2021

Self-Concept of Disabled Students: Influence on the Use of Library Services in Federal Universities in South-West Nigeria

Olajumoke Bolanle Williams-Ilemobola
Afe Babalola University, Ado-Ekiti, jummywilliamsile@gmail.com

Adebowale Jeremy Adetayo
Department of Library and Information Science, Adeleke University, Ede, Osun State,
adebowale.adetayo@adelekeuniversity.edu.ng

Funmilayo Folake Ajayi
Federal polytechnic Ede, funmmyajayi@gmail.com

Self-Concept of Disabled Students: Influence on the Use of Library Services in Federal Universities in South-West Nigeria

Olajumoke Bolanle Williams-Ilemobola
Afe Babalola University, Ado-Ekiti
jummywilliamsile@gmail.com

Adebowale Jeremy Adetayo
Adeleke University Ede, Osun State, Nigeria
adebowale.adetayo@adelekeuniversity.edu.ng

Funmilayo Folake Ajayi
Federal polytechnic Ede
Email address: funmmyajayi@gmail.com

Abstract

This study examined the influence of *self-concept on library services used by disabled students in Federal Universities in South-West Nigeria. The study adopted a survey research design. The population comprises 302 disabled students in Federal Universities in South-West, Nigeria. Total enumeration technique was used. A questionnaire was used for data collection. The instrument was tested for reliability, yielding Cronbach's alpha coefficients ranging from 0.74 to 0.86. Descriptive & inferential Statistics were used to analyze the data. This study's findings revealed that most respondents considered user education and consultancy services the most frequent library services used. Using* library services was to carry out research and read their notebooks. *The level of the respondents' self-concept was high and positive. The study concluded that self-concept influenced library services use by disabled students. The study recommended that there is a need for Federal University Libraries to lay more emphasis on current awareness services.*

Keywords: Library services, Self-concept, Disability

Introduction

The library is an integral partner in any academic institution's research and training efforts and accomplishments. Academic libraries and other libraries generally play an important role in providing services and resources to assist users in their studies and research activities. The library has collections in the form of books, periodicals, audio-visual media, and electronic media. The present library is where information is preserved, created and disseminated to satisfy the patrons' needs. For the library's ideal utilization, users should know how to locate its resources and take full advantage of them. The library must also have an exhaustive knowledge of the users' information needs. Without knowing its users' information needs, it is hard to offer viable and productive assistance. It is also difficult to acquire materials without knowing its readers' information needs. This also applies to disabled students who also need to use library facilities, spaces and services.

The disabled students are those with hearing, speaking, and sight difficulties and students using wheelchairs, crutches and braces for mobility (Akolade et al., 2015). According to Cruickshank, as cited in Echezona et al. (2011), disabled or impaired students belong to a

group of people with impaired vision, impaired hearing and speech impairment, orthopaedic or neurological impairments. Likewise, Sze and Christensen (2017) described the disabled types as visual, hearing, speech and mobility impairments. A disabled person is also referred to as a physically challenged person. Therefore, in this paper, the physically challenged person will also be referred to as disabled or people with disabilities. Disability does not mean incapability. It is only a challenge. It is a hurdle, which needs additional effort to overcome. A disabled person amid other students with the same disability might not feel disabled. Disability is a factor of the encounter between the person with a disability and the wider environment.

Library services provided to the disabled students in Nigeria universities are lending, referral, current awareness, document delivery, photocopying, bindery, translation, consultancy, online database searching, user education, current contents listing, provision of large print materials, Braille collections, Braille machines, provision of talk books, provision of walking stick slot, provision of reading loud machine, elevators, provision of ramps at the entrance, technical writing, selective dissemination of information and data processing (Adetayo, 2021; Ezeabasili & Umeji, 2019). Provision of all these services to the disabled users at ease will motivate and encourage their patronage in the library. However, Obiozor et al. (2010) noted that disabled students find it challenging to use the library, especially where the environment is not conducive. The study cited an example of the use of staircases instead of ramps, high or tall shelves instead of the standard 750 – 2000mm shelves, table size and the arrangement of the library itself. Institutions of learning should accommodate disabled students by incorporating their information needs into the library settings.

Library personnel should provide library services that meet the expressed and anticipated needs of the disabled students of any institution, primarily through innovative technological means. To fulfil the essential role in facilitating research, academic libraries need to identify how disabled users' access information (Ismail, 2010). Librarians may encounter many challenges to provide the needed services to these users' classes. They need strategies in handling these marginalized users, and librarians also need to know the kind of services the disabled students need in the library. According to Adamu cited in Iroeze et al. (2017), more than 19 million disabled students live beneath the poverty line because of disregard by society, particularly their lack of access to paid work. Okoli (2010) uncovered that disabled individuals in Nigeria live negatively to their desires and goals. This situation is due to the disregard by the government. Nevertheless, through the library's means, they can be rehabilitated, which could stop them from being a liability to society. As the focal point of information, Libraries, whose fundamental role is to provide information services to the populace, cannot forget about the disabled.

