

User Awareness and Utilization of Information Resources in Polytechnic Libraries in Ogun State, Nigeria

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Abstract

This study investigated user awareness and utilization of information resources in polytechnic libraries in Ogun State, Nigeria. A descriptive survey design was adopted, with a structured questionnaire administered to 260 registered library users (students and lecturers) drawn from five polytechnics using stratified random sampling. Findings revealed that textbooks, reference materials, and electronic resources are perceived as adequately available, while audio-visual materials lag behind. Users demonstrated high general awareness of resources, but formal awareness channels such as orientation, signage, and staff support remain weak. Utilization is fairly frequent, though heavily skewed toward textbooks and examination/assignment purposes, with electronic resources recording the lowest usage. Major challenges include poor internet connectivity, limited access to electronic resources, inadequate publicity, and insufficient staff assistance. Respondents strongly endorsed regular training on electronic resources, compulsory orientation, extended opening hours, and intensified publicity as key improvement strategies. The study concludes that despite notable progress in resource availability, persistent infrastructural and awareness barriers continue to hinder optimal utilization, particularly of digital resources. Immediate implementation of user-centred training, marketing, and infrastructural upgrades is recommended to bridge the awareness-utilization gap and enhance the role of polytechnic libraries in supporting technical and vocational education.

Keywords: User awareness, Resource utilization, Electronic resources, Polytechnic libraries, Information literacy training.

Introduction

Libraries serve as the intellectual heart of educational institutions, providing access to a wide range of information resources needed to support teaching, learning, and research. In polytechnic institutions, libraries play a particularly important role by supplying students and lecturers with the materials required for technical, vocational, and professional training. These resources include textbooks, reference materials, journals, audio-visuals, e-books, online databases, newspapers, past projects, and internet services (Aina, 2014). However, the availability of these resources alone does not guarantee their effective use. Users must be aware of the existence, relevance, and accessibility of these resources before they can utilize them for academic purposes (Popoola & Zaid, 2017).

User awareness is a critical concept in academic librarianship, as it pertains to how well users, such as, students, researchers, and faculty, are informed about the existence, functionality, and relevance of library resources, services, and technologies (Arowosola Onyenania & George, 2021). User awareness refers to the extent to which library users know about the information resources and services available to them. Studies have shown that many students do not fully utilize library resources due to low awareness, inadequate orientation, poor signage, and limited publicity by library staff (Oyesiku & Oduwole, 2004). As a result, valuable information materials remain underutilized, and students rely more on informal sources such as social media and peer materials instead of authoritative library resources. This challenge is common in polytechnic libraries, where students often prefer online, quick-access information sources, sometimes ignoring library holdings that could better support their academic activities (Aguolu & Aguolu, 2002).

Utilization of information resources, on the other hand, involves the frequency and manner in which users consult print and electronic materials for assignments, research, examinations, and personal development. Effective utilization is influenced by factors such as ICT literacy, availability of functional internet services, library environment, staff assistance, and user motivation (Iwhiwhu & Okorodudu, 2012). When users are unaware of available resources,

or when access barriers exist, the purpose of the library to support academic development is undermined.

In recent years, polytechnic libraries in Nigeria have made efforts to improve their collections through automation, internet services, e-library sections, and subscription to electronic databases (Ekere & Omekwu, 2011). Yet, despite these improvements, user awareness and utilization patterns vary widely, with many resources remaining underused (Dadzie, 2009). This makes it important to examine the extent to which users of polytechnic libraries are aware of the resources available and how effectively they utilize them.

Therefore, this study investigates User Awareness and Utilization of Information Resources in Polytechnic Libraries, with the aim of identifying levels of awareness, patterns of use, challenges encountered, and strategies for improving user engagement with library resources. The findings of this study will assist librarians, policy makers, and educational administrators in improving information service delivery and promoting better use of library resources in polytechnics.

