

PERCEPTION OF LIBRARY RESOURCES USE AMONG STUDENTS IN FEDERAL COLLEGE OF EDUCATION (SPECIAL), OYO, OYO STATE, NIGERIA

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Abstract

This study investigated the perception of library resources use among students in Federal College of Education (Special), Oyo, Oyo state, Nigeria. The study employed descriptive research of survey method. The population of the study consists of all the 4,140 students (NCE and affiliated degree) in Federal College of Education (Special), Oyo. Stratified random sampled technique was use to selected 135 respondents for the study. Data collected was analysed based on frequency count, percentage, mean and standard deviation. The findings revealed that most of the library resources available for use to students include; textbooks, reference materials, research works and fiction/novels. It was discovered that textbooks, reference materials and past question papers were frequently used, while newspapers, e-resources and audio-visual materials enjoyed least usage. The findings further revealed that the respondents had positive perception towards library resources use owing the fact that the library provides them comfortable and conducive place for reading, helps in improving their personal study habit and provides adequate and current information resources in their areas of study. However, the challenges encountered by the respondents in the library resources use include insufficient reading materials in some subjects, hostility of some library personnel to users and lack of stable internet facility. The study concluded that the library administrators should do everything within their power to maintain and possibly improve their service delivery to maintain positive perception of users. The study recommended that the library should balance their holdings across all disciplines with recent and relevant information resources and the hostility of library personnel should be address with appropriate orientation to library personnel on user-personnel relationship.

Keywords: College library, Library resources and Perception of use

Introduction

Federal College of Education (Special), Oyo (FCES, Oyo) community depends largely on the college library for provision of information resources to facilitate teaching, learning, and research, necessary for the attainment of the institutional's goals and objective. Thus, the college library is committed to providing quality information resources and services to enable its parent institution achieve this goal. The college library is service-oriented as well as user-centered, hence, user satisfaction is always the operational watchword. Expectedly, service providers periodically seek for feedback from the end user of their services (Ayiah & Tamakloe, 2023). The feedback so obtained when critically analysed would reveal areas of strengths and weaknesses thus, studying perception of use of library resources among students in federal college of education (special), Oyo is absolutely necessary.

To meet the information demands of the college community, the library acquires information resources in both print and electronic formats as well render user-centered services. These information resources comprise of textbooks, reference sources, journals, newspapers, magazines, government publications, monographs, theses, research and technical reports, publications, e-resources, indexes and abstract, and so on. Conscientiously, librarians select and acquire these information resources, taking into consideration users' areas of interests/needs and the school curriculum. Services commonly rendered in the college libraries include lending services, reference services, reprographic services, referral services, Current Awareness Services (CAS), Selective Dissemination of Information (SDI), indexing and abstracting services, document delivery, electronic mail services, bibliographic services, user education/orientation services, online searching amongst others (Ogunbodede, Nwachokor & Aminikpo, 2021).

In the college library, one of the measures taken to ensure that users' satisfaction is guaranteed is the need to measure, from time to time their perception of the information resources and services of the library. In the contribution of Bankole, Adelodun, Sulaiman, & Saliu (2024), it was clearly stated that in determine whether the objectives of the library are met or otherwise, the perception of the library users should be sought. The result of such evaluation according to Ajani, Buraimo, Adegbaye, & Olusanya (2021), will aid the library management in their planning. Despite the importance of sorting for the perception and feedback of users on information resources for

adequate library planning, administration, budgeting and building the library with the desirable, current and relevant information resources, it was observed that federal college of education (special), Oyo's library have not been seeking the perception of users, especially from their students. In view of this, the researchers sought to determine the perception of library resources use among students in federal college of education (special), Oyo, Oyo state, Nigeria is expedient.

Objectives of the Study

1. To identify the library resources available for use in Federal College of Education (Special), Oyo.
2. To examine the frequency of use of library resources in Federal College of Education (Special), Oyo.
3. To phantom the perception of use of library resources in Federal College of Education (Special), Oyo.
4. To find out the challenges encountered in the use of library resources in Federal College of Education (Special), Oyo.