The disabled requires special library services to restrict their conspicuous hindrances in utilizing the library's resources. This could be the reason the library for the disabled was built up, to give information support services to the inopportune among the public. Library Services for the disabled are characterized as collecting information resources and services comprising alternative formats sorted out for disabled use (Lawal-Solarin, 2012). In a developing country like Nigeria, where most populations have difficulty accessing social services, students with physical disabilities experience double jeopardy. They are often deprived of opportunities in all aspects of life, including access to essential services such as education access. Due to a series of challenges experienced by disabled people, some downgrade themselves while some feel they are capable of doing all things. In some cases, disabled students lack confidence and lack focus and direction; their self–concept is affected, which may also affect their interest in library usage.

Self-concept is defined as one's knowledge and image of oneself. This varies during one's lifetime according to the degree of the individual's identification as being an integral part of humanity and part of the universe as a whole (Ramirez-Granizo et al., 2020). The mental image of oneself influences a person's identity, self–esteem, body image, and role in society (Williams-Ilemobola et al., 2021). Self-concept shapes and defines who we are, the decision we make, our relationship with others, and our experiences from the environment. Self-concept is an information portrayal that depicts information about us. Our idea of our identity and how we fit into the world framed the premise of self. Self-concept may likewise be viewed as the entirety of a perplexing, composed, and dynamic arrangement of educated beliefs, perspectives, and sentiments that every individual holds to be valid about their reality.

Consequently, people with a low self-concept tend to adjust their online self-presentation to be socially praised (Flynn et al., 2018) and, conversely, self-concept helps individuals control their anxiety and cope better with stressful situations (Bayrak et al., 2018). Trotman (2015) opines that self-concept connotes the identification of the ideal self as separate from others, and secondly, encompasses all the behaviour vetted in the actual self that one engages in to reach the ideal self. Behavioral scientists frequently say that the only way to comprehend one's behaviour is to understand oneself, since it contains all the aspects of self, including how we look at one another (self-image), and what one knows, what we strive to, such as an outstanding moral and respectful person (fulfilling the ego).

Self-concept may buffer people's psychological distress (Norrington, 2020; Turner et al., 2015). Hence, self-concept is especially important in youth since everyday emotions and feelings are essential in personal development, subjective and changes according to external factors and new life contexts (Amado-Alonso et al., 2018). Self-concept represents a protective factor against disruptive behaviour, enhancing mental health and positive peer relationships (Padial-Ruz et al., 2019). Consequently, students' psychological construction of a positive self-concept during the school years produces successful socio-emotional situations and educational settings (Herrera et al., 2020).

Despite several efforts made by the library management to proffer solutions to the problems of making resources available to the disabled, students with physical disabilities still seem to have significant areas of risk; poor self-esteem and body image, low social integration, and low academic achievement. The phenomenon has already been investigated, yet there is a dire need to work with these students to explore more hidden aspects of their personalities to make them entirely use library services. Studies have been conducted to assess their self-concept only (Bendikova & Nemcek, 2016). To the researchers' best knowledge, little or no study has previously been done in this area in the south-west, Nigeria. In light of the above, the present study investigates the influence of self-concept on the use of library services by disabled students in federal universities in South-West, Nigeria.

Objectives of the Study

The study's main objective is to investigate the influence of self-concept on the use of library services by disabled students in federal universities in South-West Nigeria.

The specific objectives of the study are to:

1. find out the frequency of use of library services by the disabled students in Federal Universities in South-West Nigeria;
2. ascertain the purpose for which the disabled students use the library services;
3. ascertain the level of the self-concept of the disabled students using the library,

METHOD

Settings

Nigeria is a country in Sub-Saharan Africa that is located in West Africa. It is Africa's most populated country, with a population of more than 209 million people (Worldometers, 2021). It covers 923,768 square kilometres of land. It is bounded to the north by Niger, to the north east by Chad, to the east by Cameroon, to the west by Benin, and the south by the Atlantic Ocean. Nigeria is made up of thirty-six (36) states and one federal capital. Abuja is the Federal Capital Territory (F.C.T.). Nigeria is divided into six (6) geopolitical zones or regions to facilitate regional and political administration. These geopolitical regions are as follows: North East (Yobe, Borno, Bauchi, Gombe, Adamawa, and Taraba States); North Central (Niger, Nasarawa, Kwara, Kogi, Benue, Plateau, and F.C.T.); North West (Sokoto, Katsina, Jigawa, Kano, Zamfara, Kaduna, and Kebbi States); South-East (Anambra, Abia, Enu (Oyo, Osun, Ekiti, Ogun, Ondo & Lagos States). Nigeria is varied in race, culture, religion, and languages; it is separated into the predominantly Islamic Northern region and the predominantly Christian Southern region, with a few traditional religion practitioners dispersed throughout the two regions.

