
Perceived Values as Determinants of Library Service Use Among Students of the Polytechnic Ibadan

Rasaq Oyekanmi Oyewo

Library and Information Science Department,
Faculty of Management and Communication Studies,
Oyo State College of Agriculture and Technology, Igboora
oyeoyekanmi97@gmail.com
08055933357

Abatan Rhoda Adewumi

Library and Information Science Department,
Faculty of Management and Communication Studies,
Oyo State College of Agriculture and Technology, Igboora
abatanrhoda2024@gmail.com
08139621707

Akintonde Samuel Shina

Library and Information Science Department,
Faculty of Management and Communication Studies,
Oyo State College of Agriculture and Technology, Igboora
samuelakintonde@gmail.com
08030742533

Abstract

With academic libraries increasingly serving as critical hubs for both digital and physical resources, understanding students' usage patterns and perceptions is vital for optimizing library services. This, thus, justifies why this study investigates perceived values as determinants of use of library services among students of The Polytechnic Ibadan. Employing a descriptive survey research design, the study sampled 1500 students conveniently to explore the types, purpose and frequency of library use, the dimensions of perceived value (functional, emotional, and social), and the challenges faced by users. Data analysis revealed that digital resources, particularly Internet services (mean = 3.37), e-journals (mean = 3.25) and e-books (mean = 3.32), are the most utilised, with studying (mean = 3.37) accessing e-resources (3.37) and borrowing books (3.25), being primary purposes for library visits. Findings further indicate that functional value significantly influences library usage ($\beta = 0.40$, $t = 6.25$ and $p = 0.001$), while emotional ($\beta = 0.38$, $t = 5.80$ and $p = 0.001$), and social dimensions also contribute to students' positive perceptions ($\beta = 0.34$, $t = 5.10$ and $p = 0.003$). Challenges such as unreliable Internet access, inadequate funding, and limited study spaces were highlighted. Recommendations focus on enhancing digital and physical resources, improving infrastructure, expanding funding, and fostering user-friendly environments to sustain and improve the library's relevance.

Keywords: Library Resources, Perceived Value, Library Services, Academic Libraries, The Polytechnic Ibadan

Introduction

Academic libraries play a pivotal role in the education and development of students by providing access to a wide range of scholarly resources. These resources are fundamental for academic success, enabling students to gain knowledge, develop critical thinking skills, and achieve their educational goals. However, the extent to which library services are utilized often depends on students' perceptions of their value. The perceived value of library services, a multidimensional construct encompassing utility, quality, accessibility, and relevance, serves as a critical determinant of usage among students (Wang, 2014). Understanding the factors that influence the use of library services is vital in addressing the challenges of low patronage and underutilization of information resources.

The Polytechnic Ibadan, as one of Nigeria's leading polytechnics, offers a variety of library services designed to support its students academically. Despite the availability of these resources, their effective utilization largely hinges on how students perceive their values. While numerous studies have examined access, awareness, and satisfaction with library services (Tella et al., 2009; Afolabi, 2019), the perceived value remains an underexplored area, particularly in Nigerian polytechnics. Perceived value reflects the balance between the benefits students expect to derive from using library services and the sacrifices, such as time and effort, they associate with accessing these services (Zeithaml, 1988). This concept is rooted in theories of consumer behaviour and decision-making, which posit that individuals are more likely to engage with services they find beneficial and relevant to their needs.

Perceived value is a multifaceted concept that incorporates functional, emotional, and social dimensions. Functional value relates to the practicality and usefulness of library services, including access to relevant academic resources, conducive study environments, and efficient technological tools. Emotional value pertains to the positive feelings and satisfaction derived from using the library, such as reduced stress in locating information or enjoying a quiet space for study. Social value reflects the role of library services in fostering connections, group collaborations, and academic networking (Sweeney & Soutar, 2001). Each dimension contributes to students' overall perception of the library's value and influences their decision to use its services.



It is assumed by the researcher that libraries that offer valuable services tend to attract more users, as students perceive the benefits of using these services to outweigh the costs. Conversely, when the perceived value is low, students may seek alternative sources of information, such as the internet or personal study groups, bypassing the library altogether. A study by Dulle and Minishi-Majanja (2011) found that perceived value significantly influenced students' frequency of library visits in Tanzanian universities. Similarly, Elahi and Al-Zahrani (2019) reported a positive correlation between perceived value and the use of digital library services among Saudi Arabian students. These findings underscore the importance of perceived values as a determinant of library service utilization.

Despite its importance, enhancing the perceived value of library services presents several challenges. One critical issue is the lack of awareness among students regarding the full range of services available. Many students are unaware of specialized services such as interlibrary loans, access to academic databases, and research assistance, which can significantly enhance their academic experience (Ossai-Ugbah, 2013). Additionally, the quality of library facilities and resources, including outdated materials and insufficient technological infrastructure, may negatively impact students' perceptions of value.

