

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

January 2021

ACADEMIC SELF-CONCEPT AS IT CORRELATES TO USE OF LIBRARY RESOURCES BY UNDERGRADUATES IN TAI SOLARIN UNIVERSITY OF EDUCATION.

Temitope A. Osisanwo Dr.

Tai Solarin University of Education, Ogun State, Nigeria, osisanwota@tasued.edu.ng

Jude Chidike Jude Mr

University of Nigeria, Nsukka, jude.onah.194132@unn.edu.ng

Olufela I. Adeyeoye Mrs

Tai Solarin University of Education, Ogun State, Nigeria, ogunkeyeoi@tasued.edu.ng

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

Osisanwo, Temitope A. Dr.; Jude, Jude Chidike Mr; and Adeyeoye, Olufela I. Mrs, "ACADEMIC SELF-CONCEPT AS IT CORRELATES TO USE OF LIBRARY RESOURCES BY UNDERGRADUATES IN TAI SOLARIN UNIVERSITY OF EDUCATION." (2021). *Library Philosophy and Practice (e-journal)*. 4812.

<https://digitalcommons.unl.edu/libphilprac/4812>

**ACADEMIC SELF-CONCEPT AS IT CORRELATES TO USE OF LIBRARY RESOURCES BY
UNDERGRADUATES IN TAI SOLARIN UNIVERSITY OF EDUCATION.**

**Osisanwo Temitope A., Ph.d
Lecturer**

Department of Library and Information Science,
Tai Solarin University of Education, Ijebu ode Ogun State
osisanwota@tasued.edu.ng
08034496906

**Onah, Jude Chidike, CLN
Postgraduate student**

Department of Library and Information Science
University of Nigeria, Nsuka
Jude.onah.194132@unn.edu.ng
08067193950

**Adeyeoye Olufela I.
Lecturer,**

Department of Library and Information Science,
Tai Solarin University of Education, Ijebu ode Ogun State
ogunkeyeoi@tasued.edu.ng
08052261844

Abstract

The paper examined academic self-concept as it correlates to use of library resources by undergraduates in Tai Solarin University of Education, Ijagun. The study employed a correlational survey research design. The population of the study consist of 3,544 undergraduates registered users of Otunba Gbenga Daniel Library, TASUED. Simple random sampling technique was used to select 248 sample from the population. Four research questions and one hypothesis guided the study. The data collected was analyzed using frequency distribution table and percentage for research questions and Pearson Product Moment Correlation was used to test the hypothesis at 0.05 level of significance. The correlational coefficient (r 0.615) shows a strong relationship between academic self-concept and use of library resources by undergraduates. The study revealed that majority of the undergraduates possess positive self-concept towards their academic; there is high level of utilization of library resources by undergraduates; however the number of registered library users compared to the number of undergraduate students shows non use of library resources by over 70% of the students, the major problems affecting utilization of library resources by undergraduates include; Power outage, insufficient internet access points, obsolete books, delay in receiving requested materials, lack of library orientation, Non-challant attitude of the library staff and short duration of book loan. The study recommended that programmes that will enhance the academic self-concept of students should be organized, library visit should be made compulsory, user education should be enhanced to improve the use of library resources.

Keywords: Library, self-concept, academic self-concept, library resources, use of library resources

Introduction

A library is a place of activity that engages in the collection, processing, preservation and dissemination of information in the various formats most convenient to its target users (Olanlokun and Salisu, 1993). It can also be defined as a building established for the purpose of collecting and storing books and related materials for reading and research. Wall (2009) describes a library as a key source of information to students and the general public and to a lesser extent to politicians and businessmen. This simple means that in the academic environment, the academic library is the central and key source of information for undergraduate students, staff and researchers.

Arua and Chinaka (2011) stated that academic library resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and educators so as to be able to achieve educational goals. This variety of library resources is essential to facilitate the academic library to fulfill its functions among which are: to thoroughly provide information resources necessary for the institution's educational programmes and to help in improving and rising the reading skills and learning habits of students. Academic library resources include books, journals, magazines, newspapers, students projects, thesis and dissertations, dictionary, encyclopedias, directories, biographical sources, geographical sources, e-books, e-journals, e-reference sources, etc. Merrill (2003), related library resources to students' learning outcomes and found that the use of academic library resources were associated significantly with better learning outcome. Effective academic libraries provide additional reading opportunities for students, which in turn improve reading skills, knowledge, and writing and clarity of expression, which in turn support student performance in all other curriculum subjects (World Bank, 2008). Most time the use of these resources by undergraduates depend on the self image and psychological perception, that is how someone perceive himself, this self image, knowledge and perception of oneself is referred to as self concept, while the self concept of an individual towards academic issues is referred to as academic self concept.