According to the 2006 population census, the South West area, which is the subject of this study, has around thirty-eight (38) million people. Apart from agriculture, which is the backbone of economic activity for most rural communities, the zone is recognized for its commerce and trade activities, with a preponderance of micro, small, and medium indigenous enterprises involved in manufacturing, fabrication, and agro-allied output. In terms of higher education in Nigeria, there are two categories of university providers: public and private. Individuals or organizations own private universities, whereas the government owns public universities. State and federal universities are part of the public universities. The state government manages state universities, whereas the federal government manages federal universities. As of December 2020, Nigeria had 44 federal universities. As Ejoigu and Sule (2012) emphasized, federal universities are among the most respected in the country. These institutions were created in crucial places to enhance Nigerians' access to education, and the Federal Ministry of Education oversees them.

Research Design

A descriptive survey design was adopted for this research. The survey research design was used because of its ability to collect a large amount of data from a sizeable population in a highly economical way.

Population

The population of the study comprises 70 disabled students in the University of Ibadan, 100 in University of Agriculture, Abeokuta, 2 in Federal University, Oye-Ekiti, 47 in the Federal University of Technology, Akure, 63 in the University of Lagos, while 20 in Obafemi Awolowo University, Ile-Ife. Therefore, the population of disabled students in the understudied universities is comprised of 302. The population data were collected from physically challenged students' associations, while others were obtained from the university portals.

Sampling Technique

The total enumeration sampling technique was used to study the entire population. The use of the total enumeration technique is consistent with the viewpoint of Ilo, Nwachukwu and Izuagbe (2020), who argue that this technique is appropriate when the number of respondents

for the research is small. It enables the researcher to conduct an exhaustive study of the population, gathers data with high precision, and eliminates mistakes and bias in sampling.

Instrument

The instrument for collecting data for this study is a structured questionnaire tagged "Self-Concept and Use of Library Services by disabled Students."

Validity and Reliability of the Instrument

Two Professionals validated the instrument (questionnaire) in librarianship and other experts (lecturers) from the Afe Babalola University, Ado-Ekiti, Ekiti State and Adeleke University, Ede, Osun State. Corrections were made based on their criticisms, observations and suggestions. For the reliability, a pretest was conducted, which generated the Cronbach alpha in table 1. The instrument's construct validity was maintained by restricting the questions to conceptualizing the variables and ensuring that a particular variable's indicators fall within the same construct. The result of construct validity is shown in table 2.

The survey items used to design the research instrument are presented in Table 1 below.

Table 1: Survey items used to design the study instrument

Variables	References	Reliability (Cronbach alpha)	Researcher's Reliability result
Section A: Use of Library Services			
Frequency of Use	The use of library services scale is adapted from a scale developed by Altman and Hernon (1998)	0.74	**0.74**
Purpose of Use			
Section B: Self-Concept			
Physical Self-Concept	Adapted scale from Yahaya and Ramli (2009		
Academic Self-Concept			**0.75**
Social Self-Concept	Adapted from Korman (2012)	0.86	

Table 1 depicts computed reliability statistics for this study, which yielded the following respective Cronbach alpha co-efficient values: $\alpha = 0.74$ (Section A: Use of Library Services Scale); $\alpha = 0.75$ (Section B: Self-Concept Scale). Therefore, all the instrument sections that yielded excellent reliability are acceptable for the study.

Table 2: Construct validity tests of the research instrument

S/N	Variables	No of Items	Cronbach's Alpha
	Use of Library Services		
1	Frequent Library	26	0.895

	Services used		
2	Purpose of Library Services Used	26	0.945
	Self-Concept		
3	Physical Self-Concept	4	0.974
4	Academic Self-Concept	7	0.967
5	Social Self-Concept	9	0.959
6	Transpersonal Self-Concept	8	0.936

Data Collection

The researcher obtained an introduction letter from the Head, Department of Information Resources Management, Babcock University, introducing the survey and the researcher to each university's administration. The letter explained the reasons for the survey and asked for the respondents' in filling out the questionnaire while at the same time ensuring anonymity for the responders and confidentiality of the results. The decision to partake in the survey was also made voluntary. Research assistants were recruited and trained to support the researcher with questionnaire administration, monitoring, and collection. The research assistant helped respondents that were not capable of filling it themselves.

Method of Data Analysis

Descriptive and inferential statistics were used for data collection. This includes frequency, percentage counts, mean scores, and multiple regression were used for data analysis.

FINDINGS

Out of 302 copies of the questionnaire distributed, 250 were retrieved. The demographic information of respondents is displayed in Table 1.

Table 3: Socio-Demographic of the Respondents

	Items	**Frequency**	**Percentage (%)**
Sex	Male	85	34.0
	Female	165	66.0
Age	15-25 years	207	82.8
	25-35	23	9.2
	35-45	20	8.0
	Visual impairment	111	44.4
Impairment Type	Mobility impairment	117	46.8
	Hearing impairment	22	8.8

Table 3 describes the demographic information of respondents of the disabled students in federal universities in South-West Nigeria. It shows that 34% of the respondents were male, while 66% were female as the majority of respondents. 82.8% of the samples are between the ages 15-25years, 9.2% are between 25 – 35years of age, and 8% are between 35 – 45 years of age. Also, 44.4% of the respondents were visually impaired, 46.8% were mobility impaired, while 8.8% were hearing impaired. These three disability groups were those available for the study.