Statement of the Problem

Polytechnic libraries are established to provide information resources that support teaching, learning, and research. However, the mere availability of these resources does not ensure their effective use. Several studies have reported low levels of user awareness of library resources in Nigerian tertiary institutions, resulting in poor utilization of both print and electronic materials. Many students, particularly in polytechnics, remain unaware of essential resources such as online databases, reference materials, and newly acquired collections because awareness channels like orientation programmes, signage, and selective dissemination of information are often inadequate.

As a result of limited awareness, library resources are frequently underutilized. Students increasingly prefer easily accessible but sometimes unreliable online sources over

authoritative library materials. This shift raises concerns about the quality and reliability of information used for academic work. Furthermore, challenges such as poor ICT skills, limited internet connectivity, insufficient user education, and inadequate assistance from library staff contribute to low usage of available resources. Despite the investments made by polytechnic libraries in developing print collections, establishing e-libraries, and subscribing to electronic databases, the level of user engagement remains low. This raises critical questions about whether students and staff are sufficiently aware of the available resources and how effectively they use them. If awareness and utilization remain low, the purpose of the library to support academic and professional development will not be achieved.

Therefore, the problem this study seeks to address is the apparent gap between the availability of information resources in polytechnic libraries and the level of user awareness and utilization, which may hinder effective academic performance and limit the value of library investments.

Research Objectives

The following objectives guide the conduct of this research:

1. To identify the types of information resources available in polytechnic libraries.
2. To determine the level of user awareness of the information resources available in the library.
3. To examine the extent to which users utilize the available information resources in polytechnic libraries.
4. To find out the purposes for which users utilize information resources in the library.
5. To identify the challenges users face in becoming aware of and utilizing information resources in polytechnic libraries.
6. To propose strategies for improving user awareness and utilization of information resources in polytechnic libraries.

Research Questions

In order to archive the aims and objectives of this study the following research questions are formulated:

1. What types of information resources are available in polytechnic libraries?
2. To what extent are users aware of the information resources available in the library?
3. How often do users utilize the available information resources in polytechnic libraries?
4. What purposes do users seek to achieve when using information resources in the library?
5. What challenges do users face in becoming aware of and utilizing information resources in polytechnic libraries?
6. What strategies can be adopted to improve user awareness and utilization of information resources in polytechnic libraries?

Literature Review

Popoola and Zaid (2017) conducted a study on user awareness and use of library resources across selected Nigerian tertiary institutions. Using a survey design and a sample of 350 undergraduate students, the researchers assessed students' knowledge of print and electronic resources. The findings revealed that although libraries provided a wide range of materials including textbooks, reference sources, and e-databases students were largely unaware of the existence of specialized electronic resources such as EBSCOhost, JSTOR, and institutional repositories. Their study also showed that awareness strongly predicted utilization; students who were aware of resources were significantly more likely to use them regularly. The researchers concluded that the low level of awareness was due to inadequate orientation programmes and insufficient library user education. This study supports the argument that awareness is a key determinant of resource utilization in academic libraries.

Oyesiku and Oduwale (2004) investigated library use among undergraduates at Olabisi Onabanjo University. Using descriptive survey methods, they found that students were highly aware of basic materials such as textbooks and circulation services but had very low awareness of reference services, serials, and indexing/abstracting resources. The authors attributed the limited awareness of specialized resources to weak publicity strategies and inadequate orientation. They observed that most students visited the library primarily to read their lecture notes rather than to use the available resources. The study highlighted a critical gap between resource availability and actual use, noting that the responsibility lies partly with library staff to improve communication and user engagement.

Nwezeh (2010) examined awareness and utilization of ICT-based resources in Obafemi Awolowo University Library. The study surveyed 300 students using a structured questionnaire. The findings showed a high level of awareness and use of internet facilities, particularly for personal research and social communication. However, awareness of library-subscribed electronic databases and e-journals was extremely low. Major barriers identified included inadequate ICT skills, intermittent power supply, and slow internet connectivity. The study emphasized that regardless of the availability of ICT-based resources, poor awareness and technical challenges resulted in underutilization. Nwezeh recommended continuous user training and improved ICT infrastructure.