Self-concept is a general view about oneself across various sets of specific domains and perceptions based on self-knowledge and evaluation of values formed through experiences in relation to one's environment (Eccles, 2005). Academic self-concept is referred to as a students' self-evaluation regarding specific academic domains or abilities (Trautwein, 2006). Self-concept is considered to comprise various dimensions, areas or facets, some of which are more related to certain personality aspects (physical, social, emotional), while others appear to be more linked to academic achievement (in different areas and subjects). Self-concept is the set of perceptions or reference points that the individuals has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individual knows to be descriptive of himself and which he perceives as data concerning his identity (Sayid, 2011).

Self-concept has been defined by several authors. William (2009) holds it to be all that a person is tempted to call by the name me or mine. Murphy (2007) defines it as the individual as known to the individual. According to Symonds (2005), it is the way or manner in which the individual reacts to himself. He spells out four aspects of self: how a person perceives himself; What he thinks of himself; How he values himself; and How he attempts through various actions to enhance or defend himself.

It is the set of knowledge and attitudes that students have about themselves; the perceptions that the individual assigns to him and characteristics or attributes that students use to describe ourselves. It is understood to be fundamentally a descriptive assessment and has a cognitive expression. The importance of self-concept

stems from its notable contribution to personality formation. Self-concept is defined as the perception that each one has about oneself, formed from experiences and relationships with the environment, where significant students play an important role. Self-concept, as a component of human personality development, has its own nature and peculiarity (Sayid, 2011).

Most researches related to the use of library resources by undergraduates has focused on neither their information literacy skills, availability of adequate resources, retrieval skills, environmental factors and so on, little effort has been put into correlating the relationship between the way an undergraduate perceive himself towards academic activities, that is academic self concept of the students and their use of library resources to enhance their performance, this is the knowledge gap that this study seeks to fill by examining the correlation between the academic self-concept and use of library resources by undergraduates in Tai Solarin University of Education, Ijagun-Ijebu-Ode, Ogun State.

Statement of Problem

The main purpose of university libraries is to provide information resources in both print and electronic format to support the teaching, learning and research objectives of both the students and faculty members. Without adequate use of library resources and services by students, their academic performance and ability will be low. It has been observed that most students lack the skills of utilizing the library resources i.e. using library resources to keep abreast of the latest information such as books, journals, dictionaries, encyclopedias, handbooks, newspapers / magazines, manuals, reports, map, etc, which invariably affects their academic performance. Several factors have been found to determine the utilization of library resources, most especially among undergraduates. Some of the major factors that influence their usage include study skills, retrieval skills, lack of time management, self-concept and so on.

Academic self-concept is an emotional strengths seemed to play an important roles in enabling academic success and ability to utilize library resources. Hence, it is important to emphasize students' assets and goods more than the mediation of their weaknesses in implementing supporting strategies. When students' strengths are emphasized and their self-confidence is boosted, they are motivated to put more effort into using library resources, and they also will be confident in their ability to utilize the resources. Guided by this, this study therefore examines academic self-concept as a correlate of use of library resources by undergraduates in Tai Solarin University of Education.

Objective of the Study

The main objective of this study is to examine academic self-concept as a correlate of use of library resources by undergraduates in Tai Solarin University of Education. However, the specific objectives of the study are to:

1. Determine the level of academic self-concept among undergraduates in Tai Solarin University of Education.
2. Examine the level of utilization of library resources by undergraduates of Tai Solarin University of Education;
3. Ascertain the purposes of use of library resources among undergraduates of Tai Solarin University of Education;
4. Identify the problems affecting the utilization of library resources by undergraduates of Tai Solarin University of Education;

Research Questions

The following research questions were carefully formulated to guide the study:

1. What is the level of academic self-concept among undergraduates in Tai Solarin University of Education?
2. What is the level of utilization of library resources by undergraduates of Tai Solarin University of Education?
3. What are the purposes of use of library resources among undergraduates of Tai Solarin University of Education?
4. What are the problems affecting utilization of library resources by undergraduates of Tai Solarin University of Education?

Hypothesis

The following null hypothesis was formulated to guide the study and was tested at 0.05 significant level:

H₀: There is no significant relationship between academic self-concept and use of library resources by undergraduates of Tai Solarin University of Education

Literature Review

A well stocked academic library is a storehouse of information, or a record of human experience to which users may turn to for data or information. Jubb and Green (2007) observe that academic libraries have for centuries played critically important roles in supporting research in all subjects and disciplines within their host universities or colleges. Opara (2011) posits that the library stands in the same relationship to the society as the memory of an individual by making available and accessible to its users information required for teaching and independent study. The main purpose of an academic library as stated by Aina (2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and service. Oyesiku and Oduwale (2004) assert that in academic communities, libraries are indispensable. Guskin (2006) notes that the use of university libraries promotes active learning, thus contributing to students' ability to think critically and work well independently or in group. An academic environment without a library is tantamount to a person without a brain. It would be pertinent to discover whether academic libraries are indeed living up to their objectives. The effectiveness and efficiency of services provided in academic libraries are mainly determined by library users.

