Students' Attitude towards the Use of Library:
A Study of Kwara State College of Arabic and Islamic Legal Studies, Ilorin

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Abstract

Purpose: The study examined the students' attitude towards the use of library in the College of Arabic and Islamic Legal Studies, Ilorin.

Design/Methodology/Approach: A descriptive survey design was adopted for the study. The stratified random sampling technique was used to select the students across the five (5) schools in the college. The sample size is 800 respondents. The data collected for the study were analysed using frequency count and percentage was used to analyse the respondents' characteristics and the research questions. A total of 800 copies of the questionnaire were distributed and 600 (75%) copies of the questionnaire were retrieved. The response rate of (75%) was considered adequate for the study because the standard and acceptable rate for most studies is 60%.

Findings: The outcome of the study revealed that students had positive attitude towards the use of the college library especially during examination and they found it difficult to locate the exact library section where relevant books could be found.

Implication: The paper emphasised that library management should design a positive attitude towards the use of library not only during examinations. Basically, it makes learning more effective and also it caters for the intellectual needs of the students.

Originality/Value: The paper value can be situated in its appropriate recommendations that college authorities (Institution management) should intensify efforts towards inculcating the General Studies Library Education course to be practically oriented, so as to kindle student' interest.

Keywords: library education, use of library, college library, utilization of resources, College of Arabic and Islamic Legal Study (CAILS)

Introduction

The history of College of Arabic and Islamic Legal Study (CAILS), Library could be traced back to 1992 when the college was established. At the inception, the college had a temporary building which served as the library until the present ultra-modern library was eventually constructed in 2004 through Education Trust Fund (ETF) intervention. (Musa, 2012).

The library which is the life wire of any tertiary institution was created along aside the college. Presently, the college library complex consists of four (4) units namely; readers service, serials, reference and cataloguing/classification units. The college library accommodates the college librarian's office, and entire technical services and readers service. It houses books and non-book materials related to all departments in the college. According to Alokun (2005) the library is established mainly for use. The purpose for which a library is used depends on the users and the services available in that library.

The term library has been defined by Hornby (2005) as a building in which collection of books CDs, newspaper etc., are kept for people to read, study or borrow. Adekomi (1992) referred to the library as a collection of written, printed or other graphic materials including films, slides, photographs, records and tapes, organized collection of books and other resources materials which are placed in specific apartments in the schools in an orderly manner for the use of the lecturers and students. This view is similar to that of

Awolola (2004) who viewed college library as a resource centre which contains books, materials, documents, memoirs, manuscripts and audio-visual equipment that are carefully organized for the purpose of preservation and

feelings, belief, perception and reaction towards an event, an occurrence, a situation or an object (whether concrete or abstract).

According to Balami (1992), attitude is a critical factor in learning. Emina (1986), remarked that it would be a serious omission in the process of socializing children. If the formation of preferred attitude and the evaluation of attitude are not deliberately planned for and included in the school curriculum, the library is of great importance to learners of every level of educational system, from pre-primary to primary through secondary to the tertiary level. Ogunmilade (1996), tried to establish relationship between a well-equipped library and improvement of educational achievement, since a well-equipped library represents the foundation on which strong educational programme is built. Therefore, any attempt by anyone to teach, learn or conduct a research without the utilization of standard library will undoubtedly result in a shallow and restrictive kind of education which will not be suitable and desirable for teacher, learners and even researchers. One will thus realize that it is crystal clear that a college library is the pivot on which academic activities revolve.

The college libraries (sometimes called academic libraries) have been recognized as a teaching instrument. No educational system can be implemented successfully without having available reading materials in a library. It extends to those instructional activities which a teacher or lecturer undertakes in the class. Besides, orientation has been given to the students on attitude towards the use of library and also various teaching techniques and equipment have been used to introduce students to the tools, resources and research skills necessary to complete course, assignments and to become critical thinkers and competent users of information. Therefore, students' attitudes are very paramount part of library services in College of Arabic and Islamic Study. Library management has been undertaking a lot of research on planning and

making them easily accessible for reference and study by the users. As opined by Hornby (2002) attitude is a "way of feeling, thinking or behaving". Similarly, Keeny (2002) referred to attitude as one's developing effective library instruction classes catering to the internet environment. The purpose of this study is to identify students' attitudes toward the use of library with a view to improving library instruction and ethics in future, also to advocating for an integration of library orientation into the general education process.

