weighted Mean:					**2.79**
Comfort with Library					
The library has a safe space	42 16.9	96 38.6	49 19.7	62 24.9	2.73

I feel comfortable using the library	50 20.1	74 29.7	89 35.7	36 14.5	2.53
The library is a comfortable space to work	57 22.9	67 26.9	64 25.7	60 24.1	2.45
There is often no one available in the library to help me	49 19.7	79 31.7	62 24.9	59 23.7	2.51
Weighted Mean:					**2.55**
Knowledge of the Library					
Good instructions for using the library's computers are available	49 19.7	76 30.5	46 18.5	78 31.3	2.53

Source: Field Survey, 2022

Key: Strongly Disagree(SDA) =1, Disagree (DA) = 2, Agree (A) = 3, Strongly Agree (SA) = 4
Decision Rule: 1.00 – 1.49 (Very low), 1.50 – 2.49 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

The third research question in this study has to do with examining the level of library anxiety among students of Federal Colleges of Agriculture in Ibadan, Oyo State?. First and foremost, 5 indicators was used to measure library anxiety. These indicators are: Barriers with staff, affective barriers, comfort with library, knowledge of the library and mechanical barriers. The following were the mean scores of each of this indicator respectively: 2.53, 2.79, 2.55, 2.53, 2.58 and 2.59. Out of all these indicators, barriers with staff and knowledge of the library has the least mean score. The mean score was 2.53 on a scale of 4. This implies that knowledge of the library within

the school is just at an average level. Also barriers to staff attracted a mean score of 2.53 which means that perhaps library staff are causing much barriers to students in having access to the library. Comfort with the library was just at an average level. This indicator had a mean score of 2.55 on a scale of 4. Also, mechanical barriers also attracted an average mean score of 2.58 on a scale of 4. Only one indicator out of the 5 indicators used in measuring library anxiety attracted a high mean score. Affective barriers attracted a weighted mean score of 2.70 on a scale of 4. This means that these category of library users were not that affected in terms of use of the library. All in all, the grand mean for this indicator, was at 2.59 on a scale of 4. The implication of this grand mean score shown that library anxiety of students of Federal Colleges of Agriculture in Ibadan students has the rate of average when it comes to use of information resources in the library.

4.3 Test of Hypotheses

H_O1: There will be no significant influence of library user education on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Table **4.3.1** : **Summary of result of significant influence of library user education on use of information resources by students of Federal Colleges of Agriculture, Ibadan Oyo State.**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165[a]	.027	.023	.38237

a. Predictors: (Constant), user education

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.005	1	1.005	6.872	.009[b]
	Residual	36.113	247	.146		
	Total	37.118	248			

a. Dependent Variable: use of IRM

b. Predictors: (Constant), user education

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.040	.155		13.174	.000
	User education	.154	.059	.165	2.622	.009

a. Dependent Variable: use of IRM

Source: Field Survey, 2022

The first null hypothesis to test in this study has to investigating the influence of library user education on use of information resources. Findings from this null hypothesis is that library user education will definitely influence use of information resources. This is evidenced from the probability value which is at .009. The level of relationship between the two variables – library user education and use of information resources is at .165. This means there is a 16.5% level of relationship between the two variables. This means that the relationship is a positive but weak one. The adjusted r square in the model summary table has a value of .023. This means there is a 23% variance caused by library user education to bring about use of information resources. In other words, for there to be increased use of information resources by students of Federal Colleges of Agriculture in Ibadan, other factors will bring about this at a 77% level. This 77% emanated after the 23% variance was deducted from 100%. In a nutshell, 77% extraneous factors will bring about use of information resources. All in all, this first null hypothesis was rejected because library user education will bring about use of information resource.

H_O2: There will be no significant influence of library anxiety on use of information resources by students of Federal Colleges of Agriculture, Ibadan, Oyo State.

Table 4.3.2 : Summary of result of significant influence of library anxiety on use of information resources by students of Federal Colleges of Agriculture, Ibadan, Oyo State.