Several authors have written on the use of academic library. Amkpa (2010) in his study of the use of the University of Maiduguri Library discovered that a majority of students did not use the library effectively because they did not use the library catalogues. In a study on students and faculty use of academic libraries in Nigeria, with particular reference to Delta State University, Okiy (2010) found that respondents used books more than other materials and that they browsed the shelves to locate these materials. Williams (2009) and Julien (2010), on the other hand, observed that regular library users are active learners who participate more in class, and read, write and study more. In a similar study on the use of Olabisi Onabanjo University Libraries, Oyesiku and Oduwale (2004) discovered that male students used the library more frequently than their female counterparts. Ugah (2011) found out that textbooks account for most library visits. Don (2006) discovered that library computer access is utilized by students far more than faculty, while interlibrary loan services are used more by faculty members. The researcher also noted that both undergraduates and faculty members appeared to be confident about finding needed print materials and accessing information resources at their institutions' libraries.

The self-concept as an organizer of behaviour is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a set of attitudes, beliefs, values, variety of habits, abilities, out looks, ideas and feelings of a person. Consistency of behaviour and continuity of identity are two of the chief properties of the self-concept.

Mishra (2009) indicates that self-concept is positively related with student's school achievement. Self-concept is a factor which helps to study the human behaviour and personality. There are several different components of self-concept: physical, academic, social, and transpersonal. The physical aspect of self-concept relates to that which is concrete: what we look like, our sex, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth. Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in math, science, language arts, social science, etc. The social self-concept describes how we relate ourselves to other people and the transpersonal self-concept describes how we relate to the supernatural or unknown.

Purkey, (2008) opines that Self-concept, an ignored and neglected area in psychology and education for long, has now been recognized to play a vital role in personality development. It has been established by contemporary researches that the way an individual perceives himself goes to shape his behaviour patterns. There is growing awareness that of all the perceptions we experience in the course of living, none has more profound significance than the perceptions we hold regarding our own personal existence-our concept regarding the point, which we are and how we fit into the world. Similarly, Franken (2004) states that there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behaviour. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behaviour.' By far the most influential and eloquent voice in self-concept theory was that of Carl Rogers (1947) who introduced an entire system of helping built around the importance of the self. In Rogers' view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency. He maintained that there is a basic human need for positive attitude regarding both from others and from one self. He also believed that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey & Schmidt, 2007). We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishments of others (Brigham, 2006; James, 1890).

Research on social phobia demonstrates that those who suffer from social phobia hold neither a positive nor negative perception of the self. Instead, they generally hold more neutral self-perceptions and demonstrate low certainty and consistency in these perceptions. It is this uncertainty regarding the self which leads to self-concept confusion and, in turn, social phobia (Moscovitch, 2009).

Wilson and Rapee (2006) found that, compared to non-clinical participants, those with social phobias demonstrated slower reaction time patterns in choosing self-descriptive traits from a list of adjectives than when they were engaged in a self-irrelevant task involving trait words. Thus, low self-concept is a precondition for the development of social phobia (Wilson & Rapee, 2006). Low self-concept clarity has also been found to correlate

with numerous psychological attributes which indicate poor functioning and are a potential threat to psychological well-being. Campbell (2006) showed self-concept to be correlated positively with constructs such as chronic self-analysis and ruminative self-focused attention, and negatively correlated with neuroticism (Campbell, 2006). Therefore, someone with self-concept confusion may suffer from high neuroticism, chronic self-analysis, and a tendency to ruminate on aspects of the self, all of which have been shown to negatively impact psychological well-being. Thus, self-concept is an essential self-property.

Library Blog of Nigeria (2011) states that problem areas in the development of library services in Nigeria include lack of legislation, shortage of funds, poor accommodation, unavailability of trained staff, lack of relevant material, and apathy on the part of university stakeholders and the government. Many researchers conducted in Africa have also identified the challenges of using information resources in the colleges and universities to include low ICT use skills, lack of adequate infrastructure for using information resources, especially epileptic power supply (Ani and Ahiauzu, 2008; Dadzie, 2009; Ozoemelen, 2009). In a survey of 350 respondents they examined students' access, utilization and awareness of information resources at the University College Hospital (UCH) Ibadan, Nigeria. The study revealed that the level of utilization of the information resources is not high. A major problem, however, identified is lack of information retrieval skills for exploiting information resources, thus making the level of utilization of resources by medical students very low.