Table 4: Use of Library Services by Disabled Students

Use of Library Services	Every time		Almost Every time		Sometimes		Almost Never		Never		Mean	S.D
	F	%	F	%	F	%	F	%	F	%		
Lending Services	32	12.8	37	14.8	151	60.4	24	9.6	6	2.4	3.27	0.89
Referral Services	32	12.8	61	24.4	63	25.2	81	32.4	13	5.2	3.07	1.13
Current Awareness Service	4	1.6	88	35.2	136	54.4	13	5.2	9	3.6	3.26	0.74
Document delivery	-	-	67	26.8	83	33.2	85	34.0	15	6.0	2.81	0.90
Photocopying services	21	8.4	73	29.2	90	36.0	62	24.8	4	1.6	3.18	0.95
Bindery services	2	0.8	134	53.6	67	26.8	43	17.2	4	1.6	3.35	0.83
Translation services	2	0.8	99	39.6	103	41.2	40	16.0	6	2.4	3.20	0.80
Consultancy services	81	32.4	84	33.6	19	7.6	62	24.8	4	1.6	3.70	1.21
Online database searching Service	34	13.6	104	41.6	89	35.6	17	6.8	6	2.4	3.57	0.89
User education service	56	22.4	121	48.4	24	9.6	41	16.4	8	3.2	3.70	1.09
Current content listing	77	30.8	32	12.8	71	28.4	20	8.0	50	20.0	3.26	1.47
large print materials	53	21.2	56	22.4	37	14.8	43	17.2	61	24.4	2.99	1.49
Braille collections	-	-	110	44.0	60	24.0	19	7.6	61	24.4	2.88	1.22
Braille machines	2	0.8	20	8.0	80	32.0	94	37.6	54	21.6	2.29	0.92
Talking books	32	12.8	2	0.8	101	40.4	36	14.4	79	31.6	2.49	1.29
Walking stick slot	32	12.8	2	0.8	75	30.0	66	26.4	75	30.0	2.40	1.28
Read loud machine	34	13.6	42	16.8	63	25.2	57	22.8	54	21.6	2.78	1.33
Elevators	9	3.6	35	14.0	66	26.4	80	32.0	60	24.0	2.41	1.11
Rampsat the entrance	-	-	32	12.8	152	60.8	58	23.2	8	3.2	2.83	0.68
Technical writing	-	-	58	23.2	118	47.2	66	26.4	8	3.2	2.90	0.79
Selective dissemination of	21	8.4	34	13.6	145	58.0	34	13.6	1	6.4	3.02	1.04

information									6			
Average Mean & S.D. scores										**3.02**		**1.04**

Decision Rule for table 4 is as presented below:

1.00-1.49	Never/Almost Never
1.5-2.49	Sometimes
2.5-3.45	Almost every time
3.5-4	Every time

Table 4 shows the frequency in which the disabled students use the library services provided. The study reveals that the disabled students' frequently used library service is user education service and consultancy service with the mean value of 3.70 each. This is followed by an online database searching service with a mean result of 3.57, followed by Braille machine with a mean score of 2.99. Other rarely used services are talking books (Mean=2.49), walking stick slot (Mean = 2.40), and Braille collections (Mean=2.88), all on a scale of 4. User education and consultancy services are used every time by disabled students in Federal Universities in South-West Nigeria. From their mean scores, the consultancy service, users education service, bindery service, translation service, current content listing and photocopying service suggest that they positively affect students' use of library services by disabled students.

Table 5: Purpose of Using Library Services

Students Purpose of Using Library Services	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean	SD
	Fig	%	Fig	%	Fig	%	Fig	%		
To carry out research	126	50.4	87	34.8	33	13.2	4	1.6	3.34	0.76
To read my notebook	107	42.8	100	40.4	39	15.6	4	1.6	3.24	0.77
To read library information materials (Textbooks, Journals e.t.c)	73	29.2	151	60.4	20	8.0	6	2.4	3.16	0.66
To access the internet using library computers	52	20.8	117	46.8	81	32.4	-	-	2.88	0.72
To access the internet using my mobile phone/laptop	61	24.4	104	41.6	43	17.2	42	16.8	2.74	1.01
To consult reference materials	47	18.8	90	36.0	113	45.2	-	-	2.74	1.01
For relaxation	41	16.4	119	47.6	80	32.0	10	4.0	2.76	0.77
Average Mean& SD scores									**2.98**	**0.78**

***Decision Rule for Table 5 is as presented below, Mean and its meaning:**

1.00 -1.49	Strongly Disagree
1.5 - 2.49	Disagreed
2.5 - 3.49	Agreed
3.5 - 4	Strongly Agree

It was observed from Table 5 that the majority of the disabled students use the library to carry out research, and it is ranked the best with a mean value of 3.34 on a scale of 4, next are those that are using the library for a reading of their notebooks with a mean score of 3.24. The Table shows other disabled students who use the library to read library information materials (such as Textbooks, Journals etc.) with a mean value of 3.16. The average mean value results (Mean=2.98 on a scale of 4) from the above Table imply that all the factors stated under the purpose of using library services are preferred and agreed with for using the university library. In the area of standard deviation results interpretation to use the library, it can be seen that reading library information materials is more consistent with a standard deviation of 0.66. Others are also consistent except one that says "To access the internet using my mobile phone/laptop" and "to consult reference material" with a standard deviation of 1.01 each.