Although focused on public libraries, the study by Iwhiwhu and Okorodudu (2012) is relevant to academic libraries. The researchers surveyed users of public libraries in Edo State and found that limited awareness and poor ICT facilities were key factors hindering the effective use of library resources. Users lacked knowledge of available digital services and preferred internet cafés with faster connectivity. The study identified insufficient library funding, inadequate staff support, and obsolete materials as major constraints. The findings suggest that without active awareness campaigns and improved services, even modern resources will remain underutilized.

Adeniran (2011) studied user satisfaction with library resources at Redeemer's University. Using a questionnaire distributed to students and faculty, the study found that users were more aware of and satisfied with print materials than electronic resources. Many respondents indicated that they lacked the technical skills needed to access and use online databases, while others stated that they were not aware of the existence of certain e-resources. The study also highlighted that inadequate staff assistance and insufficient ICT infrastructure discouraged users from engaging fully with available resources. Adeniran concluded that training, improved communication, and better ICT facilities are essential for enhancing user awareness and utilization.

In their study of selected polytechnic libraries in Nigeria, Balogun and Salaam (2011) assessed user awareness and utilization of library services. The researchers found that awareness was highest for circulation and lending services but lowest for reference services, indexing, and abstracting services. Many students were unaware that these services even existed. The study also revealed that users who attended library orientation were significantly more likely to use specialized resources. Barriers to utilization included lack of orientation, poor signage, limited ICT facilities, and inadequate communication between library staff and users. The study concluded that polytechnic libraries must strengthen user education and marketing strategies to improve awareness and usage.

Gilbert (2015) conducted a research on the Utilisation of electronic information resources by postgraduate students in Modibo Adamawa University of Technology, Yola. The study was carried out using survey design. Random sampling technique was used to select 190 respondents from the three levels of their Postgraduate (PhD. Masters and Postgraduate Diploma) students. Questionnaire was used as the instrument for data collection and data was analysed using frequency, histogram, pie chart and percentages. The study revealed that there was low level of skilfulness in the use of ICT in MAUTECH. This research shares some similarities with the present study in the areas of utilisation electronic information resources and postgraduate students. The study covered only the Postgraduate students of a particular

university while the current study will cover more than one. The current study will also adopt the survey design and as well use the questionnaire as the instrument for data collection. In data analysis, the current study will adopt only the frequency tables and percentages.

Veena (2016) conducted a study to determine the awareness and use of open Access electronic information resources by postgraduate students in Mangalore University. The researcher adopted the survey research design and used questionnaire as the instrument for data collection, a sample size of 152 was used. Data was analysed using, frequency counts and simple percentages. The study revealed that majority of the students were aware of open access e- resources. The study concluded that as at now, e- resources were considered as essential source of information for all current and emerging and thoughts imminent in the areas of teaching, learning and research. The study therefore recommended that university libraries should arrange various user awareness programmes so as to educate the learners on how to make use of the open access e-resources. This research is related to the current study in the areas of title and methodology and audience, but differs in location, as the former studied postgraduate students in Mangalore while the current studied the postgraduate students in Nigeria.

Methodology

The study adopted a descriptive survey design, which was appropriate for studies that seek to gather data on the opinions, attitudes, and behaviors of a population. This design enabled the researcher to collect data on the level of awareness users have about library information resources; and the extent to which users utilize the library and its information resources in Polytechnic Libraries in Ogun State, Nigeria. The population of this study consists of registered users both students (2004) and lecturers (40) of the Polytechnics in Ogun State amounting to two thousand and forty four (2044). The polytechnics studied were Abraham Adesanya Polytechnic, Moshood Abiola Polytechnic, D.S. Adegbenro ICT Polytechnics, Itori, Gateway Polytechnic, Saapade, and Federal Polytechnic, Ilaro. The sample size from the population is three hundred and twenty-seven (327) which comprises library users and

lecturers across the polytechnics. The purposive sampling techniques was used to choose the sample size. The Stratified Random Sampling was used to ensure representation across different user groups (students from different faculties, lecturers, gender, and level of study). This sample size was derived using Krejcie and Morgan (1970) sample size table. Structured questionnaire titled “Users’ Awareness, Accessibility and Utilization of Information Resources” developed by the researchers was used as instrument for data collection. The questionnaire was develop using four point rating scale responses of ‘Agree; Strongly Agree; Disagree; Strongly Disagree. The instrument's items was acquired through a survey of related literature and adaptations of questionnaires used by other researchers. Meanwhile, the supervisor and other professionals in the field of Information Management provided input on both the face and content validity. Corrections made were integrated into the final questionnaire, which was distributed to the study respondents. Data collected were analyzed using mean and standard deviation.

