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Undergraduate History Students' Attitude towards University Library Services

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Abstract

In institutions of higher learning, the library is at the forefront of information generation, acquisition, processing, organization, and dissemination. The services provided by the library contribute to staff, students, and institutional development. University library services serve as learning catalysts. Therefore, this study aimed to investigate undergraduate history students' attitude towards university library services. A survey design was used for the study. A sample size of three hundred (300) undergraduate history students were conveniently selected. The data were analyzed using mean, standard deviation, and f-test. The findings showed that undergraduate history students' attitude towards university library services was positive. The undergraduate history students demonstrated a favorable attitude towards their university library's registration, lending, and card renewal/replacement services. Also, the finding showed that there are no significant differences among undergraduate history students in attitude towards registration, lending, and card renewal/ replacement services by level of study. It is recommended that the library enlightenment program should be targeted to further inform the students about library innovations that may come up from time to time. Research on postgraduate history students' attitudes toward library services using both quantitative and qualitative data should be explored.

Keywords: Attitude, University library services, Undergraduate history students

Introduction

During the previous two decades, the global economy has become increasingly globalized and knowledge-driven. Higher education has continued to grow rapidly, and it has been acknowledged as a critical component of economic development (Healey, 2008). The library is essential for teaching and research in higher education and plays a critical role. A library is a well-organized collection of published books, reading materials, audio-visual resources, and the services of employees who can deliver and interpret these items to satisfy users' information, research, educational, or recreational needs (UNESCO, 1976). In institutions, communities, and society, libraries are at the forefront of information generation, acquisition, processing, organization, and dissemination. The services provided by libraries contribute to personal development, organizational development, and national development (Nwalo, 2002). Libraries and information services of all kinds serve as learning catalysts. According to Librarianship Studies and Information Technology (LSIT) (2020), registration, lending, and card renewal/replacement are some of the library services. First-time library users can take advantage of the registration services. Students are enrolled at the start of each academic year, pending receipt of confirmed student information from the University's Academic division and the submission of an application form. All bonafide university students are required to register with the library, where they will be issued a library or borrowers' card. As previously said, the university library's lending program is possibly its most essential service. It is essentially a social service in which library customers can access library materials at their leisure for reading or consultation. Apart from books, the library's other resources that can be borrowed include audiocassettes, videotapes, and projectors.

Lending out library items is believed to be particularly important in promoting equal and fair access to library assets. The university library's card renewal/replacement service is very significant. The library card, as previously stated, allows students to borrow books for a

set amount of time and is renewed every session; however, students can no longer utilize their library cards at the end of their course or when they are withdrawn or expelled from the university (Onah et al., 2021). Students may also face the problem of a damaged or missing library card, forcing them to seek card renewal or replacement services. The library, according to Oyewumi et al., (2014) is the total means available and organized for the public, an organization, or an individual to assist learning, teaching, and research. An academic library is the heart of academic life in the educational system. Academic libraries have been regarded as the beating heart of the learning community, giving a space for students and lecturers to do research and learn more. Since university libraries are an intrinsic part of the higher education system, they should provide support services for official instructional programs and research and knowledge generating facilities. All educational institutions' libraries are at the heart of academic achievement. They provide the essential information resources for the institution's teaching, learning, and research responsibilities to continue (Okoye, 2005). Furthermore, the purpose of any library, whether public, special, academic, or school, is to provide users with access to accessible resources and maximize their utilization (Hameed, 2004). The provision of efficient and effective library services, according to Hameed (2004) is one way to achieve a high degree of patronage of the library by users. However, the greatest influence of library resources and services is felt when the librarian's range of expertise is only useful to the users because of the librarian's adequacy and relevance in completing a purpose. In order to properly serve library users, librarians must always maximize resources to handle the avalanche of information that comes into the library (Ibidapo, 2001). Even though most African higher education libraries are inadequate compared to their counterparts in the developed world, African students have yet to take full advantage of the available library services. Gardner and Eng (2005) found that undergraduate students had high expectations from their university library on what students desire and the

changing functions of the academic library. These expectations have significantly impacted their attitude towards university library services. Because university libraries are such an important part of the educational system, how they are viewed significantly impacts their continued existence and value to users. Attitude is a psychological construct, a mental and emotional phenomenon that resides in or characterizes a person (Richard, 2016). They are complicated and a result of life experiences. According to prominent psychologist Gordon (1935), this hidden psychological construct is the most distinctive and fundamental notion in contemporary social psychology.