Table 6: Self-Concept Levels of library users

Physical Self-Concept	Very high		High		Low		Very Low		Mean	SD
	F	%	F	%	F	%	F	%		
I have healthy body	105	42.0	82	32.8	17	6.8	46	18.4	2.98	1.11
I never limit myself	73	29.2	90	36.0	41	16.4	46	18.4	2.76	1.07
I carry out my daily routine perfectly and actively.	140	56.0	47	18.8	17	6.8	46	18.4	2.12	1.16
I have good physique	73	29.2	88	35.2	43	17.2	46	18.4	2.75	1.07
Average Mean & SD									2.65	1.10
Academic Self-Concept										
I contributed to academic discussion during classroom lectures.	118	47.2	73	29.2	17	6.8	42	16.8	3.07	1.10
I enjoy taking my classmate tutorials.	49	19.6	118	47.2	41	16.4	42	16.8	2.70	0.97
I involve myself in most of the academic functions in my institution.	122	48.8	73	29.2	13	5.2	42	16.8	3.10	1.09
I sought clarifications from lecturers at any times	83	33.2	76	30.4	49	19.6	42	16.8	2.80	1.08
I sought clarifications from librarian at any time.	86	34.4	105	42.0	13	5.2	46	18.4	2.92	1.06
I get good marks in all courses	121	48.4	25	10.0	62	24.8	42	16.8	2.90	1.18

									Mean	SD
I am always proud of myself and my parents are proud of me	119	47.6	51	320.4	38	15.2	42	16.8	2.99	1.14
Average Mean & SD									2.93	1.09
Social Self- Concept										
I am a friendly person	34	13.6	106	42.4	64	25.6	46	18.4	2.51	0.94
I usually like people around me when doing job	63	25.2	101	40.4	38	15.2	48	19.2	2.72	1.05
I forgive easily	63	25.2	73	29.2	62	24.8	52	20.8	2.59	1.08
I am interested in others	32	12.8	128	51.2	40	16.0	50	20.0	2.57	0.95
Average Mean & SD									2.60	1.01
Transpersonal Self-Concept										
I cannot face any difficulty in life	79	31.6	49	19.6	70	28.0	52	20.8;	2.62	1.13
I run away from my problems	58	23.2	75	30.0	42	16.8	75	30.0	2.46	1.15
it is difficult for me to make friends with members of my class	9	3.6	98	39.2	66	26.4	77	30.8	2.16	0.91
Most things I do, I don,t derive satisfaction in it	54	21.6	76	30.4	36	14.4	84	33.6	2.40	1.16
I worry more than I need to	65	26.0	60	24.0	64	25.6	61	24.4	2.52	1.12
I get lonely and bored whenever I'm in the library	65	26.0	60	24.0	21	8.4	104	41.6	2.34	1.26
Average Mean & SD									2.42	1.12

***Decision Rule for table 6 is thus below:

1.00 – 1.49	Very Low
1.50 – 2.49	Low
2.5 – 3.49	High
3.5 –4.00	Very High

The level of self-concept of the disabled students in Federal Universities in South-West Nigeria, under the category of physical self-concept, has the grand mean score of 2.65 out of 4. This means that the level of self-concept under physical self-concept is high. The academic self-concept follows this with the grand mean score of 2.93. This indicates that it is high. Also, under the social self-concept, the grand mean score is 2.60, indicating high, while under the transpersonal self-concept, the grand mean score of 2.42 indicates low from the above decision rule. The respondents' analysis shows that Academic Self-Concept has the highest grand score than the other self-concept, while the Transpersonal-Self-Concept is very low.

Comparing the mean and standard deviation of the item in the area of self-concept; it was observed that under physical self-concept, those respondents who have healthy bodies stood out more and came up with the mean value of 2.98, this is followed by those who never limit themselves, and this option has the mean value score of 2.76. Those who have a good physique have a mean value of 2.75, and the least in the group is those who carry out their daily routine perfectly and actively, with a mean value score of 2.12. It can be concluded that those who have a healthy body under the option of physical self-concept are more preferred than other physical self-concept options. Looking at the standard deviation, we can see that those who never limit themselves and those with good physique are more consistent in terms of physical self-concept.