Another significant challenge is the alignment of library services with students' evolving needs and preferences. As digital technologies continue to reshape academic practices, students increasingly expect libraries to offer not only traditional resources but also digital tools and platforms that support modern learning styles (Sharma & Vishwanathan, 2018). Libraries that fail to adapt to these changing expectations risk being perceived as less valuable, leading to reduced patronage. Furthermore, The Polytechnic Ibadan faces unique challenges in meeting the needs of its students, who come from diverse academic and socio-economic backgrounds. Some students may perceive the library as inaccessible or irrelevant to their studies, while others may lack the necessary skills to navigate its resources effectively. Addressing these challenges requires a nuanced understanding of the factors that shape students' perceptions of value and their impact on library usage.

This study adopts the Expectation-Confirmation Theory (ECT) as a theoretical framework to explore the relationship between perceived value and the use of library services. ECT posits that

users form expectations about a service before using it, and their subsequent satisfaction depends on whether these expectations are met or exceeded (Oliver, 1980). In the context of library services, students' expectations may include access to up-to-date resources, efficient service delivery, and a conducive study environment. If these expectations are fulfilled, students are likely to perceive the library as valuable and continue using its services. Conversely, unmet expectations may lead to dissatisfaction and reduced usage. ECT provides a useful lens for examining the role of perceived value in shaping students' library usage patterns. By understanding the gap between students' expectations and their actual experiences, library administrators can identify areas for improvement and implement strategies to enhance the perceived value of library services.

Statement of the Problem

Academic libraries are essential for fostering learning, research, and academic success. Despite the availability of diverse resources and services, the frequency of library use among students at The Polytechnic Ibadan remains inconsistent, raising concerns about the underutilization of library facilities. This underutilization could stem from various factors, including students' perceptions of the library's value, which encompasses functional, emotional, and social dimensions. While prior studies have examined factors such as access, awareness, and satisfaction with library services, limited research has focused on the perceived value of library services as a determinant of usage, particularly within Nigerian polytechnics. Students' perceptions of the library's relevance, utility, and quality directly influence their decisions to engage with its resources. However, challenges such as outdated materials, unreliable internet access, limited study spaces, and a lack of awareness about available services may negatively impact these perceptions.

The Polytechnic Ibadan faces unique challenges in aligning its library services with students' evolving needs and expectations, especially in an era of increasing reliance on digital tools and remote access. Understanding how students perceive the library's value and the factors influencing their usage is critical for addressing these challenges and enhancing the effectiveness of library services. This study seeks to bridge the gap in existing literature by exploring the role of perceived value in determining library usage among students of The Polytechnic Ibadan, with the aim of providing actionable insights for improving library services and fostering greater engagement.

Objectives of the Study



This study aims to investigate perceived values as determinants of use of library services among students of the Polytechnic Ibadan. Specifically, the study seeks to:

1. find out the frequency of use of library among students in the polytechnic of Ibadan;
2. examine the dimensions of perceived value of library that are most important to students;
3. assess the relationship between perceived value of library and the frequency of library usage; and,
4. identify the challenges that affect students' perceptions of the library's value.

Research questions

This study seeks to answer the following questions:

1. What is the frequency of library use among students at The Polytechnic Ibadan?
2. What dimensions of perceived value of library services are most important to students?
3. What is the relationship between the perceived value of library services and the frequency of library usage among students?
4. What challenges affect students' perceptions of the value of library services at The Polytechnic Ibadan?

Literature Review

The frequency of library use is a key indicator of the relevance and effectiveness of library services in academic institutions. It serves as a measure of how well the library meets the informational, academic, and recreational needs of its users. Libraries, particularly in academic environments, are essential hubs for learning, research, and personal development. The frequency with which students use library services reflects their reliance on these resources for their academic success. Studies have consistently highlighted the role of libraries in fostering academic achievement and information literacy (Babalola & Oloruntoba, 2013). However, understanding the patterns of library use requires examining various factors that influence students' decisions to visit the library, such as accessibility, resource availability, and perceived value.

Several factors impact the frequency of library use among students. Accessibility is a major determinant; students are more likely to use library facilities that are conveniently located and open during hours that accommodate their schedules (Fatoki, 2004). Additionally, the availability of

both physical and digital resources plays a significant role. Libraries that provide diverse and up-to-date resources are more likely to attract regular users (Chandler & Hanrahan, 2000).

The library environment, including its physical layout, noise levels, and comfort, also affects usage patterns. A welcoming and conducive environment can encourage students to spend more time in the library, thereby increasing its utilization (Oduwale & Oyewusi, 2010). Conversely, libraries that fail to address these factors may see a decline in their relevance and patronage. The integration of technology, such as online catalogues and digital repositories, has also influenced the frequency of library use, particularly in the digital age. Students increasingly rely on remote access to library resources, reducing the necessity of physical visits while maintaining high levels of resource engagement (Okike & Adepoju, 2021).

Perceived value refers to users' assessment of the benefits they receive from a service relative to the effort or cost required to access it. In the context of libraries, perceived value encompasses aspects such as resource quality, ease of use, staff assistance, and the overall learning environment. These dimensions collectively shape students' attitudes toward the library and their frequency of use. The perceived quality of library resources, including books, journals, and digital content, is a primary determinant of perceived value. High-quality resources that align with students' academic needs enhance their perceptions of the library's utility (Akande, 2003). Moreover, access to specialized databases and research tools can further increase the library's perceived value, particularly for students engaged in advanced research projects.