Review of Related Literature

Availability of Information Resources in College Libraries

Provision of information resources to assist the intellectual activity of its parent institution is the main goal of any college library. Hence, academic libraries work hard to provide information resources to their users who are eager to advance their intellectual development. According to Soyele & Ajegbomogun (2024), libraries are a valuable intellectual asset for the academic community that aids in meeting curriculum requirements and advancing research and studies. According to Okhakhu & Ogbe (2022), the library contains all of the organised resources available in book and non-book format for the purpose of delivering and obtaining the information that is required by users. According to Dapo-Asaju, Ekeh, Makinde, and Ogungbo (2021), library resources are those that allow libraries to perform their duties in an efficient manner.

Okhakhu and Ogbe (2022) claimed that libraries must be equipped with the appropriate holdings before they can be used. College libraries can then contribute to the growth of knowledge by not just providing information resources but also ensuring that those resources are used effectively. Okhakhu and Ogbe believe that electronic information resources in libraries have transformed the way information is gathered, processed, and communicated to users. Ogunyade and Obajemu (2006) cited in Okhakhu & Ogbe (2022) supported that the advent of electronic data during the last half of the 20th century has revolutionised the processing and distribution of information resources and its uses in the academic libraries, it has helped in the growth and development of the libraries in her bid to provide efficient services to the users. The library is one of the resources that are required to promote and increase educational quality. Libraries have been a source of information storage and distribution for centuries, through books, journals, reference materials, and other resources used by students and teachers in the teaching and learning processes. However, library resources are the most overlooked sector in higher education because there is little disagreement that libraries lack information resources to assist teaching and learning activities (Jamil, Ali & Ahmad, 2023).

A successful educational system is completely dependent on the availability of information sources and services, which promotes their accessibility and use. In this sense, college library provide knowledge and information resources for teaching, learning and research. College libraries are quickly supporting and encouraging the adoption of new types of teaching and learning tasks. Examples include group projects, group studies, teamwork, and activity-based learning and assignments (Fisher, Saxton, & Edwards, 2016). The efficient and effective provision of library resources can improve academic attainment. Adeoye and Popoola (2011) emphasised the effectiveness, availability, accessibility, and usability of library and information resources in their research. They explained that, for effective learning process, learners must have access to necessary information resources and resources. These resources might be in tangible (printed resources) and intangible (electronic resources) format.

Frequency of Use of Library Resources

Marefat and Khademi (2022) investigated the use of information resources by LIS graduate students at Kuwait University. The study used the bibliometric method to tally the citations of

references identified in LIS graduate students' literature review papers, identifying the preferred publication type, retrieval method, time range, subject distribution, and the most cited journals. According to the study, the majority of students favour journal articles, online pages and books as their primary sources. Their preferred retrieval mode was printed format, and the most often used citations ranged from three to 10 years. The students mostly used traditional library journals such as bulletin of MLA, library review, the electronic library, library management, and college and research libraries.

Okhakhu and Ogbe (2022) listed several types of electronic resources, including online databases, online public access catalogs (OPAC), e-conferences, email discussions, full-text databases, books, scholarly websites, pre-print archives, and bulletin boards. Some of these resources are available in Nigeria's university libraries and cyber cafes. Oyewusi and Oyeboade (2009) cited in Atanda, Etukudo, and Olukayode (2024), discovered that electronic databases, OPACs, closed circuit television (CCTV), e-journals, microfilm, and facsimile were not available for usage at Ladoke Akintola University of Technology in Nigeria. They also stated that the colleges of education have been unable to obtain the electronic resources due to financial restrictions.

User Perception of Library Resources in Academic Libraries

The literature offers varied findings about students' perceptions of the utility of library resources. Datig (2014) did a study to generate a student-centered perception of libraries that may be utilised to improve library services and outreach. According to the survey, students consider library resources as a place where they can expand their knowledge. In addition, students perceive the library as a link between themselves and the rest of the intellectual community. Also, the majority of students believe that the library is useful in both their academics and in areas other than academic success. As a result, a positive perception was achieved. Furthermore, Mensah and Dadzie (2022) conducted research on electronic resource access and usage at Ashesi University College, Ghana. The survey discovered a good attitude toward the available electronic resources. It was stated that electronic resources are valuable research tools that supplement print-based resources in any typical library.