Statement of the Problem

The study investigated the attitude of students of colleges of Arabic and Islamic Legal Studies towards the use of college library. The rapid growth in higher education contributed to the development of colleges and their libraries. Libraries were among the first academic units to be established in the colleges. When assignments are given, one wonders why the students rarely visits the library. Can it be linked to academic indolence, lack of library culture or sheer ignorance? It is however saddening to note that students who do not understand the need to enter the library to study readily have adequate time to watch ordinary video films/dramas and sports entertainment etc. The researchers have deemed it fit to research into the students' attitudes towards the use of library because they have personally observed that quite a lot of students do not take full advantage of the library facilities. Many institutions have failed accreditation in the segment of "facilities" (Waller, 2006).

The worst aspect of attitude towards the library is that, there are some students of tertiary institutions who have never entered into the library to carry out any type of academic work. No matter the level of intelligence of such students, there is no way such persons can be regarded as people who have obtained or acquired sound knowledge from the institution, irrespective of the grade obtained at the end of their courses. It is against this backdrop, therefore, the study investigates students attitude toward the use of the library.

Research Questions

The following research questions were formulated to guide the study

- What are the attitude of students toward the Library education course;

- What are the students' attitude towards frequent use of the library

- What are the attitude of students towards library when given take home assignments by their lecturers;

- What are the students' attitude towards the use of library during examinations;

Review of Related Literature

So much literature has been written in the student attitude towards the use of library. Efforts have been made to review relevant literature in this study. In the higher institution environment, the library as a major information providing system supports teaching, learning and research with information materials of various types (Anunobi & Edoka, 2010). Damko, (1990), found that 58.64% of surveyed students taught themselves how to use the library and they believed that a library instruction course was valuable for their students. More so, Abraham (2016), in his study, students' attitudes towards library users education programme in university in Benue State, showed that students had positive attitudes towards library users education, but some issues needed to be tackled to further promote their positive attitude. The study revealed that the methods of packaging the course include lectures, use of printed handouts, and distribution of annuals, tutorials and topical guide. Similarly, Ojo-Igbinoba (2014), in his study, the respondents found the course very useful both in academic work and social life. The respondents were undecided as to whether the course should continue to be compulsory or be made optional.

Furthermore, Fry (2016), in his study, attitudes of the students towards the use of library course in Benue State University, Ekpoma, revealed that students discovered a distinct preference for internet sources over library sources and believed that internet sources would provide them with the information they needed for the major classes, more so approximately two thirds of students had received online information literacy training in English. Fawowe (1989), surveyed students' use of an academic library of University of Ilorin and indicated that 94.8% of the students used the facilities. Elule (2000), stressed that teacher has a major role to play in shaping the students attitude towards their teaching subject as it relates to library. Research findings on attitude towards learning showed that student's attitude interest and state of readings is an important index if meaningful learning is to be attained. (Hornby, 2000), (Jatto, 2004) and (Jack, 2006) reported that there is need for the library user education to form part of general curriculum and part of a library programme. The major role in the area of the library education is to teach appropriately ways to success in information retrieval and dissemination; which is of considerable value in education (Ugwuanyi, 2007). Osinulu (1998), showed that there was a low patronage of library service and that many users had not actually realized the full potential of the library in pursuit and attainment of academic excellence. Muogilim (1986) investigated the inability of students to utilize library facilities after taking a course in the use of library. The finding showed that there was little interaction between the students and the library staff during the orientation programme. They were also overloaded with so much information within a short time that the chances of retention and internalization of the avalanche of new information was quite slim. He concluded that high enrolment with adequate physical facilities made effective work difficult.

Likewise, a research conducted by Rajagopal and Chinnasamy (2012) on users' attitudes and approaches towards e-r-resources and services in Academic libraries showed that there was growing interest in electronic information resources among the engineering users at affiliated colleges of Pondicherry University. Similarly, Olatokunbo (2012) confirmed through his study on Electronic Information Resources awareness, attitude, and use by students and academic staff members of University of Lagos, Nigeria that 55% of academic staff members indicated that the level of awareness of the subscribed electronic information resources by the Library Management was rather low.

The literature review shows that students attitude towards library use are mixed, some positive and some negative. However, this study will canvass the opinions of participants on the necessity and usefulness of library instruction, library ethics and use.