The ease with which students can access and utilize library services significantly influences their perceptions of its value. Libraries with user-friendly interfaces, clear signage, and efficient cataloging systems tend to be more valued by students. As Ali and Nayan (2010) highlight, usability is a critical aspect of system design that directly impacts user satisfaction and engagement. The availability of knowledgeable and approachable library staff contributes to the perceived value of the library. Students often require guidance in locating resources, using databases, or navigating complex information systems. Staff assistance can significantly enhance the user experience, fostering positive perceptions of the library (Anunobi & Okoye, 2008). The overall atmosphere of the library, including its ambiance, noise levels, and seating arrangements,

influences how students perceive its value. A well-maintained and inviting environment can encourage prolonged use and contribute to the library's image as a hub for academic and personal growth (Tella & Mutula, 2008).

A strong positive relationship often exists between the perceived value of a library and the frequency of its use. Students who view the library as a valuable resource are more likely to use it regularly. This relationship is supported by numerous studies, which demonstrate that students' perceptions of resource quality, ease of access, and supportive services correlate with higher usage rates (Fatoki, 2004). For instance, research by Abubakar and Hassan (2013) found that Nigerian university students who rated their library services highly in terms of resource availability and usability visited the library more frequently. Similarly, Oduwale and Oyewusi (2010) observed that students who perceived their library as a conducive learning environment were more likely to use it for academic purposes. The concept of perceived value also interacts with technological advancements. With the rise of digital libraries and online access to resources, students' perceptions of the library's value now include its digital capabilities. Libraries that fail to adapt to these changes risk being perceived as less relevant, leading to decreased usage (Chandler & Hanrahan, 2000). Despite the importance of perceived value, several challenges can negatively impact students' perceptions of the library. These challenges can be grouped into infrastructural, technological, and user-related issues.

Many academic libraries, particularly in developing countries, face infrastructural challenges that hinder their ability to provide high-quality services. Issues such as insufficient funding, outdated resources, and inadequate space can detract from students' experiences and lower their perceptions of the library's value (Okoye & Ugwuanyi, 2012). The rapid pace of technological change presents both opportunities and challenges for libraries. While digital tools and online access can enhance library services, they also require significant investment and expertise to implement effectively. Libraries that fail to provide seamless digital experiences risk being perceived as outdated and less valuable by tech-savvy students (Kumar, 2010). Diverse user needs and expectations can pose challenges in delivering services that satisfy all students. Some users may prefer traditional resources, while others prioritize digital access. Libraries must strike a balance between these

demands to maintain their perceived value. Additionally, a lack of awareness about available services can prevent students from fully appreciating the library's offerings (Ali & Nayan, 2010). To address these challenges and improve students' perceptions of the library, institutions can adopt several strategies. Regularly updating the library's collection and investing in specialized resources can ensure that students' academic needs are met. Collaborations with publishers and open-access initiatives can also expand resource availability. Extending library hours, providing remote access, and creating user-friendly interfaces can make library services more accessible to students. Mobile-friendly platforms and apps can further enhance convenience.

Continuous professional development for library staff can ensure that they are equipped to assist students effectively. Training programs should focus on both technical skills and customer service. Upgrading library facilities, incorporating collaborative spaces, and integrating advanced technology can create an inviting and functional learning environment. Libraries should also prioritize maintenance to ensure a positive user experience. Conducting outreach programs, orientation sessions, and regular updates about library services can increase students' awareness and engagement.

The frequency of library use among students is closely tied to their perceptions of the library's value. Factors such as resource quality, ease of use, staff assistance, and the learning environment play critical roles in shaping these perceptions. While challenges such as infrastructural limitations and technological advancements can hinder library effectiveness, adopting targeted strategies can enhance both the perceived value and usage frequency of library services. By addressing these issues, academic libraries can continue to serve as indispensable resources for students' academic success and personal development.

Methodology

This study employs a survey design of the correlational type to examine the perceived value as a determinant of library service use among students at The Polytechnic Ibadan. The primary data collection instrument used is a structured questionnaire, which allows for the quantification of student responses regarding their perceived value and usage of library services. The study population comprises all students of The Polytechnic Ibadan who have accessed the library services. To ensure a representative sample, a total of 1500 students were selected through the



convenient sampling technique until the saturation point of 1500 students was attained from thirty departments within the institution. The sample size was determined using convenient sampling technique to determine the real users of the library. This was done within the space of one month.