The study also revealed the results of the level of academic self-concept. The mean value shows that the disabled students involved in most of their institution's academic functions are preferred, with a mean value of 3.10. This is followed by those that contributed to academic discussion during classroom lectures. The study also revealed that the consistency of the respondents' academic self-concept under the academic self-concept option with those who enjoy taking their classmate tutorials is more consistent than every other option under academic self-concept.

For social self-concept, those who like people around them when doing the job have a mean value of 2.72, followed by those that forgive easily. This has the mean value of 2.59, then those who chose the options of interest in others and those who are friendly have the mean value score of 2.57 and 2.51, respectively. This shows that, on average scores, disabled students usually like people around them when jobs are more preferred than every other item under this heading of social self-concept.

Finally, for transpersonal self-concept, the mean value of those disabled students who are ready to face any difficulty in life is more preferred than every other factor with a mean value of 2.62, followed by those who worry more than they need to. Also, looking at the standard deviation value of the items, we can see that those disabled students who find it difficult to make friends with members of their class are more consistent. It can be said that other scores of the other items are not too far from the mean compared to the grand total mean value of Social self-concept, which has the least.

Grand Mean of table 6 is represented below:

1	Physical Self-Concept	Mean	SD
	Grand Total Mean & SD Score	2.65	1.10
2	Academic Self-Concept	Mean	SD
	Grand Total Mean & SD Score	2.93	1.09
3	Social- Concept	Mean	SD
	Grand Total Mean & SD Score	2.60	1.01
4	Transpersonal Self-Concept	Mean	SD
	Grand Total Mean & SD Score	2.42	1.12

Table 7 Influence of self-concept on the use of library services

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.350	0.122	0.108	0.781

*

a.   Predictors: (Constant), Physical Self-Concept, Academic Self-Concept, Social Self-Concept and Transpersonal Self-Concept
b.   Dependent variables use of library services.

The result of multiple regression analysis, shown in table 7 above, shows that R determines the correlation among the independent variables and the dependent variable 0.35 explained a weak positive significant relationship. Coefficient of determination R^2 that predicted the relationship among the independent and dependent variables. The adjusted R^2 shows the precise effect of independent variables on the dependent variable. This is 12.2% of the total variance in the use of library services. Therefore, the null hypothesis was also rejected. This implies that self-concept significantly influences the use of library services by disabled students in Federal Universities in South-West, Nigeria.

Discussion

The global population of people with disabilities is growing, particularly in emerging nations. It has demanded the provision of improved living circumstances, the utilization of this group's talents and abilities, and the expansion of their presence in the community (Ayoubi Avaz et al., 2018). However, without proper knowledge, the disabled's dreams would not be realized. Library services are one method to achieving knowledge.

Libraries services are generally grouped into two: technical and readers' services (Adetayo et al., 2021). These services have various sub-services that suit the daily needs of various users. Librarians endeavour to provide these services to their patrons using various mediums (Adetayo & Williams-Ilemobola, 2021). The study revealed that user education services and consultancy services are the most frequent library services used by disabled students. This is not surprising since user education and consultancy services are essential for those who may have difficulties using certain library services. These services can serve as massive support for disabled students. These findings are partially supported by Chaputula & Mapulanga (2017), which revealed that induction sessions and marketed services are the library services provided to the disabled.

The disabled who attend universities are primarily there to study to become productive members of society. They are conscious of the societal challenges they confront, and as a result, they try to excel in their schooling. To do this, they use the library for a variety of purposes. This study found that the major purpose of disabled students using the library services was to carry out research and read their notebooks. This is supported by Igun and Adogbeji (2007), who claimed that students' primary purpose of using the library is to update their knowledge and skills. The updating of knowledge and skills align well with research and book reading. It could also be the reason for the increase in library use during examinations (Oyesiku & Oduwole, 2006).

The study shows that the level of their self-concept is high and positive. The findings of this result are supported by Osisanwo et al. (2021), who found that most undergraduates possess a

positive self-concept. However, the study contrasts with the submission of Narimani and Mousazadeh (2010), who discovered that self-concept is lower among disabled persons. Furthermore, the study affirms that self-concept has a significant influence on the use of library services. This is also supported by Osisanwo et al. (2021), who found that library users' self-concept had a significant relationship with the use of library resources by undergraduates. This beckons on university management to ensure that the disabled are educated on how they perceive themselves, and library management can play a pivoted role in achieving this. They can target the disabled with vital resources on self-concept through consultancy and education services

Conclusion

The study concludes by noting that self-concept influences the use of library services of disabled students in the federal universities in south-west, Nigeria. The significance of self-concept cannot be overstated since it improves disabled students' usage of user education and consultation services and online database searching services. However, disabled students had a positive self-concept in terms of academic, physical and social self-concept. Their self-concept is still relatively low in the areas of Transpersonal Self-concept. The findings also show that the primary purpose for disabled students accessing library services was to do research and read their notebooks. Based on the findings that were revealed in this study, it is recommended that there is a need for Federal University Libraries to emphasize current awareness services. An adequate user satisfaction survey should be carried out frequently to determine the value of services and the area that needs improvement. The library management should frequently organize library programmes that will be creating awareness to users on various services being rendered in the library. This will help promote the library's image, thereby enabling users (especially the disabled users) to be aware of various benefits they can derive from using the library services. Disabled students with low self-concept should be motivated as this will help them have a good perception of themselves and lead them to endeavour to search for information in the library that will meet their needs.