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Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.128[a]	.016	.012	.38447

a. Predictors: (Constant), library anxiety

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.607	1	.607	4.108	.044[b]
	Residual	36.510	247	.148		
	Total	37.118	248			

a. Dependent Variable: use of IRM

b. Predictors: (Constant), library anxiety

Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.093	.174		12.058	.000
	Library anxiety	.134	.066	.128	2.027	.044

a. Dependent Variable: use of IRM

Source: Field Survey, 2022

The second null hypothesis says "There will be no significant influence of library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State". The probability value was at .044. This value is lesser to level of significance (0.05) being used to test the level of significance in this study. The degree of association between library anxiety and use of information resources was at .128. This means that there is a degree level of 12.8% relationship between library anxiety and use of information resources. The adjusted r square has a value of .012. This means that there is a 12% variation of library anxiety that can bring about

use of information resources. The remaining 88% will be caused by external factors. The null hypothesis was rejected because the result of the null hypothesis found that library anxiety will bring about use of information resource.

H_O3: There will be no significant combined influence of library user education and library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Table 4.3.3 : Summary of result of significant combined influence of library user education and library anxiety on use of information resources by students of Federal Colleges of Agriculture, Ibadan, Oyo State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.202	.041	.033	.38045

a. Predictors: (Constant), user education, library anxiety

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.511	2	.756	5.221	.006[b]
	Residual	35.606	246	.145		
	Total	37.118	248			

a. Dependent Variable: use of IRM

b. Predictors: (Constant), user education, library anxiety

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.741	.222		7.840	.000

Library anxiety	.122	.065	.117	1.871	.063
User education	.147	.059	.156	2.499	.013

a. Dependent Variable: use of IRM

Source: Field Survey, 2022

The last hypothesis in this study is from combined perspective. The hypothesis proposed says "There will be no significant combined influence of library user education and library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State". From the result, only library user education was found to bring about use of information resources. Library anxiety did not in any way influence use of information resources. As regards the relationship of the two independent variables - library user education and library anxiety and the dependent variable – use of information resources, it was found that the relationship level was at .202. This means that there is 20.2% level of relationship between the two independent and dependent variable. This also means that the degree of association is positive but weak. For the adjusted r square, a value of .033 was recorded. This means that a 33% variance in library user education and library anxiety will bring about use of information resources. The remaining 67% will be as a result of other extraneous factors.

4.4 Discussion of Findings

The first research question in this study was to identify the level of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. The finding has it that the level of use of information resources was really low. This means that use of information resources must have been as a result of certain factors as identified in this study. Some of these factors are: low level of information literacy skills, attitude to information resources use, computer self-efficacy and accessibility of information resources. Studies have actually revealed that a certain level of information literacy and skills can actually determine use of information resources [1, 2]. Also studies have revealed that poor attitude to information literacy can actually

determine the use of information resources as well [3, 4]. Computer self-efficacy has lots of studies empirically showing that it can actually determine use of information resources. The findings were actually positive [5, 6, 7, and 8]. Likewise also, accessibility to information resources was also found to determine use of information resources, however, in this study, it was found to be low, which implies that as far as this study is concerned, it does not determine use of information resources and this is not supposed to be so [9, 10, 11]. Also in this study it was found that a particular item attracted a low mean score. The item was based on getting constructive feedback from students in the Federal College of Agriculture, Ibadan.

The second research question is based on the level of library user education among students of Federal Colleges of Agriculture in Ibadan, Oyo State. This study found that library user education was at just hovering a little bit above 2.50 on a scale of 4. Precisely, it was at 2.56. Certain factors have been identified in this study to determining library user education. These factors are: Inhibition and extinction, stimulus generalization and shaping and reinforcement. Out of all these factors, only shaping and reinforcement was well above average. The mean score was 2.65. Studies have actually revealed that shaping and reinforcement will go a long way in determining library user education [12, 13, 14]. Also from this research question, it was found that the item "I am educated on how to use the library" attracted a mean score of 2.03 on a scale of 4. This means that many of the respondents are not actually taught how to use the library. Another item in the research instrument of this particular research question that attracted a low mean score was that of "my motivation to use the library has increased" this item attracted a mean score of 2.41 on a scale of 4. The implication of this item is that many of the respondents of this study feel that they are not well motivated to use the library.

The last research question in this study is about identifying the level of library anxiety among students of Federal Colleges of Agriculture in Ibadan, Oyo State. The study found that to an average extent, the presence of anxiety do exist among these students when it comes to use of information resources. Studies have also revealed that barriers with staff, affective barriers, comfort with library knowledge of the library and mechanical barriers could to a large extent determine library anxiety [15, 16, 17, 18, 19]. From a precise perspective, items such as "I can always ask library staff if don't know how to work with a piece of equipment in the library"', I think the people who work at the desk are helpful" both attracted a mean score of 2.49 on a scale of 4. The implication of this is that library users in this higher institution of learning see, to know how to make use of library books and also library staffs in this higher institution of learning surveyed are approachable. The item that has the lowest mean score was the item that says "I think the people who work at the desk are helpful". With a mean score of 2.32 on a scale of 4, this shows that library desk officers are not helpful when it comes to assisting or directing students on how to locate materials in the library.