Nzivo and Chuanfu (2013) conducted a study to identify the information demands and hurdles that international students have when using libraries. A survey questionnaire was used to collect data, and basic random sampling was used. The study's findings demonstrated that international students regarded Chinese resources positively. Obasuyi and Idiodi (2015) conducted a study to determine the value of university libraries and their impact on students' educational pursuits. The study discovered that students at a Federal University in Nigeria had a good opinion of available library resources, emphasising the library's importance to their education and its impact on their academic interests and studies, academic success, productivity and careers.

On the contrary, a few research indicated that some students maintained a negative opinion of their library. Ayiah and Tamakloe (2023) conducted a study on how users regarded the library resources available at Benue State University and the Federal University of Agriculture Makurdi, Benue State, Nigeria. The study discovered that library users at Benue State University and the Federal University of Agriculture Makurdi in Nigeria had a negative impression of the resources provided by their academic libraries. The bad image stems from students' lack of awareness about how to search for information materials, as well as their ignorance of information search and retrieval procedures.

Jekere, Omekwu, and Nwoha (2016) conducted a study on how users perceive the Men Digital Library's facilities, resources, and services at the University of Nigeria. According to the data collected and processed, customers were usually highly satisfied with the functioning qualities of several of the library's amenities, particularly the tables and chairs, the overall library ambiance, air-conditioning, lighting, and ventilation. However, respondents were quite dissatisfied with the functionality of certain of the facilities, such as workstations and storage lockers, bulletin boards, restrooms, educational facilities, and so on. This is in line with the findings of Iwhiwhu & Okorodudu (2012) cited in Uwenbor & Osadolor (2024) who discovered in their research that users were satisfied with the library space, fans, and air conditions, lightings and ventilation. However, their findings found that users expressed greater dissatisfaction with the photocopier facility and computers.

Challenges in the Use of Available Library Resources

Despite library administrators' efforts to address the requirements of their users, other existential concerns, such as a lack of electricity, insufficient ICT equipment and software, and a skills gap, continue to have an impact. Poor power supply, for example, interferes with the library's workflow, provision of proper information services, access to electronic information, the Internet, and other online services (Bamidele, Omeluzor, Madukoma, George, & Ogbuiyi, 2012). In the similar study, Fabunmi and Asubiojo (2013) argued that irregular power supply is a barrier to OPAC access for library users at Obafemi Awolowo University in Ile-Ife, Nigeria. Also, Ayiah & Tamakloe (2023), found out that, the general low supply of electricity in most libraries is a key impediment to globalisation efforts in academic libraries in Nigeria.

Furthermore, lack of information communication tools, as well as insufficient internet connectivity, were factors discouraging library use. These challenges affect not only public libraries, but also academic libraries. Oduwole and Akpati (2003), quoted in Atanda, Olukayode, and Udoeduok (2024), identified a lack of ICT and power outages as barriers to the usage of electronic resources. In the same vein, Adelaja (2024) identified limited ICT resources, pricey online access, and a lack of in-depth ICT skills as major issues. Similarly, Bhatt and Rana (2011) identified the most common issues with e-resources as low-speed internet connectivity, institutions' lack of awareness about statutory provisions for accessing e-resources, technical problems, insufficient e-resource availability, doubts about permanence, high purchase price, and lack of legal provision. A similar study by Shukla, Jain, and Misra (2022) found that the majority of research researchers struggle with poor internet connectivity.

Methodology

The study employed descriptive research survey research method. This research method is quantitative in nature and aim at eliciting responses from respondents. The population of the study is 4,140 students, consisting of all the NCE (I, II and III) and affiliated degree (100L – 400L) students in Federal College of Education (Special), Oyo. Stratified simple random technique was used to sample 135 students for the study. One hundred and twenty (120) questionnaires were filled and returned, giving 89% returned rate. Frequency count, percentage (%), mean distribution and standard deviation was used to analyse the data.