Methodology

The correlational survey research design was adopted for the study. The population of the study consist of the entire undergraduates registered library users in Otunba Gbenga Daniel Library, Tai Solarin University of Education, Ijagun which are 3,544. The simple random sampling technique was used for the study. A total sample size of two hundred and forty-eight (248) i.e. 7% of the total population. Out of the 248 questionnaires distributed, a total of 200 were completed and returned. The sample cut across all the colleges in the institution. A well-structured, self-designed, validated and close-ended questionnaire was used as the instrument in collecting data from the respondents. The questionnaire was validated accordingly. The data collected were analyzed using frequency distribution table and percentage. While the hypothesis was tested at 0.05 significance level using Pearson Product Moment Correlation (PPMC).

Results

Table 1: Demographic Information of Respondents

| DEMOGRAPHIC FEATURES | FREQUENCY | PERCENTAGE |
|-----------------------------|------------------|-------------------|
| Gender | | |
| Male | 91 | 45.5 |
| Female | 109 | 54.5 |
| Religion | | |
| Christianity | 73 | 36.5 |
| Muslim | 127 | 63.5 |
| Others | - | - |
| College | | |
| COSIT | 36 | 18 |
| COSMAS | 40 | 20 |

| | | |
|--------------|----|------|
| COSPED | 52 | 26 |
| COHUM | 41 | 20.5 |
| COVTED | 31 | 15.5 |
| Level | | |
| 100L | 42 | 21 |
| 200L | 42 | 21 |
| 300L | 48 | 24 |
| 400L | 68 | 34 |

Table 1 above shows the demographic characteristics of the respondents. Result showed that 91(45.5%) of the respondents were male while 109(54.3%) of the respondents were female, which implies that the female respondents are more than the male respondents that took part in the study. Based on their religion, it could be depicted that 73(36.5%) of the respondents that participated in the study were Christians, 127(63.5%) of the respondents were Muslims, while nobody indicated any other religion.

However, among the respondents that participated in the study, 36(18%) of the respondents were COSIT students, 40(20%) were COSMAS students, 52(26%) were COSPED students, 41(20.5%) were COHUM students while 31(15.5%) were COVTED students. Based on their level, 42(21%) of the respondents were 100level students, 42(21%) were 200level students, 48(25%) were 300level students while 68(34%) were 400level students.

Research Question 1: What is the level of academic self-concept of undergraduates in Tai Solarin University of Education?

Table 2: Students academic self-concept of undergraduates

| ITEMS | SA | A | D | SD | P-value | Remark |
|---|----------------|-------------|---------------|---------------|---------|--------|
| I pay attention to the lecturers during lectures | 113 (56.5%) | 58 (29%) | 12 (6%) | 17 (8.5%) | .006 | Sig. |
| I am usually interested in my course work | 104 (52%) | 54 (27%) | 28 (14%) | 14 (7%) | .001 | Sig. |
| I am good in most of my courses | 102 (51%) | 30 (15%) | 40 (20%) | 28 (14%) | .005 | Sig. |
| I do not give up easily when I am faced with a difficult question in my course work | 94 (47%) | 48 (24%) | 34 (17%) | 24 (12%) | .006 | Sig. |
| I am able to do better than my friends in most courses | 90 (45%) | 24 (12%) | 54 (27%) | 32 (16%) | .008 | Sig. |
| I can follow the lectures easily | 76 (38%) | 50 (25%) | 50 (25%) | 24 (12%) | .000 | Sig. |
| I am able to help my course mates in their school work | 68 (33.8%) | 74 (37%) | 34 (16.9%) | 24 (11.9%) | .010 | Sig. |
| I study hard for my tests | 68 (39%) | 70 (35%) | 16 (8%) | 46 (23%) | .000 | Sig. |
| If I work hard, I think I can get better grades | 66 (33%) | 54 (27%) | 46 (23%) | 34 (17%) | .001 | Sig. |
| I will do my best to pass all the courses this semester | 64 (32%) | 64 (32%) | 34 (17%) | 38 (19%) | .012 | Sig. |
| I often do my course work without thinking | 62 (31%) | 68 (34%) | 38 (19%) | 32 (16%) | .011 | Sig. |
| I am not willing to put in more effort in my course work | 54 (27%) | 62 (31%) | 44 (22%) | 40 (20%) | .000 | Sig. |

| | | | | | | |
|--|-------------|-------------|-------------|-------------|------|------|
| I always waiting for the lecture to end and go home | 54 (27%) | 42 (21%) | 56 (28%) | 48 (24%) | .007 | Sig. |
| I get frightened when I am asked a question by the lecturers | 46 (23%) | 34 (17%) | 70 (35%) | 50 (25%) | .010 | Sig. |
| I often feel like quitting the degree course | 44 (22%) | 76 (38%) | 42 (21%) | 38 (19%) | .760 | NS |
| I am always waiting for the lecture to end and go home | 44 (22%) | 64 (32%) | 52 (26%) | 40 (20%) | .061 | NS |
| My lecturers feel that I am poor in my studies | 42 (21%) | 84 (42%) | 36 (18%) | 38 (19%) | .057 | NS |
| I day-dream a lot in lectures | 38 (19%) | 64 (32%) | 52 (26%) | 46 (23%) | .060 | NS |
| Most of my course mates are smarter than I am | 34 (17%) | 84 (42%) | 46 (23%) | 36 (18%) | .181 | NS |
| I often forget what I have learned | 30 (15%) | 48 (24%) | 56 (28%) | 66 (33%) | .170 | NS |