Data Analysis, Findings and Discussions

Decision Rule: 1.00 – 1.49 (SD), 1.50 – 2.4 (D), 2.50 – 3.49 (A), 3.50 – 4.00 (SA)

Key: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1

Research Question One: What types of information resources are available in polytechnic libraries?

Table 1: Types of Information Resources Available in the Library

Item	SA (/%)	A (/%)	D (/%)	SD (/%)	Mean	Std. Dev
1.The library provides adequate textbooks relevant to my course of study.	110 /42.3%	108 /41.5%	32 /12.3%	10 /3.9%	3.21	0.86
2. The library has up-to-date reference materials (dictionaries, encyclopedias, yearbooks).	95 /36.5%	120 /46.2%	35 /13.5%	10 /3.9%	3.16	0.84
3. Electronic information resources (e-journals, e-books, databases) are available in the library.	100 /38.5%	115 /44.2%	30 /11.5%	15 /5.8%	3.16	0.92
4. The library provides access to audio-visual materials (CDs, videos,	80 /30.8%	120 /46.2%	40 /15.4%	20 /7.7%	3.00	0.95

projectors).

N= 260

Table 1 above shows that 42.3% representing 110 respondents strongly agreed that, the library provides adequate textbooks relevant to their course of study and 41.5% representing 108 respondents agree with this statement. While 12.3% representing 32 respondents disagree with the statement and 3.9% representing 10 respondents strongly disagree. 36.5% representing 95 respondents strongly agree that there are up-to-date reference materials available in the library so are 46.2% representing 120 respondents while 13.5% representing 35 respondents disagree with this statement so are 3.9% representing 10 respondents. 38.5% representing 100 respondents strongly agreed that, there are e-information resources in the library and 44.2% representing 115 respondents agree with this statement. While 11.5% representing 30 respondents disagree and 5.8% representing 15 respondents strongly disagree with the statement. 30.8% representing 80 respondents strongly agree that, there are access to audio visual material in the library so are 46.2% representing 120 respondents while 15.4% representing 40 respondents disagree with this statement so are 7.7% representing 20 respondents. This indicate that users find different types of relevant information resources available and accessible to them in the library.

This corroborate with the findings of Oyesiku and Oduwole (2004), who found that students at Olabisi Onabanjo University were “highly aware of basic materials such as textbooks and circulation services” but much less aware of more specialised resources. The present study shows that the same pattern holds for availability: basic/print resources remain the most solidly provided and perceived as adequate. Popoola and Zaid (2017) similarly noted that Nigerian tertiary libraries “provided a wide range of materials including textbooks, reference sources, and e-databases,” yet the strongest user familiarity and satisfaction was with traditional print items.

Research Question Two: To what extent are users aware of the information resources available in the library?

Table 2: User Awareness of Information Resources

Item	SA (/%)	A (/%)	D (/%)	SD (/%)	Mean	Std. Dev
5. I am aware of the different information resources available in the library.	105 /40.4%	120 /46.2%	25 /9.6%	10 /3.9%	3.23	0.83
6. The library staff adequately inform users about available information resources.	90 /34.6%	115 /44.2%	40 /15.4%	15 /5.8%	3.08	0.91
7. The library uses signs, posters, or notices to create awareness of its resources.	95 /36.5%	110 /42.3%	40 /15.4%	15/5.8%	3.10	0.90
8. I became aware of the library's electronic resources through orientation or training.	85 /32.7%	120 /46.2%	40 /15.4%	15 /5.8%	3.06	0.91