Results

Table 1: Demographic distribution of the respondents

Gender	Frequency	Percentage
Male	35	29.2
Female	85	70.8
Total	120	100.0
Age	Frequency	Percentage
15-20 years	29	24.2
21-25 years	85	70.8
26-30 years	5	4.2
31 years & above	1	0.8
Total	120	100.0
Programme	Frequency	Percentage
NCE	89	74.2
DEGREE	31	25.8
Total	120	100
LEVEL	Frequency	Percentage
100	13	10.8
200	41	34.2
300	63	53.5
400	3	2.5
Total	120	100.0

Source: Field data

Table 1 reveals the demographics distribution of the respondents in the study. The table showed that there are 85 (70.8%) female and 35 (29.2%) male that participated in the study. This implies that there were more female students that participated in the study than their male counterpart. The table further indicated that the age range of the participants were: 21-25 years were 85 (70.8%), 15-20 years were 29 (24.2%), 26-30 years 5 (4.2%) and 31 years above were 1 (0.8%). This result shows that there were more students between the age range of 21-25 years (85:70.8%) that participated in the study while the least participates were from the age range of 31 years and above (1:0.8%). Also, the table indicates that 89 (74.2%) of the respondents were running NCE programme while 32 (25.8%) of the respondents were on affiliated degree programme of either University of Ibadan (UI) or Lagos State University (LASU). This shows that there were more participates from NCE programme than degree. On the vein, it was examined from the table that 63 (53.5%) of the participants were in 300 level, 41 (34.2%) were in 200 level, 13 (10.8%) were in 100 level while 3 (2.5 %) were in 400 level. This shows that there were more students from

300 level (63:53.5%) that participated in the study and least participates were from 400 level (3:2.5%).

Table 2: Library resources availability and accessibility

Library Resources	Readily Available	Moderately Available	Available	Not Available	Mean	Std. Dev
Textbooks	79(65.8%)	37(30.8%)	0	4(3.3%)	3.59	.667
Journals	52(43.3%)	52(43.3%)	12(10.0%)	4(3.3%)	3.27	.775
Reference materials	70(58.3%)	42(35.0%)	6(5.0%)	2(1.7%)	3.50	.674
Electronic materials	47(39.2%)	50(41.7%)	14(11.7%)	9(7.5%)	3.13	.894
Newspapers	45(37.5%)	47(39.2%)	10(8.3%)	18(15.0%)	2.99	1.033
Research works	62(51.7%)	45(37.5%)	8(6.7%)	5(4.2%)	3.37	.788
Fiction/Novels	63(52.5%)	39(32.5%)	11(9.2%)	7(5.8%)	3.32	.869
Audio and/or visual materials	52(43.3%)	39(32.5%)	20(16.7%)	9(7.5%)	3.12	.945
Internet facilities	50(41.7%)	42(35.0%)	16(13.3%)	12(10.0%)	3.08	.975
Reserved books	56(46.7%)	46(38.3%)	12(10.0%)	6(5.0%)	3.27	.837
Past question papers	53(44.2%)	43(35.8%)	1(.8%)	3(2.5%)	3.13	.978

Source: Field data (2025)

Table 2 indicates library resources availability for use in the college library, FCES, Oyo. The result on the table revealed that the most available library resources in FCES, Oyo for users include; textbooks ($x = 3.59$), reference materials ($x = 3.50$), research works ($x = 3.37$) and fiction/novels ($x = 3.32$) while the least available library resources include; newspapers ($x = 2.99$) and internet facilities ($x = 3.08$). It can be deduced from the table that the most available library resources in the college library are; textbooks, reference materials, research works and fiction/novels. This may suggest that the institution pay most of their attention in building their holding along textbook related resources while other information resources like internet facility, serial and electronic resources are neglected.