Result in table 2 above revealed that 113(56.5%) of the respondents strongly agreed that they pay attention to the lecturers during lectures while 17(8.5%) of the respondents strongly disagreed. 104(52%) of the respondents strongly agreed that they usually interested in their course work while 14(7%) of the respondents strongly disagreed. 102(51%) of the respondents strongly agreed that they are good in most of my courses while 28(14%) of the respondents strongly disagreed. 94(47%) of the respondents strongly agreed that they do not give up easily when they are faced with a difficult question in their course work while 24(12%) of the respondents strongly disagreed. 90(45%) of the respondents strongly agreed that they are able to do better than my friends in most courses while 32(16%) of the respondents strongly disagreed. 76(38%) of the respondents strongly agreed that they can follow the lectures easily while 24(12%) of the respondents strongly disagreed. 68(33.8%) of the respondents strongly agreed that they are able to help my course mates in their school work while 24(11.9%) of the respondents strongly disagreed.

Moreover, 34(17%) of the respondents strongly agreed that most of their course mates are smarter than they are while 36(18%) of the respondents strongly disagreed. 30(15%) of the respondents strongly agreed that they often forget what they have learned while 66(33%) of the respondents strongly disagreed.

Research Question 2: What is the level of utilization of library resources by undergraduates of Tai Solarin University of Education?

Table 3: Level of utilization of library resources by undergraduates

| Library and Information Resources | High | Moderate | Low | Never |
|--|-------------|-----------------|------------|--------------|
| Books | 160(80%) | 20(10%) | - | - |
| Internet facilities | 140(70%) | 30(15%) | 30(15%) | - |
| Dictionaries | 112(56%) | 55(27.5%) | 24(12%) | 9(4.5%) |
| Computer | 112(56%) | 58(29%) | 14(7%) | 16(8%) |
| Newspapers / magazines | 109(54.5%) | 58(29%) | 30(15%) | 3(1.5%) |
| Handbooks | 104(52%) | 54(27%) | 24(12%) | 18(9%) |
| Journals | 102(51%) | 65(32.5%) | 25(12.5%) | 8(4%) |
| Encyclopedias | 90(45%) | 78(39%) | 16(8%) | 16(8%) |
| Biographies | 88(44%) | 82(41%) | 15(7.5%) | 15(7.5%) |
| Reports | 80(40%) | 108(54%) | 8(4%) | 4(2%) |
| Manuals | 80(40%) | 60(30%) | 36(18%) | 24(12%) |
| Bibliographies | 72(36%) | 100(50%) | 12(6%) | 16(8%) |
| CD-ROM facilities | 62(31%) | 108(54%) | 20(10%) | 10(5%) |

| | | | | |
|-------------|---------|---------|---------|---------|
| Pamphlet | 10(5%) | 20(10%) | 76(38%) | 94(47%) |
| Directories | 22(11%) | 54(27%) | 54(27%) | 70(35%) |
| Map | 16(8%) | 68(34%) | 48(24%) | 68(34%) |
| Gazettes | 12(6%) | 60(30%) | 50(25%) | 78(39%) |

Result in table 3 above revealed that 160(80%) of the respondents highly utilize books while none of the respondents had a contrary view. 140(70%) of the respondents highly utilize internet facilities while none of the respondents had a contrary view. 112(56%) of the respondents highly utilize dictionaries while 9(4.5%) of the respondents had a contrary view. 112(56%) of the respondents highly utilize computer while 16(8%) of the respondents had a contrary view. 109(54.5%) of the respondents highly utilize newspapers/magazines while 3(1.5%) of the respondents had a contrary view. 104(52%) of the respondents highly utilize handbooks while 18(9%) of the respondents had a contrary view. 102(51%) of the respondents highly utilize journals while 8(4%) of the respondents had a contrary view.

While, 22(11%) of the respondents highly utilize directories while 70(35%) of the respondents had a contrary view. 16(8%) of the respondents highly utilize map while 68(34%) of the respondents had a contrary view. 12(6%) of the respondents highly utilize gazettes while 78(39%) of the respondents had a contrary view.

Research Question 3: What are the purposes of use of library resources among undergraduates of Tai Solarin University of Education?