N= 260

Table 2 above shows that 40.4% representing 105 respondents strongly agreed that they are aware of the different information resources available in the library and 46.2% representing 120 respondents agreed with this statement. While 9.6% representing 25 respondents disagreed and 3.9% representing 10 respondents strongly disagreed with the statement. 34.6% representing 90 respondents strongly agreed that the library staff adequately inform users about available information resources and 44.2% representing 115 respondents agreed with this statement. While 15.4% representing 40 respondents disagreed with the statement and 5.8% representing 15 respondents strongly disagreed. 36.5% representing 95 respondents strongly agreed that the library uses signs, posters, or notices to create awareness of its resources and 42.3% representing 110 respondents agreed, while 15.4% representing 40 respondents disagreed and 5.8% representing 15 respondents strongly disagreed. 32.7% representing 85 respondents strongly agreed that they became aware of the library's electronic resources through orientation or training and 46.2% representing 120 respondents agreed with this statement. While 15.4% representing 40 respondents disagreed and 5.8% representing 15 respondents strongly disagreed. This indicates that a substantial majority of users possess a good level of awareness of the various information resources in the library, though awareness creation mechanisms.

This finding aligns Oyesiku and Oduwole (2004) who reported very low awareness of reference services, serials, and indexing/abstracting resources among university

undergraduates, attributing it to weak publicity and inadequate orientation. Similarly, Popoola and Zaid (2017) found that students were largely unaware of specialized electronic resources such as EBSCOhost and JSTOR due to insufficient user education programmes. Balogun and Salaam (2011), who observed in Nigerian polytechnic libraries that awareness was highest for basic lending services but markedly lower for specialized resources and services because of inadequate orientation, poor signage, and limited staff–user communication.

Research Question Three: How often do users utilize the available information resources in polytechnic libraries?

Table 3: User’s Frequent Utilization of Information resources

Item	SA (/%)	A (/%)	D (/%)	SD (/%)	Mean	Std. Dev
9. I regularly use the library’s textbooks for academic purposes.	100 /38.5%	120 /46.2%	30 /11.5%	10 /3.8%	3.19	0.84
10. I frequently access electronic resources provided by the library.	90 /34.6%	110 /42.3%	45 /17.3%	15 /5.8%	3.06	0.94
11. I make use of the reference materials available in the library.	88 /33.8%	120 /46.2%	40 /15.4%	12 /4.6%	3.09	0.89
12. I often visit the library to use information resources for assignments or projects.	95 /36.5%	115 /44.2%	35 /13.5%	15 /5.8%	3.12	0.90
N= 260						

Table 3 above shows that users utilize library resources fairly frequently with mean scores 3.06–3.19. Highest utilized information resources are textbooks with mean score of 3.19; 84.7% agree/strongly agree and visiting the library for assignments/projects with mean of 3.12; 80.7%. Reference materials also score well with mean of 3.09; 80.0%. Electronic resources have the lowest utilization with mean of 3.06; 76.9% agree/strongly agree, and 23.1% disagreeing/strongly disagreeing. This indicates that traditional print resources remain the most frequently used, while electronic resources, despite being perceived as available, are used less often.

This corroborates with the studies of Oyesiku & Oduwole, (2004); Popoola & Zaid, (2017); Nwezeh, (2010) and Balogun & Salaam, (2011), which consistently found heavy reliance on textbooks, moderate use of reference materials, and significantly lower utilization of electronic resources due to inadequate awareness, poor ICT skills, and access barriers. The present study shows slight improvement in electronic resource use compared to those earlier reports, but a clear gap persists between availability and actual frequent utilization of digital materials in Ogun State polytechnic libraries.

Research Question Four: What purposes do users seek to achieve when using information resources in the library?