This study tested three null hypotheses. The hypotheses tested was on each of the independent variable as against the dependent variable. Findings from the first hypothesis made the researcher to reject the null hypothesis. This means that library user education will definitely bring about use of information resources. Studies from an empirical perspective have actually shown that library user education will definitely contribute to use of information resources [20, 21, 22, 23]. The ***R*** value in the model summary table of this first null hypothesis in this study actually revealed the level of relationship between the first independent variable and the dependent variable. The level of relationship was .165. This means that there is a 16.5% relationship between library user education and use of information resources. The implication of this is that

the relationship is positive but weak. The adjusted R square also in the model summary table indicates a value of .023. This implies that library user education will only contribute about 23% variance in use of information resources the remaining 77% will be brought about by other factors. The second null hypothesis was also rejected by the researcher. The null hypothesis says that "there will be no significant influence of library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State". The result of the findings was the opposite of this hypothesis. The study found that library anxiety will bring about use of information resources. Reports from different studies showed that to a large extent library anxiety do not bring about use of information resources [24, 25, 26]. The degree of relationship between library anxiety and use of information resources among students of Federal Colleges of Agriculture in Ibadan was .128%. This means that there is a 12.8% level of relationship between library anxiety and use of information resources. This also indicates that the relationship is positive but weak. The adjusted r square value according to the model summary table is at .012. This means that there is a 12% contribution of library anxiety to use of information resources. The remaining 88% will be brought about by other exogenous factors.

The last hypothesis which was from a joint perspective showed that both library user education and library anxiety could bring about use of information resources. This third hypothesis was a joint one that is, the hypothesis tested the combined influence of library user education and library anxiety on use of information resources, The outcome of this hypothesis shows that the degree of relationship between the two independent variables – library education and library and anxiety and the dependent variable - use of information resources is at .202, which means that there is 20.2% level of relationship between the two independent variables and the dependent variable. This also shows that the relationship is positive but weak. As regards the level of

contribution to use of information resources, this can be seen from the adjusted r square value indicated in the model summary table. The adjusted r square value has a value of .033. This means that there is a 33% contribution of library anxiety and library education to use of information resources. The remaining 67% will come from other external factors. The implication of this is that in the higher institution of learning - Federal Colleges of Agriculture, the combination of user education and library anxiety is not enough to bring about use of information resources in the libraries in the higher institution of learning surveyed in this study. Though, there is a from the significance level of the combined hypothesis tested, only library user education shows to be significant to use of information resources.

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Chapter Five

Conclusion

5.1 Summary of Findings

This study examined the influence of library user education and library anxiety on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. A total of 249 respondents participated in this study. Mostly, National diploma 1 and 2 students of the institution were the respondents for this study. The study reported the following findings:

1. Use of Information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State was low.

2. Library user education carried out by students of Federal Colleges of Agriculture in Ibadan, Oyo State was average.

3. Library anxiety of students of Federal Colleges of Agriculture in Ibadan, Oyo State was at an average level.

4. Library user education of students of Federal Colleges of Agriculture in Ibadan, Oyo State was found to significantly influence use of information resources.

5. Library anxiety of students of Federal Colleges of Agriculture in Ibadan, Oyo State was also found to significantly influence use of information resources use.

6. From a joint perspective, library user education by students of Federal Colleges of Agriculture in Ibadan, Oyo State was the only variable found to significantly influence use of information resources.

5.2 Conclusion

This study has shown that to a large extent that library user education will always bring about the use of information resources in the context of librarianship. This study has also established that where there is low level information literacy skills, attitude to information resources use, computer self-efficacy and accessibility to information resources will definitely contribute to low level use of information resources. Also a situation whereby there are various barriers encountered by students when it comes to use of information resources, it will definitely bring about library anxiety.

5.3 Recommendations

1. Librarians have to adopt library orientation, on-line instruction and course-related instruction as form of library user education to promote massive use of their information resources.

