

PERSONAL ATTITUDE AND INFORMATION SEEKING ANXIETY IN LIBRARY USE AMONG SECONDARY SCHOOL STUDENTS IN AFIJIO LGA, OYO STATE, NIGERIA

SUNDAY ISAH KAKU, CLN¹

ELIZABETH FOLASHADE AGBATO, CLN²

OLADOTUN AYOWUMI OSUNKENTAN, CLN³

^{1,2,3} College Library
Federal College of Education (Special), PMB 1089, Oyo,
Oyo State, Nigeria.

Abstract

This study examined personal attitude and information seeking anxiety in library use among secondary school students in Afijio LGA, Oyo state, Nigeria. The study employed descriptive research survey method. The population of the study consists of public secondary school students while a sample of 115 students were randomly drawn from 6 schools. Data collected was analysed based on frequency count, percentage, mean and standard deviation. The findings revealed that textbooks, past question papers and dictionaries were mostly available and frequently used while network, electronic materials and newspaper were scarcely available. Similarly, the study revealed that the respondents use library for reading and examination preparation. The study further revealed that students cultivate the habit of bringing soft drinks to the libraries, mutilate library materials as well as hide information materials that are highly scarce from the reach of other users. The study also revealed that respondents are always unsure and confused about the relevant materials when searching for information materials in the library. The study, therefore, concluded that respondents in the study use library for the purpose of reading and preparing for examinations. It was recommended that public secondary schools in Afijio LGA should subscript to up-to-date resources across all subjects as well as electronic resources to encourage patronage. Students should also be given proper orientation on the use of library to handle well information resources in the library.

Keyword: Library use, Information seeking anxiety and Personal attitude

Introduction

A library is defined as a collection of printed and non-printed materials, organised and kept for reading, studying and consultations. Nasir and Nalado (2022) states that, library is an institution responsible for the acquisition, organisation and storage of recorded knowledge in various formats for studying, research and consultation. Ifijeh, Yusuf and Owolabi (2021) define a library as a building or space that houses a collection of books and other information resources for reading or learning. In the communities in which they are located, libraries serve as social, political, educational, and economic catalysts. They act as repositories of knowledge, leisure hubs, and cultural and generational heritage. Informational, educational, social, and recreational demands are taken into consideration when organising and setting up libraries.

Libraries transform individuals, communities and nations by raising their mental consciousness and elevate people's minds (Itedjere, Achugbue & Sokari, 2012). Library can, therefore, be seen as an institution properly stoked, having a collection of knowledge materials that are systematically organised by librarians and made available and accessible for use by the society for which it is established. However, study and observation show that these library materials are underutilised by secondary school students. What may be responsible for this act may not be far from personal attitude and library anxiety or information seeking anxiety. The present study is aimed at investigating personal attitude

and information seeking anxiety in library use among secondary school students in Afijio LGA, Oyo state, Nigeria.

Research questions

1. What are the types of library resources use among secondary school students in Afijio LGA, Oyo state, Nigeria?
2. What is the frequency of library material use among secondary school students in Afijio LGA, Oyo state, Nigeria?
3. What is the purpose of library use among secondary school students in Afijio LGA, Oyo state, Nigeria?
4. What is the personal attitude of secondary school students in Afijio LGA, Oyo state, Nigeria?
5. What is the information seeking anxiety of secondary school students in Afijio LGA, Oyo state, Nigeria?

Literature review

The importance of library use to educational achievements of students cannot be overemphasised, as such the onus lies on the school library to make information resources available. Goel, Angeli, Dhirar, Sangwan, Thakur and Ruwaard (2019) carried out a survey on library use by students in a medical college in North India. The finding showed that 90.3% of the respondents reported consulting textbooks when using the library. Other purposes for visiting the library was conferences, to use manuscripts, reference materials

and inadequate individual books. The study further reported that less than one-fourth of the respondents were visiting library daily, average was visiting once a week and very few were visiting forth nightly. The authors, from their findings, concluded that the major reason for using the library was for borrowing and reading books.