Table 3: Frequency of use of library resources

Library Resources	Often Use	Use	Rarely Use	Never Use	Mean	S.D
Textbooks	62(51.7)	50(41.7)	8(6.7)	0	3.45	.620
Journals	35(29.2)	47(39.2)	25(20.8)	13(10.8)	2.87	.961
Reference materials	45(37.5)	49(40.8)	21(17.5)	5(4.2)	3.12	.842
Electronic materials	32(26.7)	44(36.7)	26(21.7)	18(15.0)	2.75	1.015
Newspapers	29(24.2)	36(30.0)	30(25.0)	25(20.8)	2.58	1.074
Research works (Projects)	39(32.5)	47(39.2)	22(18.3)	12(10.0)	2.94	.955
Fiction/Novels	40(33.3)	49(40.8)	21(17.5)	10(8.3)	2.99	.921
Audio and/or visual materials	30(25.0)	50(41.7)	23(19.2)	17(14.2)	2.78	.983
Internet facilities	46(38.3)	39(32.5)	19(15.8)	16(13.3)	2.96	1.040
Reserved books	36(30.0)	48(40.0)	27(22.5)	9(7.5)	2.93	.909
Past question papers	56(46.6)	33(27.5)	14(11.7)	17(14.2)	3.07	1.075

Source: Field data (2025)

Table 3 shows the frequency of use of library resources among students in FCES, Oyo. The result indicated that textbooks are frequently used (112:93.4%) with mean (x) = 3.45, reference materials (94:78.3%) with mean (x) = 3.12 and past question papers (89:74.1%) with mean (x) value = 3.07. While newspapers (55:45.8%) with mean (x) = 2.58, e-resources (44:36.7%) with mean (x) = 2.75 and audio-visual materials (40:33.4%) with mean (x) = 2.78 were least frequently used. The frequently use of library resources like textbooks, reference materials and past question paper (which is also a part of reference material) justify why there are more library personnel posted to circulation and reference units of the library. Also, the least use of e-resources could be pointing to the fact that some students assumes that virtual library (e-library) is only meant for staff use and not students.

Table 4: Perception of use of library resources

Items	SA	A	D	SD	Mean	Std. Dev
I perceive the library provides comfortable and conducive place for reading.	78(65.0)	41(34.2)	1(0.8)	0	3.63	.533
Using the library has helped in improving my personal study and reading habit.	62(51.7)	52(43.3)	3(2.5)	3(2.5)	3.44	.671
The library provides adequate and current information resources in my area of study.	64(53.3)	44(36.7)	7(5.8)	5(4.2)	3.39	.781
Library resources have widened	44(36.7)	61(50.8)	13(10.8)	2(1.7)	3.23	.704

my scope of learning in all fields of study.							
Library resources have helped my academic achievement.	52(43.3)	55(45.8)	6(5.0)	7(5.8)	3.27	.807	
My college library has information resources that I cannot afford.	29(24.2)	55(45.8)	22(18.3)	14(11.7)	2.83	.932	
I only use library resources during examinations and continuous assessment.	40(33.3)	38(31.7)	29(24.2)	13(10.8)	2.88	1.001	
Most of my library resources are out of date.	17(14.2)	35(29.2)	40(33.3)	28(23.3)	2.34	.992	
I cannot perform excellent in my area of study without the use of library.	23(19.2)	33(27.5)	32(26.7)	32(26.7)	2.39	1.079	
Students who use library resources perform better than those who do not.	31(25.8)	34(28.3)	27(22.5)	28(23.3)	2.57	1.113	

Source: Field data

Table 4 represents the perception of use of library resources among students of FCES, Oyo. The table revealed that most students perceived that the library provides comfortable and conducive place for reading ($x = 3.63$), others perceived that using the library has helped in improving their personal study and reading habit ($x = 3.44$) and another percentage of students perceived that the library provides adequate and current information resources in their areas of study (3.39). On the other hand, participates largely agreed that most library resources are out of date ($x = 2.34$) and less students perceived that they cannot perform excellent in their area of study without the use of library ($x = 2.39$). This perception revealed that larger students in FCES, Oyo perceived college library to be a conducive place for personal leaning and reading, also, that library helps them to build a reading habit culture. However, some students feel that the textbooks and other information materials used in the library are out of use ($x = 2.34$). This should be a message to the library administrators to build her holdings with newer, relevant and update information materials.