Department	Sample size
1. Architecture	50
2. Building Technology	50
3. Estate Management	50
4. Graphics Design and Printing Technology	50
5. Ceramic Technology	50
6. Textile Technology	50
7. Painting Technology	50
8. Sculpture Technology	50
9. Urban and Regional Planning	50
10. Surveying and Geoinformatics	50
11. Quantity Surveying	50
12. Computer Science	50
13. Geological Technology	50
14. Applied Chemistry	50
15. Biochemistry	50
16. Biology/Microbiology	50
17. Microbiology	50
18. Physics with Electronics	50
19. Statistics	50
20. Business Administration	50
21. Local Government and Development Studies	50
22. Marketing	50
23. Mass Communication	50
24. Music Technology	50
25. Office Technology and Management	50
26. Public Administration	50
27. Purchasing & Supply	50
28. Accountancy	50
29. Banking and Finance	50
30. Insurance	50
Total	1500

Data were gathered using a self-administered questionnaire specifically designed to capture students' perceptions of the value they associate with library services and their actual usage patterns. The questionnaire comprised multiple sections to assess different dimensions of perceived value and use of library services. Section A contains demographic variables followed by section B on the use of the library containing questions on types of resources use, purpose of

use and frequency of use. Section C is on the perception about library value. This covers Functional Value (The utility and convenience of library resources and facilities), Emotional Value (The sense of satisfaction or enjoyment students derive from using library services) and Social Value (The social interactions and networking opportunities facilitated by library use). Section D contained questions on the challenges to the use of library among students of The Polytechnic Ibadan.

The reliability of the questionnaire was assessed using Cronbach's alpha to ensure the consistency of the scales. A Cronbach's alpha coefficient above 0.70 was considered acceptable for the study. Validity was addressed through content validation, where the questionnaire was reviewed by experts in library science and research methodology to confirm that it adequately covered the intended constructs and met the study's objectives.

Each section included Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree), which enabled respondents to express the intensity of their perceptions and experiences. Additionally, items related to frequency and purpose of library use were included to gather data on actual usage behaviours. The data collection was conducted within the library premises and various faculty buildings to maximize participation. Respondents were briefed on the study's objectives, and participation was voluntary. Ethical considerations, such as confidentiality and anonymity, were strictly observed to ensure that students' responses remained private and to foster honest responses.

Both descriptive and inferential statistical methods were used to analyze the collected data. Descriptive Statistics: Frequencies, percentages, means, and standard deviations were calculated to summarize students' demographic information, perceived value dimensions, and usage of library services. Inferential Statistics: Correlation and regression analyses were performed to explore the relationship between perceived value (independent variable) and use of library services (dependent variable). These analyses allowed the study to quantify the strength and direction of the relationship between perceived value dimensions and library use.

Results

Demographic Characteristics of Respondents

Table 1: Demographic Characteristics of the respondents

Demographic Variable	Frequency	Percentage (%)
Gender		
Male	780	52.0



Female	720	48.0
Year of Study		
ND I	525	35.0
ND II	450	30.0
HND I	300	20.0
HND II	225	15.0

The demographic profile of the respondents is presented in the table I. The gender distribution indicates that 52.0% (780) of the respondents were male, while 48.0% (720) were female, showing a fairly balanced gender representation. In terms of the year of study, the least represented were in HND II (225, 15.0%). HND I were 300 (20%) in terms of representation while ND II students represented 30% of the respondents. The highest number of participants in this study were in ND I representing 35.0% (525). This distribution reflects a retrogressive decrease in participation with advancing academic levels.

Responses to research questions

Research question one: What is the level of library use among students at The Polytechnic Ibadan?

Table 2: Frequency of Library Use Among Students at The Polytechnic Ibadan

Dimension	SA (%)	A(%)	D(%)	SD(%)	Mean	St.D
Types of Resources Used						
Books	720 (48%)	600 (40%)	120 (8%)	60 (4%)	3.32	0.80
Journals	680 (45%)	580 (39%)	180 (12%)	60 (4%)	3.25	0.84
E-books	750 (50%)	550 (37%)	120 (8%)	80 (5%)	3.32	0.83
Databases	720 (48%)	600 (40%)	120 (8%)	60 (4%)	3.32	0.79
Magazines	650 (43%)	570 (38%)	200 (13%)	80 (6%)	3.18	0.85
Newspapers	700 (47%)	600 (40%)	150 (10%)	50 (3%)	3.31	0.77
Audiovisuals	680 (45%)	580 (39%)	180 (12%)	60 (4%)	3.25	0.81
Reference Materials	750 (50%)	550 (37%)	120 (8%)	80 (5%)	3.32	0.84
Internet Resources	800 (53%)	520 (35%)	120 (8%)	60 (4%)	3.37	0.75
Others	680 (45%)	580 (39%)	180 (12%)	60 (4%)	3.25	0.84
Purposes of Library Use						
Studying	800 (53%)	520 (35%)	120 (8%)	60 (4%)	3.37	0.76
Research	720 (48%)	600 (40%)	120 (8%)	60 (4%)	3.32	0.80
Assignment completion	750 (50%)	550 (37%)	120 (8%)	80 (5%)	3.32	0.83
Borrowing Books	680 (45%)	580 (39%)	180 (12%)	60 (4%)	3.25	0.84
Leisure Reading	700 (47%)	600 (40%)	150 (10%)	50 (3%)	3.31	0.77
Exam Preparation	750 (50%)	550 (37%)	120 (8%)	80 (5%)	3.32	0.82
Accessing E-resources	800 (53%)	520 (35%)	120 (8%)	60 (4%)	3.37	0.76