Table 4: Purposes of use of library resources among undergraduates

| S/N | Purposes | Frequency | Percentage(%) |
|-----|--------------------------------|------------|---------------|
| 1 | Examination | 198 | 99% |
| 2 | Surfing the internet | 192 | 96% |
| 3 | Assignment | 190 | 95% |
| 4 | Research purposes | 189 | 94.5% |
| 5 | Knowledge update | 188 | 94% |
| 6 | Reading magazines / newspapers | 188 | 94% |
| 7 | Collaboration | 184 | 92% |
| 8 | Leisure and recreation | 180 | 90% |
| | Total | 200 | 100% |

Result in table 4 above revealed that the purposes of use of library resources among undergraduates are examination(99%); surfing the internet (96%); assignment (95%); research purposes(94.5%); knowledge update (94%); reading magazines/newspapers (94%); collaboration (92%) and leisure and recreation (90%).

Research Question 4: What are the problems affecting utilization of library resources by undergraduates of Tai Solarin University of Education?

Table 5: Problems affecting utilization of library resources by undergraduates

| Problems | Frequency | Percentage(%) |
|--|-----------|---------------|
| Power outage | 188 | 94 |
| Insufficient internet access points | 172 | 86 |
| Obsolete books | 170 | 85 |
| Delay in receiving requested materials | 170 | 85 |
| Lack of library orientation | 170 | 85 |
| Non-challant attitude of the library staff | 168 | 84 |
| Short duration of book loan | 167 | 83.5 |
| Lack of adequate reading space | 167 | 83.5 |
| Difficulty in getting information because of poor retrieval skills | 167 | 83.5 |
| Inability to get relevant materials | 158 | 79 |
| Lack of time | 140 | 70 |
| Non-flexible opening hours | 106 | 53 |
| Not being computer literate | 98 | 49 |

Result in table 8 revealed that the problems affecting utilization of library resources by undergraduates are: Power outage (94%); Insufficient internet access points (86%); Obsolete books (85%); Delay in receiving requested materials (85%); Lack of library orientation (85%); Non-challant attitude of the library staff (84%); Short duration of book loan (83.5%); Lack of adequate reading space (83.5%); Difficulty in getting information because of poor retrieval skills (83.5%).

Other problems include: Inability to get relevant materials (79%); Lack of time (70%); Non-flexible opening hours (53%) and Not being computer literate (49%)

Research Hypothesis one: There is no significant relationship between academic self-concept and use of library resources by undergraduates of Tai Solarin University of Education

Table 6: Pearson Correlation Analysis of Research Hypothesis Two

| | | Academic self-concept | Use of library resources |
|---------------------|---------------------|-----------------------|--------------------------|
| Academic | Pearson Correlation | 1 | .615 |
| Self-concept | Sig. (2-tailed) | | .000 |
| | N | 200 | 200 |
| Use of | Pearson Correlation | .615 | 1 |
| Library | Sig. (2-tailed) | .000 | |
| Resources | N | 200 | 200 |

The table presents the relationship between academic self-concept and use of library resources. The table shows that a positive and strong relationship exists between academic self-concept and use of library resources ($r = .615$).

Discussion of Finding

Level of academic self-concept of undergraduate students of Tai Solarin University of Education

The findings revealed that the major parameters of self-concept that the undergraduate students possess are: paying attention to the lecturers during lectures; usually interested in their course work; good in most of my courses; not giving up easily when they are faced with a difficult question in their course work; ability to do better than their friends in most courses; following the lectures easily; ability to help their course mates in their school work. This result is in line with the study of Mishra (2009) who asserted that self-concept as an organizer of behaviour is of great importance. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. It is an organized cognitive structure comprised of a set of attitudes, beliefs, values, variety of habits, abilities, out looks, ideas and feelings of a person. Consistency of behaviour and continuity of identity are two of the chief properties of the self-concept. The result is also in line with the findings of Hanan, Shabana and Mona (2016) who reported that the high mean scores for items response in relation to academic self-concept was "I get good marks in most academic subjects" (90.43%) followed by "I am good at expressing myself "(93.32%) respectively, while the lowest means scores for items response in relation to academic self-concept was In school, "I have more trouble learning to read than most other students"

Level of utilization of library resources by undergraduates of Tai Solarin University of Education

Findings revealed that there is high level of utilization of library resources by undergraduates of Tai Solarin University of Education. Also, the library resources mostly utilized by undergraduates are books, internet facilities, dictionaries, computer, newspapers / magazines, handbooks and journals. This result correlates with the study of Shuling (2006) who conducted a study "Investigation and Analysis of current use of electronic resources in University Libraries". The sample consists of 909 respondents of all types of library users. The study found that nearly 80 percent of respondents knew little about electronic resources. Nearly half of the respondents use both printed and library resources, followed by print periodicals.

Purposes of use of library resources among undergraduates of Tai Solarin University of Education

Findings showed that the major purposes of using library resources among undergraduates of Tai Solarin University of Education are examination, surfing the internet, assignment, research purposes, knowledge update and reading magazines / newspapers. To buttress this fact, Rmnathan (2007) opined that the skills of using library resources by Undergraduates are computer literacy skill, surfing on the internet in order to get relevant materials, using internet through information resources in the library, using the e-journals to complete research, information retrieval skill, information literacy skill, bibliography skill, technological skill, install any software on the system, search for information materials in the library, evaluate library resources in relation to their information needs, using Wi-Fi to access their favorite journals from their respective hostel.