Table 5: Challenges encountered in the use of library resources

Items	SA	A	D	SD	Mean	Std. Dev.
Insufficient reading materials in my area of study	28(23.3)	45(37.5)	25(20.8)	22(18.3)	2.66	1.033
Out-of-date books and journals in my area of study	22(18.3)	41(34.2)	34(28.3)	23(19.2)	2.52	1.004
Inadequate reading space (seats) in the library	27(22.5)	25(20.8)	42(35.0)	26(21.7)	2.44	1.067
Hostility of library staff	22(18.3)	51(42.5)	30(25.0)	17(14.2)	2.65	.941
Lack of adequate ventilation and noise control	28(23.3)	24(20.0)	36(30.0)	32(26.7)	2.40	1.118
Lack of access to electronic books and journals	27(22.5)	32(26.7)	38(31.7)	23(19.2)	2.53	1.045
Library opening hours are short	17(14.2)	30(25.0)	51(42.5)	22(18.0)	2.35	.941
Lack of stable internet access	32(26.7)	24(20.0)	44(36.7)	20(16.7)	2.57	1.059
Poor lightening in the reading areas	22(18.3)	28(23.3)	49(40.8)	21(17.5)	2.43	.984
Improper shelving of library materials	19(15.8)	29(24.2)	38(31.7)	34(28.3)	2.28	1.045

Source: Field data

Table 5 examines the challenges encountered in the use of library resources among students of FCES, Oyo. The table revealed that the predominant challenges ranges from insufficient reading materials in their area of study ($x = 2.66$), hostility of some library staff to students ($x = 2.65$), lack of stability of internet facility (2.57) and outdated information materials ($x = 2.52$). However, the least challenges in using library resources include; improper shelf-reading of library materials ($x = 2.28$) and opening hours of the college library ($x = 2.35$). The result of this table therefore, suggest that the area of the library that needs prompt attention include building up of the college library with recent, relevant and up-to-date information resources and addressing the hostility nature of some library personnel. Also, it is worth noting the effort of library personnel in doing their work diligently, especially self-reading of library resources and their punctuality to work.

Discussion of the Finding

Research question 1: What are the library resources available for use in FCES, Oyo?

Results generated from the library resources availability for use indicated that the most library resources available for students use in FCES, Oyo include; textbooks, reference materials, research works and fiction/novels. The findings revealed that the college library has the major demand of the library users which will help in accomplishing the roles of academic library which include; education, research, information and entertainment. The findings of this study aligned with the study of Omeluzor, Bamidele, Ukangwa and Amadi (2013) cited in Igere & Obaro (2022), who discovered that some students affirmed that the lack of books and non-book materials in academic libraries are increasingly becoming a thing of the past as the library has greatly played a role that guaranteed the availability of these resources. Also, that, libraries provide easy and free access to high-quality content which is a key foundation for good research. The present findings is also in consonant with the findings of Okhakhu & Ogbe (2022), who identified that library provides all of the organised resources available in book and non-book format for the purpose of delivering and obtaining the information that is required by users.

The frequency of use of library resources in FCES, Oyo

On the frequency of use of library resources in FCES, Oyo, the study revealed that textbooks, reference materials, past question papers, fictions/novels, research work (projects), reserved books and journals enjoyed frequent usage. On the other hand, newspapers, e-resources and audio-visual materials had least usage. The higher level of usage of textbooks, reference materials (such as, encyclopaedia, subject encyclopaedia and dictionaries) and past question paper suggest that the students of FCES, Oyo intensify their use of college library for educational purpose. However, the less usage of newspapers was a clear indication that students' intention for using the college library was not for information of entertainment. Also, the less usage of e-resources maybe because of the ecliptic nature of the power supply or instability of internet in the college. Also, audio-visual is designated to the use of students with hearing or visual impairment, which may be responsible for other students' less use of audio-visual materials. This findings agrees with the findings of Shehu, Imran & Ojo (2022) who revealed that students used books, journals and internet resources more often in the library for their academic pursuits. The findings of this present study also aligned with the findings of Mozeh and Ubwa (2017) in their

study of challenges of utilising academia library resources, and discovered that textbooks are rated high with 82.72% and dissertation with 99%.