Contribution to practice

Aside from adding to the body of knowledge, this study helped university libraries better understand the self-concept of disabled students and its impact on their usage of library services. The outcome demonstrates the importance of the self-concept in the library. As a result, library administration must work to eliminate any impediments that may limit the disabled self-concept. According to the findings, education and consulting services are essential in attracting disabled students. As a result, efforts should be taken to guarantee that the disabled are not excluded from providing educational and consulting services in libraries. The study might impact broader practices, particularly in public libraries and libraries and library management worldwide.

References

Adetayo, A. J. (2021). Leveraging Bring Your Own Device for Mobility of Library Reference Services: The Nigerian Perspective. *The Reference Librarian*, *62*(2), 106–125. https://doi.org/10.1080/02763877.2021.1936342

Adetayo, A. J., Asiru, M. A., & Omolabi, I. B. (2021). Building Ambidexterity in Libraries: Role of competitive intelligence. *Library Philosophy and Practice (e-Journal)*, *5763*.

https://digitalcommons.unl.edu/libphilprac/5763

Adetayo, A. J., & Williams-Ilemobola, O. (2021). Librarians' generation and social media adoption in selected academic libraries in Southwestern, Nigeria. *Library Philosophy and Practice (e-Journal)*, *4984*. https://digitalcommons.unl.edu/libphilprac/4984

Akolade, Y. L., Tella, A., Akanbi-Ademolake, H. B., & Adisa, M. Y. (2015). Physically challenged undergraduates' satisfaction with library and information services in Kwara state higher institutions. *Journal of Balkan Libraries Union*, *3*(1), 1–14. https://doi.org/10.16918/BLUJ.89103

Altman, E., & Hernon, P. (1998). Service quality and customer satisfaction do matter. *American Libraries*, *29*(7), 53–54.

Amado-Alonso, D., Mendo-Lázaro, S., León-del-Barco, B., Mirabel-Alviz, M., & Iglesias-Gallego, D. (2018). Multidimensional Self-Concept in Elementary Education: Sport Practice and Gender. *Sustainability*, *10*(8), 2805. https://doi.org/10.3390/SU10082805

Ayoubi Avaz, K., Hashemi, O., Karami, S., Rassafiani, M., & Hatami, R. (2018). Comparison of General Health and Depression in the People Covered With the Community-Based Rehabilitation Program (CBR) With the Non-Covered. *Archives of Rehabilitation*, *19*(1), 54–63. https://doi.org/10.21859/jrehab.19.1.54

Bayrak, R., Güler, M., & Şahin, N. H. (2018). The Mediating Role of Self-Concept and Coping Strategies on the Relationship Between Attachment Styles and Perceived Stress. *Europe's Journal of Psychology*, *14*(4), 897. https://doi.org/10.5964/EJOP.V14I4.1508

Bendikova, E., & Nemcek, D. (2016). Life satisfaction in healthy people and people with noncommunicable diseases: Differences between active and inactive individuals. *Sport Science*, *9*(2), 19–23. http://www.sposci.com/PDFS/BR09S2/SVEE/04 CL 03 EB.pdf

Chaputula, A. H., & Mapulanga, P. (2017). Provision of library services to people with disabilities in Malawi. *South African Journal of Libraries and Information Science*, *82*(2), 1–10. https://doi.org/10.7553/82-2-1619

Echezona, R. I., Osadebe, N., & Asogwa, B. E. (2011). Library services to the physically challenged: nature, challenges and strategies. *Journal of Applied Information Science and Technology*, *5*(1), 14–18. http://www.jaistonline.org/EchezonaOsadebeAsogwa_2k11.pdf

Ezeabasili, A. C., & Umeji, C. E. (2019). Inclusive library services: an imperative for academic libraries in Nigeria. *Library Research Journal*, *3*(1), 73–78. https://journals.unizik.edu.ng/index.php/lrj/article/view/54

Flynn, S., Noone, C., & Sarma, K. M. (2018). An exploration of the link between adult attachment and problematic Facebook use. *BMC Psychology*, *6*(1), 1–16. https://doi.org/10.1186/S40359-018-0245-0

Herrera, L., Al-Lal, M., & Mohamed, L. (2020). Academic Achievement, Self-Concept, Personality and Emotional Intelligence in Primary Education. Analysis by Gender and Cultural Group. *Frontiers in Psychology*, *10*, 3075. https://doi.org/10.3389/FPSYG.2019.03075

Igun, S. E., & Adogbeji, O. B. (2007). Study Habits of Postgraduate Students in Selected Nigerian Universities. *Library Philosophy and Practice (e-Journal)*, *153*.