2. Librarians should make the environment conducive for their patrons in order to make use of their library facilities which will result to high level use of her information resources.

3. Librarians and institutional heads of libraries should develop instructional programs to teach library users how to locate the information they need quickly and effectively.

4. Libraries should employ demonstration method to encourage more use of her library holding by her users.

5. Computer self-efficacy training should also be incorporated when carrying out library user education training for her users especially newly enrolled students of higher institution of learning in the country.

5.4. Contribution to Knowledge

This study has shown that library user education to a large extent will bring about high level use of library resources. Therefore, it is imperative for library user education to be offer for the fresh students at tertiary institutions. This study has also been able to establish the fact that certain factors can bring about library anxiety, such as, barriers brought by library staff, less comfort with the library etc. Furthermore, it is imperative for higher institutions of learning to adopt soft skill training for her students on how to make use of the library and every unit of the library. The hypothetical findings in this study actually proves that higher institutions of learning should emphasize more on library user education. This to a large extent will bring about use of information resources and as well as reduce library anxiety. Also this study has shown that when library users are well directed on how to use the library, to a large extent, academic performance of the users will record a positive turn around, this is owing to the fact that , when the library especially an academic library is used often, the academic performance of such users will receive a boost.

5.5 Suggestions for further studies

Researchers can look at other areas in the context of this study as outlined below:

1. Adoption of computer applications, user self-efficacy and use of information resources in libraries in higher institution of learning in South West, Nigeria.
2. Adoption of appropriate methodology in promoting library user education for newly enrolled students in higher institution of learning in South West, Nigeria.
3. Gender differences, attitude and use pattern of library holding among newly enrolled students in higher institution of learning in South West, Nigeria.

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Appendix

Lead City University, Ibadan

Department of Information Management,

Questionnaire

Dear Respondent

I am a Post Graduate student of the above-named institution. I am gathering data for masters research titled "**Library User Education, Library Anxiety and Use of Information Resources by Students of Federal Colleges of Agriculture Ibadan**." The questionnaire is strictly meant for academic purpose. Kindly respond honestly to the questions as this will assist the researcher a great deal. To the best of the researcher ability, all information provided shall be treated with utmost confidentiality, and will be used for research purpose only.

Thank you for your cooperation.

Yours faithfully,

SECTION A: Bio-data of Respondent

Instruction: Please, tick (√) the appropriate answers to the questions asked below:

1. Gender: (a) Male ( ) (b) Female ( )
2. Age: (a) 15 –20years ( ), (b) 20– 25 years ( ), (c) 26 years and above ( )
3. Department:
4. Level: (a) ND 1 ( ), (b) ND 2 ( ).

SECTION B: Use of Information Resources among students

Instruction: The statements in this section concern the use of information resources with measures as applicable to your institution. Please tick the appropriate choice that indicates your opinion. Using the four-point Likert-type-scale provided

Note: Very High (VH) =4 points, High (H) = 3 points, Low (L) = 2 points, Very Low (VL) = 1.

S/N	Items: In what way have you engaged in the following?	VH 4	H 3	L 2	VL 1
	Level of Information Literacy Skills				
1.	Mastery experience (the use of personal past experience to a particular task)				
2.	Verbal persuasions (positive comments and encouragement)				
3.	Physiological state (being in a general more relaxed state that is free from anxiety, fear, fatigue etc)				
4.	Constructive feedback (getting clear, concrete and positive feedback)				
	Attitudes to Information Resources Use				
5.	Using library's electronic information resources to source materials for research/writing project				
6.	Use to know what has been done in the field of research in my subject area				
7.	Using library's electronic information resources to do class assignments				
8.	I find the print and electronic resources easy to use				

	Computer Self- Efficacy				
9.	sufficient functional Computers				
10.	adequate ICT infrastructure				
11.	Ease in in accessing electronic resources				
12.	Enough knowledge in the use of e-library				
	Accessibility of the Resources				
13.	Availability of Newspapers/ magazines				
14.	Availability of Textbooks				
15.	Availability of Journals				
16.	Accessibility of Online database				

SECTION C: Library User Education among students

Instruction: The statement in this section concerns library user education among students. Please indicate the extent to which you agree or disagree with each statement in relation to your institution and answer by selecting one of the alternatives 4, 3, 2, 1, using the 4-point Likert-type scale provided.

Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1

	Inhibition and Extinction	**SA** **4**	**A** **3**	**D** **2**	**SD** **1**
1	I am educated on how to use the library				

2	I can use the catalogue effectively to retrieve information				
3	I was aware of the scope of library resources				
4	It has greatly improved my ability to retrieve needed information from the library				
	Stimulus Generalization	**SA 4**	**A 3**	**D 2**	**SD 1**
5	I think Readers services should be extended to weekends				
6	I can inculcate in me the ability to think critically				
7	I can develops my reading culture				
8	My motivation to use the library as increased				
	Shaping and Reinforcement	**SA 4**	**A 3**	**D 2**	**SD 1**
9	I think more fund should be allocated to the library				
10	I think catalog should be updated regularly				
11	I think the serial section should be expanded				
12	I can acquire skills for independent learning				

SECTION D: Library Anxiety

Instruction: The statement in this section concerns how anxious the students are,in your institution. Please tick the appropriate choice that indicates your opinion using the four-point Likert scale provided below.

Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1

	Barriers with Staff	**SA** **4**	**A** **3**	**D** **2**	**SD** **1**
1	I can always ask library staff if I don't know how to work a piece of equipment in the library				
2	I think the library staff are approachable				
3	I think the people who work at the desk are helpful				
4	I feel like I am bothering the library staff if I ask a question				
	Affective Barriers				
5	I think the library is an important part of my workplace				
6	I don't know what to do next when the book I need is not on the shelf				
7	I think the library staff don't have time to help me because they're always busy doing something else				
8	I am embarrassed that I don't know how to use the library				
	Comfort with Library				
9	The library is a safe space				
10	I feel comfortable using the library				
11	The library is a comfortable space to work				

12	There is often no one available in the library to help me				
	Knowledge of the Library				
13	Good instructions for using the library's computers are available				
14	The library offers the materials I need				
15	I want to improve my research skills				
16	I enjoy learning new things about the library				
	Mechanical Barriers				
17	I can't find enough space in the library to work				
18	I get confused trying to find my way around the library				
19	The library won't let me check out as many items as I need				
20	I don't understand the library's overdue fines				

Thank you for taking part in this study.

Bio-data

Personal Data	
Full Name	Bolanle Rebecca KEHINDE
Sex	Female
Date of Birth	10th November, 1975
Place of Birth	Ogbomoso, Oyo State
Nationality	Nigerian
Language	Yoruba and English
Marital Status	Married
Name of Next of Kin	Mr Boluwatife Samuel Kehinde
Address of Next of Kin	N0 23, Omonigbeyin Olokete Ojugbede Jegede Akanran Road Ibadan
Postal Address	PMB 5087 Federal College of Forestry Jericho, Ibadan Oyo State
Cell No	-2349122971466, -2348127387076
Email	SammieMarvie03@gmail.com

Educational Background

Masters in library and information science,

Lead City University, Ibadan Nigeria 2020-2022

Bachelor in Educational Management,

University of Ado-Ekiti now Ekiti State University 2002-2007

WASSCE Aperin Oniyere Commercial Grammar

School Ibadan, Oyo State 1995-2001

Professional Certification

Advanced Digital Programme for Tertiary Institutions

Other Work Experience

Digital Bridge Institute, International Centre for Information & Communications

Technology studies 2019

Duties & Responsibilities

Involved in training and tutoring learners

Reporting findings on learners related artificial intelligences

Processing and examining raw data into reports for the attention of the research managers

Research Interests

Library Educations

Information Literacy Programme

Publication

Theses\ Dissertation

Impact of conflict management on students productivity in Ibadan South East Local Government

Conference and attended with Dates

Effect of Growing Media on the growth and yield of Telfaria Occidentalis L. (Fluted Pumpking) July, 2017

Training on Research Proposal Writing and use of Appropriate Statistical Tools for Analysis At Forestry Research Institute of Nigeria (FRIN) October, 2015

International Conference on Research and Innovation for National Development(RIND) Ondo City July, 2017

Extra-Curricular Activities

Reading and music

References

Mr Lanre Osaniyi

University Librarian

Lead City University, Ibadan, Nigeria

Telephone number: --234(0)7032366822

Dr. Funke Grace Adebawo

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Federal College of Forestry Jericho, Ibadan, Nigeria

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University Compliance Certificate

This is to certify that this thesis by Bolanle Rebecca KEHINDE with Matric No LCU/PG/001475 in the department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

_____ _____

Name Signature

Endnotes