Problems affecting utilization of library resources by undergraduates of Tai Solarin University of Education

Findings revealed that the major problems affecting utilization of library resources by undergraduates of Tai Solarin University of Education are Power outage, insufficient internet access points, obsolete books, delay in receiving requested materials, lack of library orientation, Non-challant attitude of the library staff and short duration of book loan. Corroborating with the recent studies, Ondari-Okenwa (2004), Ashcroft and Watts (2005),

Adomi (2005) and Oduwale and Sowole (2006) identified problems in the adoption and utilization of ICT and information resources in Nigeria to include lack of adequate ICT skills among staff and users, low basic information literacy levels in the Nigerian population and prohibitive cost in developing countries to gain access to the Internet. The findings were corroborated by those of Salaam and Adegboire (2010) who studied Internet access and use by the students of private universities in Ogun State, Nigeria.

Several studies have shown that undergraduates use the library mostly as a place to study and make photocopies but they do not make great use of some of the available library services such as interlibrary loan, reference desk and its information resources (Whitmire, 2011). Many researchers conducted in Africa have also identified the challenges of using information resources in the colleges and universities to include low ICT use skills, lack of adequate infrastructure for using information resources, especially epileptic power supply (Ani and Ahiauzu, 2008; Dadzie, 2009; Ozoemelen, 2009).

Based on the research hypotheses tested, hypothesis one revealed that there is significant relationship between academic self-concept and use of library resources by undergraduates of Tai Solarin University of Education.

Conclusion

Based on the findings of this study, it was concluded that undergraduates possess positive self-concept parameters towards the use of library resources. There is high level of utilization of library resources by undergraduates. Library resources are used for examination, surfing the internet, assignment, research purposes, knowledge update and reading magazines / newspapers among the undergraduates. Students' ability to pay attention to the lecturers during lectures; not giving up easily when they are faced with a difficult question in their course work; follow the lectures easily and help their course mates in their school work fosters effective utilization of library resources.

Recommendations

Based on the findings, the following were recommended:

- i. Students should be encouraged to possess positive self-concept, this can be realized through counselling units by organizing a psychological orientation for the students.
- ii. Library visit should be made compulsory for students in all subject background in order to increase the use of library resources among students, most especially students in arts education, social science, physical science and pure sciences.
- iii. Students should be encouraged and motivated to make use of library resources more effectively by making the library environment more conducive.
- iv. Training should be conducted among undergraduates on the effective and full utilization of library resources for other purposes, most especially for collaboration, leisure and recreation.
- v. The problems affecting the utilization of library resources among undergraduates, most especially Power outage, insufficient internet access point, obsolete books, delay in receiving requested materials, lack of library orientation and non-attitude of the staff should be on the look-out by librarians and university stakeholders. Librarians and other library staff should be friendly and willing to help students who have problems in locating what they need in the library.

References

- Adegboro, W. & Salaam, I. (2010). 'Technology Is Not Enough', *School Library Journal*, pp. 32–5.
- Aina, L.O. (2004). *Library and Information Science Text for Africa.*, Ibadan: Third World Information Services Limited
- Arua, V.C. and Chinaka, T. (2011). Studies on the information needs and seeking behaviors of science based postgraduate students in a Nigerian University: A case study of University of Jos, Borno Library, *Archival and Information Science Journal* 2.1:232\
- Amkpa, A. (2010). Penetration of stock security in a Nigerian university library. *Lagos Librarian* 22 (1/2): 45-50.
- Ani, M. and Ahiauzu, O. (2008). "Networking in British Academic Libraries" in "British Journal of Academic librarianship" vol.8, no.1, p.49-60.
- Adomi, K. (2005). "Perception of electronic library resources in further education" in "The Electronic library" vol.24, no.5, p.619-634
- Ashcroft, E. and Watts, I. (2005). "Academic libraries in the information society" in " New Library World" vol. 96, no.3, p.35-42.
- Brigham, L. (2006). "Library instruction for high risk freshmen" in "Reference Service Review" vol.33, no.4, p.418-437
- Campbell, N. (2006). Teachers' Source Evaluation Self-Efficacy Predicts Their Use of Relevant Source Features when Evaluating the Trustworthiness of Web Sources on Special Education. *British Journal of Educational Technology*, 44(5), 821-836.
- Dadzie, K. (2009). Strategy, Self-Concept and Metacognitive Skills of Secondary School Teachers in Selected Cities in Nigeria and South Africa. *LIBRI :International Journal of Library and Information Science*.
- Don, A.O. (2006). Instructional Strategies and Audio-Visual Aids for Teachers Effectiveness, *Bichi Journal of Education*. 2 (1), 114-117.
- Eccles, O. (2005). Information Seeking Anxiety: Concept, Measurement and Preliminary Research. *International Journal of Information Science and Management*, Vol. 12, No. 1, 47-64.
- Franken, T. (2004). Information Literacy and Adult Learners: Using Authentic Assessment to Determine Skill Gaps. *Adult Learning*, (4), 135.
- Guskin, U.O. (2006). *The library and information collection*. In Efurosibina Adegbija (ed.) *Language, Communication and Study Skills*. Ota, Ogun State, Nigeria: Covenant University Ibadan: AENI Educational Publishers
- Jubb, A. and Green, B. (2007). *Use of library: a practical approach*, Owerri Spring, Field Publishers.
- Julien, M.E. (2010). Library Theft and Mutilation (P.4) 2004 <http://www.libraryuce.ac.uk>.
- James, L. (1890). The Kwazulu-Natal School Library Policy and its Feasibility for Implementation in The Province. *South Africa Journal of Library and Information Science* Vol. 78 (2).
- Library Blog of Nigeria (2011). *World Encyclopedia of Library and Information Science*.-Chicago: American Library Association., p.4 & p.375.