Methodology

The study adopted a descriptive survey using questionnaire to collect data. The target population was the College of Arabic and Islamic Legal Studies (CAILS) registered students 2016/2017 Academic session numbering nine hundred (900) students. A total of 800 respondents were selected out of the total population. The stratified random sampling technique was used to select them across the five (5) schools in the college. These schools are: School of Information and Communication Technology, School of Nigerian Languages, School of law, School of Art and Islamic Legal studies and School of Education. The purposive sampling technique was used for this study. This technique also known as judgmental, selective or subjective sampling is that sampling technique where the units that are investigated as based on the judgment of the researcher (Egbule and Okobia, 2001). Therefore, the sample size is 800. The data collected for the study were analysed using frequency count and percentage was used to analyse the respondent's characteristics and the research question. A total of 800 copies of the questionnaire were distributed and 600 (75%) copies of the questionnaire were retrieved. The response rate of (75%) is considered adequate for the study because the standard and acceptable rate for most studies is 60%.

Results and discussion

Demographic Information

Table 1: Distribution of the Respondents on the Basis of Gender.

Genders	Frequency	Percentage
Male	420	70%
Female	180	30%
Total	600	100%

Source: Field Survey

Table 1 shows that 420 representing (70%) of the respondents were male while 180 (30%) were female, giving a total of 600 (100%). This table shows that the male students were proportionately greater in number in the college than their female counterpart.

Table 2 shows that 180 representing (30%) of the students specialized in Sharia and common law; 96 (16%) Mass Communication; 72 (12%) Hausa Language; 66 (11%) Islamic studies; 60 (10%) Arabic; 42 (7%) English language; 36 (6%) History; 30 (5%) library science and 18 (3%) Yoruba language. Higher number of the students specialized in Sharia and common law may be as a result of the essence for establishing the college.

Table 2: Distribution of the Respondents on the Basis of Courses (Area of Specialization)

S/N	Course	Frequency	Percentage
1.	Arabic	60	10%
2.	Islamic Studies	66	11%
3.	Sharia and Common Law	180	30%
4.	Mass Communication	96	16%
5.	Library Science	30	5%
6.	English Language	42	7%
7.	Yoruba Language	18	3%
8.	Hausa Language	72	12%
9.	History	36	6%
	Total	**600**	**100%**

Source: Field Survey

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Table 3: Distribution of the Respondents, on the Basis of programme of Study

S/N	Programme	Frequency	Percentage
1.	Diploma	372	62%
2.	Pre-Diploma	132	22%
3.	Certificate	96	16%
	TOTAL	**600**	**100%**

Source: Field Survey

Table 3 shows that 372 representing (62%) of the respondents run the diploma programme; 132(22%) were on the pre-diploma programme; while 96(16%) of the respondents were on the certificate programme. These data revealed that most of the students were on diploma programme.

Table 4 shows that 432 representing (72%) of the respondents agreed that they enjoyed the library education course whereas 168 (28%) disagreed; 360 (60%) agreed that the library education enlightened them on how to use the library while 240 (40%) disagreed; 384 (64%) disagreed that the library education course is mainly theoretically (not practical) while 216 (36%) agreed; 348 (58%) agreed that more time should be allotted to the teaching of

library education course; 252 (42%) disagree. In the same vein, 336 (56%) disagreed that the general library education course should be phased out because it serves little or no purpose; 264 (44%) agreed and 390 (65%) of the respondents disagreed that library education should only be for those interested in majoring in library studies' whereas 210 (35%) agreed. This finding is supported by (Hornby, 2000, Jatto, 2004 and Jack, 2006) stated that there is need for the library user education as part of general curriculum and part of a library programme, the major role in the area of the library education is to teach appropriately ways to success in information retrieval and dissemination; which is of considerable value in education.

Table 4: Respondents' view on Students' Attitude towards the Library Education Course

S/N	Item	Agree		Disagree	
		Frequency	%	Frequency	%
1.	I always enjoy the Library Education (GSE) course.	432	72%	168	28%
2.	Library Education enlightens me on how to use the library	360	60%	240	40%
3.	The library course is mainly theoretically, not practical	216	36%	384	64%
4.	More time should be allotted to the teaching of library education.	348	58%	252	42%
5.	General library education course should be phased out because it serves little or no purpose	264	44%	336	56%
6.	Library Education should be only be for those interested in majoring in library studies.	210	35%	390	65%

Source: Field Survey

Table 5: What are the Students Attitude towards Frequency Used of the Library?