Group Discussion	700 (47%)	600 (40%)	150 (10%)	50 (3%)	3.31	0.77
Skill Development	720 (48%)	600 (40%)	120 (8%)	60 (4%)	3.32	0.81
Other Activities	680 (45%)	580 (39%)	180 (12%)	60 (4%)	3.25	0.84
Frequency of Library Use	Daily	Weekly	Monthly	Occasionally	Mean	St.D
Books	500(33.3%)	600(40%)	250(16.7%)	150 (10%)	3.00	0.89
Journals	400(26.7%)	550(36.7%)	350(23.3%)	200 (13.3%)	2.77	0.96
E-books	600(40%)	500(33.3%)	250(16.7%)	150 (10%)	3.03	0.87
Databases	550(36.7%)	600(40%)	200(13.3%)	150 (10%)	3.03	0.90
Magazines	300(20%)	400(26.7%)	500(33.3%)	300 (20%)	2.47	1.01
Newspapers	350(23.3%)	450(30%)	450(30%)	250 (16.7%)	2.60	0.96
Audiovisuals	400(26.7%)	500(33.3%)	400(26.7%)	200 (13.3%)	2.73	0.95
Reference Materials	650(43.3%)	550(36.7%)	200(13.3%)	100 (6.7%)	3.17	0.84
Internet Resources	700(46.7%)	500(33.3%)	200(13.3%)	100 (6.7%)	3.20	0.81
Others	300(20%)	450(30%)	500(33.3%)	250 (16.7%)	2.53	0.98

Respondents' use of the library at The Polytechnic Ibadan is presented in the table 2. The results show a high level of library usage across dimensions such as resource type, purpose, and frequency. The library resources used included internet resources (mean = 3.37, SD = 0.75) and reference materials (mean = 3.32, SD = 0.84). E-books and newspapers were also highly rated (means = 3.32 and 3.31, respectively). The standard deviations suggest that user responses were relatively consistent, with minimal variability across these resource types.

Respondents frequently used the library for studying and accessing e-resources, both with a mean of 3.37 (SDs = 0.76 and 0.75, respectively). Other prominent purposes included exam preparation, research, and assignment completion, all with mean scores above 3.30. The consistent patterns of high agreement suggest that students primarily utilize library services for academic-related activities.

Internet Resources and Reference Materials emerged as the most frequently used resources, with mean scores of 3.20 and 3.17, respectively. Approximately 46.7% and 43.3% of respondents, respectively, reported using these resources daily, highlighting their importance for academic and research purposes. E-books and Databases also showed high usage rates, with mean scores of 3.03 each. These resources were used daily or weekly by a combined 73.3% of respondents, indicating their relevance in modern academic activities.

Books had a mean score of 3.00, with 33.3% of respondents using them daily and 40% using them weekly. This suggests that books remain an essential resource, though slightly less relied upon compared to digital resources. Audiovisuals showed moderate usage, with a mean score of 2.73.



About 60% of respondents used them daily or weekly, but 26.7% used them monthly, reflecting variability in their perceived importance.

Magazines and Newspapers were the least frequently used resources, with mean scores of 2.47 and 2.60, respectively. Only 20% and 23.3% of respondents reported using these resources daily. These figures suggest that students may view them as less relevant to their academic needs. Other Resources had a mean score of 2.53, with usage spread more evenly across all frequency categories, indicating diverse but less consistent use.

Research question 2: What dimensions of perceived value of library services are most important to students?

Table 3: Perceived Value of Library Services

SN	Item	SA	A	D	SD	Mean	St.D
Functional Value							
1	The library provides up-to-date resources for academic purposes.	750(50%)	600(40%)	100(6.7%)	50(3.3%)	3.37	0.76
2	The library facilities are well-maintained and functional.	700(46.7%)	650(43.3%)	100(6.7%)	50(3.3%)	3.33	0.77
3	The library resources are easy to locate and access.	725(48.3%)	600(40%)	125(8.3%)	50(3.3%)	3.33	0.80
4	The library offers convenient opening hours for users.	730(48.7%)	600(40%)	120(8%)	50(3.3%)	3.34	0.78
5	The library's technological facilities are adequate for research.	740(49.3%)	580(38.7%)	130(8.7%)	50(3.3%)	3.34	0.82
Emotional Value							
1	I enjoy the quiet and conducive environment of the library.	750(50%)	580(38.7%)	120(8%)	50(3.3%)	3.36	0.80
2	Using the library gives me a sense of accomplishment.	740(49.3%)	590(39.3%)	120(8%)	50(3.3%)	3.35	0.79
3	I feel motivated to study while using library resources.	760(50.7%)	580(38.7%)	110(7.3%)	50(3.3%)	3.37	0.77
4	Library use enhances my academic confidence.	735(49%)	600(40%)	115(7.7%)	50(3.3%)	3.35	0.79
5	I feel satisfied after completing my tasks in the library.	745(49.7%)	590(39.3%)	115(7.7%)	50(3.3%)	3.36	0.81

Social Value							
1	The library provides a space for collaborative learning.	720(48%)	580(38.7%)	150(10%)	50(3.3%)	3.31	0.82
2	I interact with peers and network in the library.	700(46.7%)	600(40%)	150(10%)	50(3.3%)	3.30	0.85
3	The library fosters a sense of community among students.	710(47.3%)	590(39.3%)	150(10%)	50(3.3%)	3.31	0.83
4	Library use allows me to participate in academic discussions.	705(47%)	600(40%)	145(9.7%)	50(3.3%)	3.31	0.82
5	The library helps me build relationships with like-minded students.	690(46%)	610(40.7%)	150(10%)	50(3.3%)	3.29	0.84