The perception of use of library resources in FCES, Oyo

Table 4 presented the perception of students in FCES, Oyo in the use of library resources. The findings showed that most students perceived that the library provides comfortable and conducive place for reading, others perceived that using the library helps in improving their personal study and reading habit and whilst some students perceived that the library provides adequate and current information resources in their areas of study. This indicate that the students have positive perception of using the library resources in the college since their view was that which will improve their reading habit and subsequently boast their academic achievement in the college. However, some students perceived that library resources (especially, printed materials) are out of date, as such they can perform excellent in their area of study without the use of library. The finding of this study is in consonant with the finding of Datig (2014) who did a study to generate a student-centered perception of libraries use to improve library services and outreach. According to the survey, student's perception on library use was positive as students consider library resources as a place where they can expand their knowledge and link between themselves and the rest of the intellectual community. Also, the majority of students believe that the library is useful in both their academics and in areas other than academic success.

However, the present study is in contrast with the findings of Ayiah and Tamakloe (2023) who conducted a study on how users regarded the library resources available at Benue State University and the Federal University of Agriculture Makurdi, Benue State, Nigeria. The study discovered that library users at the two universities had a negative impression of the resources provided by their libraries. The bad image stems from students' lack of awareness about how to search for information resources, as well as their ignorance of information search and retrieval procedures.

The challenges encountered in the use of library resources

Some of the challenges encountered in the use of library resources in FCES, Oyo as revealed by the study include; insufficient reading materials in some subject areas, hostility of some library personnel to users, lack of stability of internet facility to browse the net, lack of access to electronic resources and outdated information materials in some disciplines. Some of these limitations are common to most academic libraries because some of them are beyond the control of library administrator, especially, insufficiency of information materials in some disciplines and outdated information materials. Some information materials are used for reference purpose even when they may have been out of publication date. On the same vein, some students perceived that virtual library (e-library) is only meant for staff use, which implies that such students require adequate orientation. This findings agrees with the findings of Atanda, Olukayode, and Udoeduok (2024), who identified a lack of ICT, poor internet connectivity and power outages as barriers to the use of library resources in academic libraries. The study is also in consonant with the findings of Achugbue, Adeyemi, Adeyemi & Adelana (2024) who emphasised that library orientation for fresh students should be revolutionised to allow learners comprehend the use of library and it resources and overcome anxiety and other institutional factors.

Conclusion

From the finding of this study, it can be concluded that the perception of students, especially, FCES, Oyo, on the use of library resources is positive. Owing the fact that over 80% of the students surveyed indicated positive attitude to library use. This is because the students view library as a convenient place for learning and to improve their reading culture and academic performance. Therefore, the library administrators and other stakeholder should do anything within their power to maintain and possibly improve their service delivery to maintain the positive attitude of their user.

Recommendation

Based on the findings of the study, the following recommendations were made:

1. The library management and the host parent institution should balance the library's holdings across all disciplines and field of study to cater for students' educational,

informational, conservational, research, cultural and recreational role. This will increase the library's patronage and increase frequency of library use by users.

2. Regarding the perception of respondents on the out of date information resources, the management through their collection development policies should replace and upgrade their information resources with the most recent and relevant resources. This will help users to perceive the usefulness of the information resources and change their perception towards the library use.
3. The hostility of library personnel to the users can be address by making sure that the library personnel are given appropriate orientation on user-personnel relationship, and the library administrators should inaugurate a committee that will be in charge of ensure safety of library users and finding out the cause of any mischief. Also, in the area of proper shelf-reading, library personnel should apply professionalism in the discharge of their duties.
4. The underutilisation of e-resources by the students can be addressed by given students adequate orientation to the use of e-library, and some students who may not have had digital skills or who are technophobia, can be train on the digital skills. Also, to encourage the use of e-library by students and other library users, the library management should ensure there is stable internet connectivity. In situation where the parent institution does not subscribe to internet, the library should improvise to keep their users active and relevant.

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