S/N	Use of Library by the Respondents	Frequency	Percentage
1.	Daily	330	55%
2.	Once in two days	246	41%
3.	1 – 3 times a week	18	3%
4.	Occasionally	6	1%
	TOTAL	**600**	**100%**

Source: Field Survey

Table 5 shows that 330 representing (55%) of the respondents visit the library every day. This could be due to the fact that most of them

were students and they needed to use the library to prepare for exams of different types. 246 (41%) visit the library once in two days,

18 (3%) visit the library about three times in a week and 6 (1%) visit the library occasionally

Table 6 shows that when students were given assignments to do; 114 representing (19%) of the respondents were agreed that they relied mainly on the lecturer's course materials whereas 486(81%) disagreed; 378 (63%) disagreed that they give the assignments to the experts to do for them while 222 (37%) agreed; 408 (68%) agreed that they visit the college library to solve assignment problems whereas 192 (32%) disagreed; 336 (66%) agreed that

they found it difficult locate the exact library section where relevant books could be found' only 264 (34%) disagreed. This finding is in line with findings of Elule (2000), stressed that teacher has a major role to play in shaping the students attitude towards their teaching subject as it relates to library. Research findings on attitude towards learning showed that student's attitude interest and state of readings is an important index if meaningful learning is to be attained.

Table 6: Respondents' Opinion on Students' Attitude towards the Library when Given Take Home Assignment by their Lecturers.

S/N	When I am given assignments to do.	Agree Frequency	%	Disagree Frequency	%
1	I rely mainly on the lecturers' course materials	114	19%	486	81%
2.	I give the assignments to experts to do for me	222	37%	378	63%
3	I visit the College library to solve assignment problems	408	68%	192	32%
4.	I find it difficult to locate the exact library section where relevant books can be found	336	66%	264	34%

Source: Field Survey

Table 7: Respondents' Opinion Attitude towards the Use of College Library during Examinations.

S/N	Item	Agree Frequency	%	Disagree Frequency	%
1.	I only study my lecture notes during examinations, at home or in the lecture room.	186	31%	414	69%
2.	I am satisfied with my lecturers' course materials when preparing for examination	168	28%	437	72%
3.	Owing to the quiet environment, I use the College Library to read my notes/course materials during examination period.	312	52%	288	48%
4.	I search College Library to locate books related to my courses during examinations.	456	76%	144	24%
5.	I normally have nothing to do with the College Library, except during examination	324	54%	276	46%

Source: Field Survey

Table 7 shows that 456 representing (76%) of the respondents were agreed that they search college library to locate books related to their courses during examination; 144 (24%) disagreed whereas 414 (69%) disagree that they only study lecture notes during examination at home/lecture room while 186 (31%) agreed; 437 (72%) disagreed with satisfied with their lecture course materials when preparing for examination whereas 168 (28%) agreed; 312 (52%) agreed that, owing to the quiet environment, they use the college library to read notes/course materials during examination period whereas 288 (48%)

disagreed. This finding was not in line with that of Muogilim (1986) who investigated the inability of students to utilize library facilities after taking a course in the use of library and showed that there was little interaction between the students and the library staff during the orientation programme.

Conclusion

Based on the findings of the study, it can be concluded that, the main reason for a positive attitude towards the use of library is because it makes learning more effective and also it caters for the intellectual needs of the students.

Finally, and perhaps most importantly, a good student who is enthusiastic about good academic standard needs to form the good habit of regularly visiting the College Library to seek additional knowledge which will increase his cognitive knowledge and skills. After a particular topic covered in the lecture room, a good student needs to seek additional knowledge, this should be done in such a way that visiting the library eventually becomes parts and parcel of that student (as a regular practice which becomes a habit).

Recommendations

The findings of this study pose some challenges to college librarians and lecturers in the Department of Library and Information Science. They should provide orientation services to students and proper library education should be introduced into the college curriculum.

- The college authorities should intensify efforts towards inculcating the general studies skill e.g. Library Education course to be practical oriented, so as to kindle student' interest.

- Library orientation should be conducted after all fresh students have registered and college libraries should improve on library structure and library user's education programme by including practical session and information technology.

- Library should be as accommodative as possible and the library staff should be willing to help at all times.

- The college management should ensure that adequate and good quality (qualified) library staff are put in charge of the college library.

- More orientation on how to search and locate materials in the library should be given to the students.

- The books in the library shelves should be organized or arranged properly by the library staff at all times in such a way that books are not seen littering the reading table anyhow. This will facilitate easy location of the desired books by the students.

- Library management should put more emphasised on the library education course especially practical orientation should be included.

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