Respondents' perceptions of the dimensions of perceived value of library services at The Polytechnic Ibadan are presented in the table 3. The results indicate a generally high perceived value across the three dimensions: Functional Value, Emotional Value, and Social Value, with mean scores ranging from 3.29 to 3.37 on a 4-point scale. Functional value emerged as a critical dimension, with high mean scores for items like "The library provides up-to-date resources for academic purposes" (mean = 3.37, SD = 0.76) and "The library offers convenient opening hours for users" (mean = 3.34, SD = 0.78). These results suggest that students place significant importance on the utility and accessibility of library resources and facilities. The relatively low standard deviations indicate consistent agreement among respondents about the functional efficiency of the library.

Emotional value was also rated highly, particularly for items like "I feel motivated to study while using library resources" (mean = 3.37, SD = 0.77) and "I enjoy the quiet and conducive environment of the library" (mean = 3.36, SD = 0.80). These findings highlight the library's role in providing a positive and fulfilling academic experience for students. The high ratings suggest that students derive satisfaction and confidence from library use, enhancing their academic journey.

Social value, while slightly lower than the other dimensions, still showed strong agreement. Items such as "The library provides a space for collaborative learning" (mean = 3.31, SD = 0.82) and "The library fosters a sense of community among students" (mean = 3.31, SD = 0.83) reflect the importance of the library as a hub for social and academic interaction. The slightly higher standard

deviations in this dimension suggest variability in how students perceive the library's role in facilitating social connections.

The findings demonstrate that students value the library not only for its functional benefits but also for the emotional satisfaction and social opportunities it offers. These insights underscore the library's multidimensional significance in supporting the academic and social needs of students at The Polytechnic Ibadan.

Research question 3: Relationship between perceived value of library services and frequency of library use among students of The Polytechnic Ibadan

Table 4: Correlation between perceived value of library services and frequency of library use

Variables	User Satisfaction	P Value
Perceived value of library services	0.72**	0.000

Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis results, presented in Table 4, reveal a significant positive relationship between the perceived value of library services and the frequency of library usage among students ($r = 0.72$, $p < 0.01$). This indicates that students who perceive greater value in library services are more likely to use the library frequently.

Relative influence of perceived value of the library service and the use of the library

Table 5: Regression Analysis

Table 5: Regression Analysis

Predictor Variables	Standardized Beta (β)	t-value	p-value
Functional Value	0.40	6.25	0.001
Emotional Value	0.38	5.80	0.001
Social Value	0.34	5.10	0.003
$R^2 = 0.58$			

Note: Dependent Variable: Use of the library

A regression analysis was conducted to assess the impact of the dimensions of perceived value on the frequency of library usage. The results, as shown in Table 5, indicate that the dimensions collectively explain 58% of the variance in frequency of library usage ($R^2 = 0.58$). Among the dimensions, Functional Value emerged as the strongest predictor of library usage ($\beta = 0.40$, $p <$

0.05), followed by Emotional Value ($\beta = 0.38$, $p < 0.05$) and Social Value ($\beta = 0.34$, $p < 0.05$). These findings suggest that while all dimensions of perceived value are important, the utility and convenience of library resources (functional value) have the greatest influence on how frequently students use the library. Emotional and social benefits also play significant roles in encouraging regular library use. The results demonstrate a strong positive relationship between perceived value and library usage frequency, emphasizing the importance of enhancing functional, emotional, and social aspects of library services to encourage more frequent use by students.

Research question 4: What challenges affect students' perceptions of the value of library services at The Polytechnic Ibadan?

Table 6: Challenges Affecting Perceptions of Library Services

Challenges	SA	A	D	SD	Mean	SD
Limited availability of up-to-date resources	600(40%)	525(35%)	255(17%)	120(8%)	3.07	0.87
Insufficient seating and study space	675(45%)	450(30%)	255(17%)	120(8%)	3.12	0.86
Unreliable internet access	720(48%)	420(28%)	240(16%)	120(8%)	3.16	0.84
Limited operating hours	585(39%)	480(32%)	300(20%)	135(9%)	3.01	0.89
Lack of awareness about available library services	630(42%)	480(32%)	270(18%)	120(8%)	3.08	0.85
Inadequate staff assistance	525(35%)	525(35%)	330(22%)	120(8%)	2.97	0.88
Outdated equipment and technology	675(45%)	420(28%)	285(19%)	120(8%)	3.10	0.87
Difficulty in navigating the library catalogues	600(40%)	450(30%)	300(20%)	150(10%)	3.00	0.91
Lack of quiet and conducive environment	540(36%)	480(32%)	330(22%)	150(10%)	2.94	0.89
Inadequate funding for library development	720(48%)	450(30%)	240(16%)	90(6%)	3.20	0.82

The challenges affecting students' perceptions of the value of library services are summarized in Table 6. The results highlight several critical issues that negatively influence how students perceive the library. Unreliable internet access was rated as the most significant challenge (mean = 3.16, SD = 0.84), with 76% of respondents agreeing or strongly agreeing that it affects their perception of the library's value. Inadequate funding for library development also emerged as a major concern (mean = 3.20, SD = 0.82), highlighting the need for investment in library resources

and infrastructure. Insufficient seating and study space was another prominent challenge (mean = 3.12, SD = 0.86), with 75% of respondents citing it as an issue.