Dalisto (2023) investigated library usage amongst students of Sunyani Municipality in Ghana. The findings revealed that majority of the students mainly make use of the library for reading for exams and completing their homework. The use of recommend textbooks, reference sources and past examination questions were materials predominantly used among the students while few of them use fiction and journals. Although the students found the libraries' stock old, this did not discourage them from using the libraries. The researchers concluded that it is not beneficial for libraries to continually keep old books in stock, it could cause low patronage of libraries due to advents of technology such as internet that can make available enormous information.

In any organisation, including library, it is pertinent to know that peoples' attitudes and behaviours are bound to differ. While some behaviours are acceptable and conventional, others may be atypical or disruptive. Attitudes are inclinations and feelings, prejudices or bias, preconceived notions, ideas, fears and convictions about any specific topic (Taiwo & Ola, 2020). According to Abun, Ubasa, Magallanes, Encarnacion and Ranay (2021), attitude is a mental and neutral state of readiness organised through experience exerting a directive or dynamic influences upon individual's response to all objects or situations with which it is associated. Disruptive behaviour of library users is a problem of

libraries all over the world, The most common among them are theft and mutilation of materials including books, periodicals, documents, journals, computers and so on. The libraries will take responsibility for making sure that users are behaving in an appropriate manner during their attendance in the library.

Information seeking anxiety, also known as library anxiety is expressed as the fear and negative feelings experienced by individuals while using the library, preparing and even thinking about using the library. Information seeking anxiety entails any adverse emotional warning signs that is been exhibited by library users, for example, fright, uneasiness, indecision, negative perceptions of one's capability and skills, lonesomeness and trepidation (Erfanmanesh, 2011). Information seeking anxiety has raised the inquisitiveness of many researchers which has caused them to carry out much empirical research on this phenomenon. Smith (2022) did a review on the effect of Information seeking anxiety on reference services, and the major review was on; the meaning of Information seeking anxiety, how to quantify it, the effects on students and ways of decreasing the adverse effects on students. When the users understand the meaning of Information seeking anxiety and how to overcome it with the assistance of librarians, then the Information seeking anxiety can be overcome by the students. Although, there are contrast opinions about the presence and occurrence of Information seeking anxiety and ways of measuring it accurately, and different views on its causes and impact, there is a consensus by the previous researchers that it is essential to study Information seeking anxiety. Researchers have acknowledged that different category of students may encounter

Information seeking anxiety. The bases of these adverse feelings may come from different factors, and that some negative attitudes may also contribute to the occurrence of Information seeking anxiety. The impact of different types of library instructions has been stated, signifying that when students are provided with basic skills and knowledge, the resulting effect is that they will gain mastery in the use of library and be self-confident in their abilities which will ultimately reduce level of library anxiety.

Methodology

The study examined personal attitude and information seeking anxiety in library use among secondary school students in Afijio LGA, Oyo state, Nigeria. The study employed descriptive research survey method. This research method is a quantitative in nature and aimed at eliciting responses from a sampled population. The population of the study consists of the public secondary school students in Afijio LGA of Oyo state, Nigeria. A total of one hundred and fifteen (115) students were sampled for the study. Simple random technique was used to administer 115 questionnaires to the sampled population. Frequency count, percentage (%), mean distribution and standard deviation were used to analyse the data collected from the field.

Result and Discussion of the findings

Table 1: Types of library resources available in my library

Items	Available	Not available	Mean	S.D	Remark
Textbook	97(84.3)	18(15.7)	1.76	.36	Available
Journals	61(53.0)	54(47.0)	1.50	.50	Available

Newspaper	73(63.5)	42(36.5)	1.37	.48	Not available
Dictionary	86(74.8)	29(25.2)	1.55	.44	Available
Novels/fiction	79(68.7)	36(31.3)	1.41	.47	Not available
Internet	57(49.6)	58(50.4)	1.20	.70	Not available
Electronic material	43(37.4)	72(62.6)	1.33	.49	Not available
Audio and/or visual material	41(35.7)	74(64.3)	1.44	.48	Not available
Reserved books	70(60.9)	45(39.1)	1.39	.49	Not available
Past questions	100(87.0)	15(13.0)	1.63	.63	Available