https://digitalcommons.unl.edu/libphilprac/153

Ilo, P. I., Nwachukwu, V. N., & Izuagbe, R. (2020). Emergency response plans: panacea for emergency preparedness and control in university libraries in Nigeria. *International Journal of Emergency Services*, *9*(3), 339–358. https://doi.org/10.1108/IJES-11-2019-0061

Iroeze, P. C., Umunnakwe, G. C., & Eze, J. U. (2017). Library Services for the Physically Challenged in South-East, Nigeria: Origin and Challenges. *International Journal of Advanced Library and Information Science*, *5*(1), 393–405. https://doi.org/10.23953/CLOUD.IJALIS.214)

Ismail, L. (2010). What net generation students really want: Determining library help-seeking preferences of undergraduates. *Reference Services Review*, *38*(1), 10–27. https://doi.org/10.1108/00907321011020699

Lawal-Solarin, E. (2012). A Survey of Library and Information Services to Physically-Challenged Students in Academic Libraries in Ogun State, Nigeria. *Library Philosophy and Practice*, 1–7. https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1773&context=libphilprac

Narimani, M., & Mousazadeh, T. (2010). Comparing self-esteem and self-concept of handicapped and normal students. *Procedia - Social and Behavioral Sciences*, *2*(2), 1554–1557. https://doi.org/10.1016/J.SBSPRO.2010.03.234

Norrington, J. (2020). Adolescent Peer Victimization, Self-Concept, and Psychological Distress in Emerging Adulthood: *Youth & Society*, *53*(2), 273–295. https://doi.org/10.1177/0044118X20910938

Obiozor, W. E., Onu, V. C., & Ugwoegbu, I. (2010). Academic and Social Challenges Facing Students with Developmental and Learning Disabilities in Higher Institutions: Implications to African colleges and universities. *African Journal of Teacher Education*, *1*(1), 126–140. https://doi.org/10.21083/AJOTE.V1I1.1585

Okoli C. I. B. (2010, May 2). *The Plight of Disabled Nigerians and the Need for Mass Enlightenment*. Mobility Aid and Appliances Research and Development Centre (MAARDEC). http://www.maardec.net/THE PLIGHT OF DISABLED NIGERIANS AND THE NEED FOR MASS ENLIGHTENMENT.html

Osisanwo, T. A., Jude, J. C., & Adeyeoye, O. I. (2021). Academic self-concept as it correlates to use of library resources by undergraduates in Tai Solarin university of education. *Library Philosophy and Practice (e-Journal)*, *4787*. https://digitalcommons.unl.edu/libphilprac/4787

Oyesiku, F. A., & Oduwole, A. A. (2006). Use of an academic library: a survey of the Olabisi Onabajo University libraries. *Lagos Journal of Library and Information Science*, *2*(2), 96–101. https://doi.org/10.4314/ljlis.v2i2.35507

Padial-Ruz, R., Pérez-Turpin, J. A., Cepero-González, M., & Zurita-Ortega, F. (2019). Effects of Physical Self-Concept, Emotional Isolation, and Family Functioning on Attitudes towards Physical Education in Adolescents: Structural Equation Analysis. *International Journal of Environmental Research and Public Health*, *17*(1), 94. https://doi.org/10.3390/IJERPH17010094

Ramirez-Granizo, I. A., Sánchez-Zafra, M., Zurita-Ortega, F., Puertas-Molero, P., González-

Valero, G., & Ubago-Jiménez, J. L. (2020). Multidimensional Self-Concept Depending on Levels of Resilience and the Motivational Climate Directed towards Sport in Schoolchildren. *International Journal of Environmental Research and Public Health 2020, Vol. 17, Page 534*, *17*(2), 534. https://doi.org/10.3390/IJERPH17020534

Sze, N. N., & Christensen, K. M. (2017). Access to urban transportation system for individuals with disabilities. *IATSS Research*, *41*(2), 66–73. https://doi.org/10.1016/J.IATSSR.2017.05.002

Trotman, A. (2015). *What Is Self-Concept in Psychology? - Definition & Overview - Video & Lesson Transcript* . Study.Com. https://study.com/academy/lesson/what-is-self-concept-in-psychology-definition-lesson-quiz.html

Turner, H. A., Shattuck, A., Finkelhor, D., & Hamby, S. (2015). Effects of Poly-Victimization on Adolescent Social Support, Self-Concept, and Psychological Distress: *Journal of Interpersonal Violence*, *32*(5), 755–780. https://doi.org/10.1177/0886260515586376

Williams-Ilemobola, O. B., Adetayo, A. J., Asiru, M. A., & Ajayi, J. L. (2021). Librarians' Emotional Intelligence and Conflict Management in Private University Libraries in South-West and South-South, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, *12*(1), 33–46. https://doi.org/10.4314/iijikm.v12i1.3

Worldometers. (2021). *Nigeria Population* . https://www.worldometers.info/world-population/nigeria-population/