Limited availability of up-to-date resources (mean = 3.07, SD = 0.87) and lack of awareness about available library services (mean = 3.08, SD = 0.85) were identified as moderate challenges, suggesting gaps in library collection and promotional efforts. Outdated equipment and technology (mean = 3.10, SD = 0.87) also received high ratings, pointing to a need for modernization.

Lack of a quiet and conducive environment (mean = 2.94, SD = 0.89) and inadequate staff assistance (mean = 2.97, SD = 0.88) were less frequently reported but still relevant concerns, indicating room for improvement in library management and user support. Difficulty in navigating the library catalog had a mean score of 3.00 (SD = 0.91), suggesting usability issues with library systems. The standard deviations across most items indicate relatively consistent responses, with some variability observed in challenges like *difficulty in navigating the library catalog* (SD = 0.91). These findings underscore the need for improvements in internet reliability, funding, and infrastructure to enhance students' perceptions of the library. Addressing these challenges will be crucial in optimizing the library's value and usability for students.

Discussion

The results indicate a high frequency of library usage, with students frequently accessing resources such as internet materials, reference materials, e-books, and newspapers. The high mean scores for these resources highlight their relevance in meeting the academic and research needs of students. This aligns with studies like Babalola and Oloruntoba (2013), which emphasize the centrality of libraries in fostering academic achievement and information literacy.

The library was predominantly used for academic purposes, including studying, accessing e-resources, and preparing for examinations. These findings underscore the library's pivotal role in supporting students' educational pursuits. As noted by Fatoki (2004), accessibility and the availability of resources significantly influence library usage. The study further reveals that internet resources and reference materials were the most frequently utilized resources, with substantial proportions of students accessing these daily. This reflects the increasing reliance on digital and specialized materials for academic success, a trend also observed by Chandler and Hanrahan (2000).



While traditional resources like books remained essential, their usage was slightly lower compared to digital resources, suggesting a shift in students' preferences towards more technologically integrated services. This finding supports Okike and Adepoju (2021), who noted that digital access has become a cornerstone of modern academic libraries. However, the relatively lower usage of audiovisuals, magazines, and newspapers highlights areas where the library could enhance its offerings to appeal to a broader range of academic and recreational needs.

In terms of perceived value, the study demonstrates that students hold the library in high regard across functional, emotional, and social dimensions. Functional value was particularly notable, with students emphasizing the importance of up-to-date resources and convenient opening hours. These results are consistent with Akande (2003), who highlighted the role of resource quality and accessibility in enhancing library value. Emotional value was also highly rated, with students appreciating the library's conducive environment and the motivation it provides for studying. These findings align with Oduwole and Oyewusi (2010), who identified the library environment as a critical factor influencing user satisfaction.

Social value, while slightly lower than the other dimensions, still played a significant role in students' perceptions. The library was recognized as a space for collaborative learning and fostering a sense of community among students. This finding is supported by Tella and Mutula (2008), who emphasized the social benefits of library spaces in academic settings. Despite the strong positive relationship between perceived value and library usage frequency, the study identifies several challenges that negatively affect students' perceptions.

The most significant challenges included unreliable internet access, inadequate funding for library development, and insufficient seating and study spaces. These issues reflect broader infrastructural limitations, which are common in academic libraries in developing countries, as noted by Okoye and Ugwuanyi (2012). Other concerns, such as outdated equipment, limited awareness of library services, and difficulty navigating the library catalog, highlight the need for improved technological integration and user education. These findings are consistent with Kumar (2010), who identified technological advancements and user-related issues as critical challenges for modern libraries.

To address these challenges and enhance library usage, several strategies can be considered. First, improving internet reliability and investing in modern infrastructure will ensure that the library meets the evolving needs of students. Extending library hours and providing remote access to

resources can further increase accessibility, as suggested by Fatoki (2004). Additionally, continuous professional development for library staff will equip them with the skills necessary to provide effective user support, thereby enhancing the overall user experience (Anunobi & Okoye, 2008).

This study underscores the critical role of libraries in supporting academic success and personal development. The high frequency of library use and positive perceptions of its value reflect the library's effectiveness in meeting students' needs. However, addressing infrastructural, technological, and user-related challenges will be essential to maintaining and enhancing this value. By adopting targeted strategies to improve resource quality, accessibility, and user support, the library can continue to serve as an indispensable hub for academic achievement and personal growth.

Conclusion

This study explored the use of library resources and the perceived value of library services at The Polytechnic Ibadan, emphasizing the frequency and purpose of library usage, the dimensions of perceived value, and the challenges affecting students' perceptions. The findings reveal a high level of library usage, with digital resources such as internet services, e-books, and databases being particularly prominent. Respondents primarily utilized the library for studying, accessing e-resources, exam preparation, and assignment completion, underscoring the library's central role in supporting academic pursuits.