- Merrill, E. (2003). Study habits of postgraduate students in selected Nigerian Universities, *Library Philosophy and Practice*. Retrieved from <http://digitalcommons.uni.edu/libphi/prac/153>.
- Mishra, C. (2009). 'Student Learning in the Library: What Library Power Librarians Say', *School Libraries Worldwide*, vol. 5, no. 2, pp. 80–96.
- Moscovitch, L. (2009). 'Pupils' Reading is Better in Schools with a Librarian: Evidence From Slovenia (Research Note)', *Journal of Research in Reading*, vol. 21, issue 3, pp. 228–31.
- Oduwole, G. and Sowole, M. (2006). 'Where Have All the Teacher Librarians Gone?', *Access*, vol. 15, issue 2, pp. 30–34.
- Okiy, J. (2010). *History of Libraries*. 2nd ed. Edo State : Ambik Press, p. 120.
- Olanlokun, S.O. and Salisu, T.M. (1993). *Understanding the Library: A Handbook on Library Use*. University Press, Lagos.
- Ondari-Okenwa, R. (2004). 'Measuring Performance to Survive and Thrive: Evaluating Stock and the Physical Environment to Increase Effectiveness', *School Librarian*, vol. 49, no. 3, pp. 118–121.
- Opara, B. (2011). 'Evidence Based Practice: Getting into the Action', *Scan*, vol.21, no. 2, pp. 34–41.
- Oyesiku, K. and Oduwole, T. (2004). Use of an academic library: a survey on the Olabisi Onabanjo University Libraries. *Lagos J. Inform. Sci.* 2:96-101.
- Ozoemelen, G.W. (2009). 'A Sustainable Future for Teacher-Librarians: Inquiry Learning, Actions and Evidence', pp. 10–20.
- Purkey, K. (2008). 'Information Skills and Learning: Some Research Findings', *Access*, no. 7, pp. 14–16.
- Rmnathan, G. (2007). Application of radio frequency identification technology (RFID) in libraries: Proceeding of the VII Tamilnadu Library conference Chennai: TLA
- Sayid, M. (2011). 'Recent Research on the Impact of the School Library Resource Centre on Learning', in *School Librarian*, vol. 49, no. 3, pp. 123–7.
- Shuling, L. (2006). "The changing information needs of users in electronic information environment" in "The Electronic Library" vol.20, no.1, p.14-21.
- Symonds, H. (2005). "Developing the information literacy self-efficacy scale" in "Journal of Documentation" vol.62, no.6, p.730-743
- Trautwein, O. (2006). "Academic libraries" in "Library Reviews" vol.49, no.9, p.448-454
- Ugah, D. (2011). Evaluating the use of university libraries in Nigeria: A case study of Michael Okpara University of Agriculture. Available: <http://www.webpages.uidaho.edu/~mbolin/ugah2.htm>.
- Wall, O. (2009). Library Resources: Utilization by Teachers and Students. *Bulletin of Education and Research*..35 (2), 19-35.
- Whitmire, P. (2011). "The public library and students information needs" in "New library World." -Denmark, vo.107, no. 7-8, p.275.
- William, B. (2009). "What is enough? Satisficing information needs" in "Journal of Documentation" vol.63, no.1, p.74-89.
- Williams, S.W. (2009). The perimeter of security policy as the bridge between library security philosophy and library security practice. A Master's paper for MS in LS Degree. 1-44.

Wilson, A. and Rapee, O. (2006). "Information and its communication" .- New Delhi: Medallion Press, p.19.

World Bank, (2008). "Library Utilization by the undergraduates of a university of agriculture" in "Library Herald"
vol.41, no.1, p.32.