Table 4: User's Purpose of Use of Information Resources

Item	SA (/%)	A (/%)	D (/%)	SD (/%)	Mean	Std. Dev
13. I use library resources mainly for academic work and coursework.	110 /42.3%	115 /44.2%	25 /9.6%	10 /3.8%	3.27	0.82
14. I utilize library resources for personal study and knowledge improvement.	105 /40.4%	120 /46.2%	25 /9.6%	10 /3.8%	3.23	0.83
15. I use the library's information resources to complete class assignments and research projects.	115 /44.2%	110 /42.3%	25 /9.6%	10 /3.8%	3.30	0.81
16. I consult library materials to prepare for examinations.	120 /46.2%	105 /40.4%	25 /9.6%	10 /3.8%	3.31	0.80

N= 260

Table 4 above shows that library resources are used predominantly for academic purposes as 86.6% of the respondents with mean score 3.31 use it to prepare for examinations, 86.5% with mean score of 3.30 use it to complete class assignments and research projects also 85.6% with mean of 3.27 use it mainly for academic work and coursework and 84.6% of the respondent with mean score of 3.23 use it for personal study and knowledge improvement. This indicates that utilization is overwhelmingly examination and assignment-driven rather than for broader personal or intellectual development.

The finding aligns closely with earlier studies (Oyesiku & Oduwole, 2004; Popoola & Zaid, 2017; Balogun & Salaam, 2011), which consistently reported that students visit academic libraries primarily to prepare for tests/examinations and to complete assignments, with

personal reading or leisure use ranking very low. The present study confirms that this instrumental, grade-oriented pattern of library use remains dominant among polytechnic students and lecturers in Ogun State.

Research Question Five: What challenges do users face in becoming aware of and utilizing information resources in polytechnic libraries?

Table 5: Challenges faced by user's in Utilizing Information Resources

Item	SA (/%)	A (/%)	D (/%)	SD (/%)	Mean	Std. Dev
17. Inadequate publicity about available library resources affects my awareness.	75 /28.8%	105 / 40.4%	55 /21.2%	25 /9.6%	2.88	1.02
18. Limited access to electronic resources makes it difficult to use them.	80 /30.8%	110 / 42.3%	50 /19.2%	20 /7.7%	2.90	0.99
19. Insufficient library staff assistance affects my ability to utilize resources.	70 /26.9%	100 / 38.5%	60 /23.1%	30 /11.5%	2.80	1.05
20. Poor internet connectivity in the library discourages me from using online resources.	90 /34.6%	95 / 36.5%	50 /19.2%	25 /9.6%	2.95	1.01

N= 260

Table 5 above shows that 34.6% representing 90 respondents strongly agreed that poor internet connectivity in the library discourages them from using online resources and 36.5% representing 95 respondents agreed with this statement. While 19.2% representing 50 respondents disagreed and 9.6% representing 25 respondents strongly disagreed with the statement. 30.8% representing 80 respondents strongly agreed that limited access to electronic resources makes it difficult to use them and 42.3% representing 110 respondents agreed. While 19.2% representing 50 respondents disagreed and 7.7% representing 20 respondents strongly disagreed. 28.8% representing 75 respondents strongly agreed that inadequate publicity about available library resources affects their awareness and 40.4% representing 105 respondents agreed with this statement. While 21.2% representing 55 respondents disagreed and 9.6% representing 25 respondents strongly disagreed. 26.9% representing 70 respondents strongly agreed that insufficient library staff assistance affects their ability to utilize resources and 38.5% representing 100 respondents agreed, while 23.1% representing 60 respondents disagreed and 11.5% representing 30 respondents strongly disagreed. This indicates that a clear majority of users experience significant challenges in awareness and utilization.

This strongly corroborate the findings of previous studies. Nwezeh (2010) identified intermittent power supply and slow internet as primary reasons for low utilization of electronic resources; Iwhiwhu & Okorodudu (2012) highlighted poor ICT facilities and inadequate staff support; Adeniran (2011) and Balogun & Salaam (2011) repeatedly pointed to limited electronic access, weak publicity, and insufficient user assistance as persistent barriers in both university and polytechnic libraries. The present study demonstrates that, despite investments in collections and e-library sections over the past decade, the same infrastructural, publicity, and human-support challenges continue to frustrate users in Ogun State polytechnic libraries, particularly preventing effective exploitation of electronic resources.