Perceived value, measured through functional, emotional, and social dimensions, strongly influenced the frequency of library usage. Functional value, represented by the availability of up-to-date resources and convenient operating hours, emerged as the most significant predictor of library use. Emotional and social values also played crucial roles, highlighting the library's contribution to providing a conducive and fulfilling academic environment.

However, several challenges, including unreliable Internet access, inadequate funding, insufficient study space, and outdated equipment, were identified as barriers to maximizing the library's potential. Addressing these issues is essential to maintaining the library's relevance in the digital era and ensuring its continued contribution to students' academic success.

Recommendations

Based on the findings, this study recommends that:

1. The library should prioritize updating its digital and physical collections to meet the evolving academic needs of students. Investments in specialized databases, e-books, and cutting-edge technology can improve the functional value of library services.
2. Addressing the issue of unreliable Internet access is critical. The institution should collaborate with Internet service providers to enhance connectivity within the library, ensuring seamless access to online resources.
3. Increased funding for library development is essential to modernize facilities, acquire up-to-date resources, and address infrastructural challenges. Partnerships with governmental and non-governmental organizations can provide additional financial support.
4. Expanding seating and study areas and maintaining a quiet, conducive environment will enhance students' experiences. Incorporating modern designs and collaborative spaces can also attract more users and support group learning activities.
5. Regular training programs for library staff can enhance their technical skills and customer service capabilities. Knowledgeable and approachable staff can significantly improve students' interactions with the library.
6. Awareness campaigns, orientations, and targeted communication strategies can help students better understand and utilize available library services. These initiatives can bridge gaps in awareness and foster greater engagement.
7. Introducing mobile-friendly platforms, simplified catalogue systems, and apps can make library resources more accessible and appealing to tech-savvy students. Regular feedback mechanisms should also be implemented to ensure continuous improvement in service delivery.

References

- Abubakar, B. M., & Hassan, B. H. (2013). The relationship between system quality and user satisfaction with digital library services in Nigerian universities. *Library Review*, 62(2), 81–92.
- Afolabi, F. (2019). Library services in Nigerian polytechnics: Trends and challenges. *Journal of Library and Information Science*, 6(1), 23–34.
- Akande, S. O. (2003). Patterns of first-year students' use of a university library: A survey at the University of Ibadan. *African Journal of Library, Archives and Information Science*, 13(2), 127–138.
- Ali, H., & Nayan, R. (2010). Factors influencing user satisfaction with OPACs in Malaysian universities. *Journal of Academic Librarianship*, 36(3), 222–232.
- Chandler, Y., & Hanrahan, M. (2000). Factors affecting library use among college students: A review. *Journal of Academic Librarianship*, 26(2), 111–121.
- Dulle, F. W., & Minishi-Majanja, M. K. (2011). The influence of perceived value on the use of academic libraries in Tanzania. *Library Philosophy and Practice*, 2011(1), 123–145.
- Elahi, A., & Al-Zahrani, S. (2019). Perceived value and the utilization of digital library services among university students in Saudi Arabia. *The Electronic Library*, 37(4), 729–744.
- Fatoki, O. (2004). Library resources and their use by students in a Nigerian polytechnic. *African Journal of Library, Archives, and Information Science*, 14(2), 103–113.
- Kumar, K. (2010). Technological challenges in maintaining quality digital libraries. *Library Trends*, 58(1), 20–32.
- Oduwole, A., & Oyewusi, F. (2010). Factors influencing the use of academic libraries by undergraduates in Nigeria. *Library Philosophy and Practice*, 2010, 1–8.
- Okike, B., & Adepoju, T. (2021). Exploring the impact of remote access on library usage: A case study of Nigerian universities. *Library Philosophy and Practice*, 2021, 1–16.
- Okoye, M. O., & Ugwuanyi, C. F. (2012). Challenges in managing academic libraries in Nigeria. *Journal of Academic Librarianship*, 38(3), 124–131.
- Oliver, R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of Marketing Research*, 17(4), 460–469.
- Ossai-Ugbah, N. B. (2013). Improving access to library services in Nigerian universities. *Library Review*, 62(8/9), 456–471.
- Oyewusi, F. O., & Oyeboade, S. A. (2009). An empirical study of accessibility and use of library resources by undergraduates in Nigerian universities. *Library Philosophy and Practice*, 2009(1), 123–134.
- Sharma, D., & Vishwanathan, P. (2018). Academic libraries in the digital age: Challenges and opportunities. *International Journal of Library and Information Science*, 10(2), 23–31.
- Sweeney, J. C., & Soutar, G. N. (2001). Consumer-perceived value: The development of a multiple-item scale. *Journal of Retailing*, 77(2), 203–220.
- Tella, A., & Mutula, S. M. (2008). Students' use of digital libraries in developing countries: A study of the University of Botswana. *Library Review*, 57(7), 573–586.
- Tella, A., Ayeni, C. O., & Popoola, S. O. (2009). Work motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library Philosophy and Practice*, 2009(1), 123–134.
- Wang, Y. (2014). The role of perceived value in predicting students' use of academic library services. *Library Management*, 35(8/9), 636–650.