Attitude is an evaluation of an object that ranges from severely negative to extremely favorable (Wood, 2000). A set of feelings, beliefs and behaviors toward a certain object, person, thing, or event is referred to as an attitude in psychology. Attitudes are frequently formed due to personal experience or upbringing, and they can have a significant impact on behavior. While attitudes are enduring, they can also change (Kendra, 2021). According to Henderson et al. (2017), students were bewildered by their failure to find relevant material during online searches, which contributed to the development of negative attitudes about online databases. Furthermore, students were frequently prevented from using online library resources due to slow internet connections (Bagarukayo and Kalema 2015).

Furthermore, in his study of university students' attitudes regarding library users', Abraham (2016) found that students had positive attitudes toward library users'. Similarly, Rajagopal and Chinnasamy (2012) found increased interest in electronic information resources among engineering users in a study performed on users' attitudes and approaches to e-resources and services in academic libraries. Attitudes significantly predict technology use and adoption (Rodgers and Chen, 2002). While attitudes are not directly visible, they can be deduced from reactions that demonstrate some state or disposition (Eagly and Chaiken, 1993). Researchers believe that attitudes are developed through a cognitive learning process

in which one gathers knowledge before forming beliefs. The information is gained through experiences with the object, such as the library (Eagly and Chaiken, 1993). Because of the library's heavy utilization, it's safe to presume that undergraduate students have had a lot of experience in the library and have formed attitude about how it can be used for instructional purposes. Based on the foregoing, undergraduate history students' attitudes toward university library services may influence how and when they use the library services and materials available to them. Undergraduate history students are tertiary students engaged in a four-year history program with the goal of earning a Bachelor of Arts (B.A) in history and international studies. By providing students with a deep and wide grounding in history, the Department of History hopes to contribute to building an informed and concerned citizenry in various Nigerian, African, and global historical contexts. providing students with a sound understanding of their heritage and assisting them in developing an intelligible understanding of their heritage, educating students in historical movements and issues of international global importance to enable them to acquire a better understanding of the world and thus promote world peace, providing students with a sound understanding of their heritage and assisting them in developing an intelligible understanding of their heritage Students in the departments are also required to perform supervised research projects that teach them the principles of historical research (Nnamdi Azikiwe University, 2022). Higher education's fast expansion aided the establishment of institutions and their libraries. Universities' libraries were among the first academic divisions to be founded. When students are given assignments, one could question why most of them rarely go to the library. Is it due to academic indolence, inadequate university library services, a lack of library culture, or simply ignorance? However, it's unfortunate because students who do not grasp the need to go to the university library to study have plenty of time to watch regular video flicks, plays, and sports entertainment. However, there is a shortage of empirical research on the attitude of

undergraduate history students regarding university library services. In light of the foregoing, this study aims to look into the attitude of undergraduate history students towards university library services.

Purpose of the study

The study aimed to find out undergraduate history students' attitude towards university library services. Specifically the study seeks to

1. Find out the attitude of undergraduate history students' towards registration services offered by the university library.
2. Find out the attitude of undergraduate history students' towards lending services offered by the university library.
3. Find out the attitude of undergraduate history students' towards card renewal/ replacement services offered by the university library.

Research questions

The following research questions guided the study.

1. What is the attitude of undergraduate history students' towards registration services offered by the university library
2. What is the attitude of undergraduate history students' towards lending services offered by the university library
3. What is the attitude of undergraduate history students' towards card renewal/ replacement services offered by the university library

Hypothesis

H₀₁: There are no significant differences among undergraduate history students in attitude towards registration, lending and card renewal/ replacement services by level of study.

Research Method

For this investigation, a survey design was used. The sample for this study consisted of 300 undergraduate history students who were conveniently chosen from second, third and final years of study. The study questionnaire, titled Students' Attitudes toward University Library Services (SATULS), developed by the researchers, was used for data collection. The questionnaire is a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The questions were derived from Oyewumi et al. (2014), Namugera (2014), Onuoha et al. (2013), and Onah et al. (2021) respectively. Experts validated the instrument, and suggestions and corrections were made during the final development of the instrument. Cronbach alpha was used to assess the instrument's reliability, giving a score of 0.78. Before responding to the items on the scales, the undergraduate history students were asked to provide informed consent. The data was then examined using applicable statistical tests in the Statistical Package for the Social Science, such as mean, standard deviation, and f-test, with a.05 level of significance.

Results

RQ1: What is the attitude of undergraduate history students towards registration services offered by the university library?

Table 1: Mean and Standard Deviation on the attitude of undergraduate history students towards registration services

N	Mean	Std. Deviation	Std. Error of Mean	Skewness	Kurtosis
300	3.11	.403	.023	-.093	-1.967

Table 1 show that the mean responses of undergraduate history students' was 3.11 with standard deviation score of .403. This suggests a positive attitude of undergraduate history students' towards registration services offered by the university library.