Research Question Six: What strategies can be adopted to improve user awareness and utilization of information resources in polytechnic libraries?

Table 6: Strategies for Improvement

Item	SA (/%)	A (/%)	D (/%)	SD (/%)	Mean	Std. Dev
21. Regular library orientation would improve my awareness of information resources.	120 /46.2%	110 /42.3%	20 /7.7%	10 /3.8%	3.31	0.79
22. Increased publicity (posters, social media, announcements) would help users know more about library resources.	115 /44.2%	115 /44.2%	20 /7.7%	10 /3.8%	3.31	0.79
23. Training programs on how to use electronic resources would enhance their utilization.	125 /48.1%	105 /40.4%	20 /7.7%	10 /3.8%	3.35	0.77
24. Extending library opening hours would encourage greater use of information resources.	118 /45.4%	110 /42.3%	22 /8.5%	10 /3.8%	3.32	0.78

N= 260

Table 6 above shows strategies for improvement that users strongly support as 88.5% of the respondents with 3.35 mean score support training programs on how to use electronic resources, 87.7% of the respondents with 3.32% support extending library opening hours, 86.5 with 3.31 mean support regular library orientation and 88.4% of the respondents with mean score of 3.31 support increased publicity. This indicates near-unanimous support for

practical, user-education-focused solutions, with training on electronic resources emerging as the top priority.

This corroborate with the studies of Popoola & Zaid, (2017); Nwezeh, (2010); Balogun & Salaam, (2011); and Adeniran, (2011), which repeatedly called for stronger orientation, continuous training, better publicity, and improved access conditions. The present study confirms that polytechnic users in Ogun State clearly recognize and strongly endorse the same proven strategies, reinforcing that the path to higher awareness and utilization lies in intensified user education, marketing, and extended service hours.

Summary of findings

Based on the findings of the study, it was revealed that:

1. Polytechnic libraries in Ogun State possess a reasonably strong and balanced collection.
2. Users exhibited high general awareness of library resources
3. Utilization is fairly frequent as textbooks remain the most used resource.
4. Library resources are overwhelmingly used for examination preparation
5. The major obstacles are poor internet connectivity, limited access to electronic resources, inadequate publicity, and insufficient staff assistance
6. Users strongly endorsed training programs on electronic resources, extended library opening hours, regular orientation, and increased publicity as the most effective ways to improve awareness and utilization.

Conclusion

The study reveals that polytechnic libraries in Ogun State, Nigeria, have made commendable progress in stocking relevant textbooks, reference materials, and electronic resources. Users now clearly recognize these resources as available a significant improvement over the situation reported in earlier Nigerian studies. However, a persistent gap remains between availability and effective utilization, especially for electronic and audio-visual resources. Awareness is generally high, but formal awareness channels (orientation, staff assistance,

signage, and publicity) are still inadequate. Library use continues to be driven primarily by the immediate demands of examinations and assignments rather than broader intellectual development. The major barriers poor internet connectivity, restricted access to electronic resources, inadequate publicity, and insufficient staff support are the same challenges identified in studies conducted over the past two decades. This indicates that, despite investments in collections and infrastructure, the core issues hindering full exploitation of library resources remain largely unaddressed. Users themselves have clearly indicated the way forward: intensive training on electronic resources, regular orientation programmes, increased and modern publicity, and extended opening hours. Implementing these user-endorsed strategies will bridge the existing gap, enhance awareness and utilization, and enable polytechnic libraries to fully realize their role as vital centres for teaching, learning, and research in technical and vocational education.

Recommendations

Based on the findings, the following actions are strongly recommended:

1. Library should conduct regular and compulsory training on electronic resources.
2. Make library orientation mandatory for all students.
3. Higher institution libraries should upgrade and stabilize high-speed internet in libraries.
4. There should be an intensify publicity via social media, posters, SMS, and SDI.
5. Extend library opening hours, especially during exams.
6. Train library staff for better user support and marketing.
7. Expand audio-visual collections and facilities.

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