RQ2: What is the attitude of undergraduate history students' towards lending services offered by the university library?

Table 2: Mean and Standard Deviation on attitude of undergraduate history students' towards lending services offered by the university library

N	Mean	Std. Deviation	Std. Error of Mean	Skewness	Kurtosis
300	3.12	.403	.023	-.103	-1.973

Results in Table 2 shows the mean attitude scores of undergraduate history students' towards lending services offered by the university library, found to be 3.12 with standard deviation score of .403. This indicates a positive attitude towards lending services offered by the university library.

RQ3: What is the attitude of undergraduate history students' towards card renewal/replacement services offered by the university library?

Table 3: Mean and Standard Deviation on attitude of undergraduate history students' towards card renewal/replacement services offered by the university library

N	Mean	Std. Deviation	Std. Error of Mean	Skewness	Kurtosis
300	3.09	.405	.0234	-.004	-1.983

Results in Table 3 shows the mean attitude scores of undergraduate history students' towards card renewal/replacement services offered by the university library, found to be 3.09 with

standard deviation score of .405. This indicates a positive attitude towards card renewal/replacement services provided by the university library.

H₀₁: There are no significant differences among second, third, and final year undergraduate history students in attitude towards registration, lending, and card renewal/ replacement services offered by the university library.

Table 4: F-test on significant differences among undergraduate history students in attitude towards registration, lending, and card renewal/ replacement services by level of study.

			Sum of Square	df	Mean Square	F	Sig.
Registration services * Level of Study	Between Groups	(Combined)	.120	2	.060	.367	.693
	Within Groups		48.572	297	.164		
	Total		48.692	299			
Lending Services * Level of Study	Between Groups	(Combined)	.083	2	.041	.254	.776
	Within Groups		48.527	297	.163		
	Total		48.610	299			
Card Renewal/Replacement Services * Level of Study	Between Groups	(Combined)	.045	2	.023	.136	.872
	Within Groups		48.986	297	.165		
	Total		49.031	299			

Results off-test in Table 4 showed that there are no significant differences among undergraduate history students in attitude towards registration ($p=.693$), lending ($p=.776$), and card renewal/ replacement services ($p=.872$) by the level of study. As a result, the null hypothesis that there are no significant differences among undergraduate history students in attitude towards registration, lending, and card renewal/ replacement services by level of study was not rejected.

Discussion

The attitude of undergraduate history students toward university library services was investigated in this study. According to the findings, undergraduate history students have a favorable attitude toward university library services. The findings show that undergraduate

history students had a favorable attitude towards the university library's registration, lending, and card renewal/replacement services. The finding showed that there are no significant differences among undergraduate history students in attitude towards registration, lending, and card renewal/ replacement services by level of study. The study is in consonant with Adeniran (2011), who revealed that users will always be motivated to register with the library when the library staff's quality of services helps to satisfy their requirements.

Additionally, students are frequently prompted to renew or replace their library cards. This finding backs with the conclusions from Okhawere et al. (2017), who discovered that university undergraduate students have a positive attitude toward library resources. Furthermore, the findings support Alokuk's (2020) conclusions that students at the learning institution have a good attitude toward using library resources. The study results agree with those of Usman et al. (2017), who found that students had a positive attitude toward using the college library, particularly around exams. Similarly, the findings are consistent with Tiemo and Ateboh's (2016) study, which found that students were satisfied with the library's lending services.

Furthermore, Adeniran (2011) discovered that satisfaction is related to a library's employees and services quality. This means that student satisfaction with services in libraries that are well-stocked, have well-organized materials, and are staffed by knowledgeable and courteous employees will be much greater than in libraries with less qualified and unfriendly staff. The findings contrast those of Ukachi et al. (2014), who claimed that due to negative attitudes toward electronic resources, the use of electronic information resources was low in institutions of higher learning. This study is limited to only undergraduate history students. Finally, only quantitative information was used. More research could be done with a bigger sample size to confirm the scope of students' attitudes regarding university library services.

Research on postgraduate history students' attitudes toward library services using quantitative and qualitative data should be explored.

Conclusion

According to the findings of this study, the undergraduate history students demonstrated a favorable attitude towards the university library services such as registration services, lending services, and card renewal/ replacement services. The finding showed that there are no significant differences among undergraduate history students in attitude towards registration, lending, and card renewal/ replacement services by level of study. More research could be done with a bigger sample size to confirm the scope of students' attitudes regarding university library services. Research on postgraduate history students' attitudes toward library services using quantitative and qualitative data should be explored.

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