Source: Field data (2025)

Criterion Mean = 1.5

Table 1 revealed the types of library resources available in the school libraries sampled for the study. A criterion mean of 1.5 was used to decide whether the information resource is available or not. This means that for the resource with the value of mean greater than or equal to 1.5 reflects available, while the resources whose value of mean is less than 1.5 reflects not available. Hence, it was shown from the table that textbooks ($x = 1.76$), past examination question papers ($x = 1.63$), dictionaries ($x = 1.55$) and journals ($x = 1.50$) were mostly available for students use while information resources like network ($x = 1.20$), electronic material ($x = 1.33$) and newspaper ($x = 1.37$) were lacking in the schools surveyed. It can be deduced from the table that most the school libraries in Afijio LGA are only concerned with the hard copies of the information materials (textbooks) while the electronic version of the information resources is ignored. Meanwhile, the world had gone digital with the 21st Century mentality.

This implies that information materials in the respective libraries can only be accessed on the shelves and not electronic gadgets like computers and smartphones. Also, the subscription of textbooks, past examination question papers, dictionaries and journals will limit the students from enjoying certain roles the library was expected to have played for their users which include information role, by not subscribing to newspapers. This will deny the students access to current information about the happenings in their surroundings and other personal information. This findings is in consonant with the findings of Dadman, E., Sahibzada, A., Zada, A. S. and Amin, W. (2025) who did a survey on library usage amongst students in Afghanistan. The findings revealed that majority of the students mainly make use of the library for reading for exams and completing their homework.

Table 2: Frequency of library material use among secondary school students

Items	Daily	2-3 times a week	weekl y	monthl y	Occasionall y	Never	Mea n	S.D.
Textbook	41 (35.7))	41 (35.7))	14 (12.2)	3 (2.6)	6 (5.2)	10 (8.7)	4.68	1.54
Journals	18 (15.7))	20 (17.4))	16 (13.9)	12 (10.4)	18 (15.7)	31 (27.0))	3.26	1.85
Newspaper	10 (8.7))	39 (33.9))	11 (9.6)	9 (7.8)	11 (9.6)	35 (30.4))	3.33	1.86
Dictionary	19 (16.5))	34 (29.6))	19 (16.5)	7 (6.1)	15 (13.0)	21 (18.3))	3.76	1.78
Novels/fiction	13 (11.3)	34 (29.6)	30 (26.1)	4 (3.5)	10 (8.7)	24 (20.9)	3.69	1.71

Internet	12 (10.4)	19 (16.5)	19 (16.5)	15 (13.0)	12 (10.4)	38 (33.0)	3.04	1.79
Electronic material	3 (2.6)	24 (20.9)	24 (20.9)	12 (10.4)	10 (8.7)	42 (36.5)	2.89	1.68
Audio and/or visual material	2 (1.7)	22 (19.1)	20 (17.4)	14 (12.2)	19 (16.5)	38 (33.0)	2.78	1.60
Reserved books	22 (19.1)	19 (16.5)	17 (14.8)	18 (15.7)	22 (19.1)	17 (14.8)	3.57	1.74
Past questions	31 (27.0)	37 (32.2)	24 (20.9)	6 (5.2)	14 (12.2)	3 (2.6)	4.49	1.40

Source: Field data (2025)
Criterion Mean = 3.5

Table 2 indicates the frequency of library material use among secondary school students. A criterion mean of 3.5 was used to determine whether the information resources were frequently used. From the table, textbooks ($x = 4.68$) were mostly used by the respondents, followed by past examination question papers ($x = 4.49$) and dictionary ($x = 3.76$) as well as novels/fiction ($x = 3.69$). However, audio and/or visual material ($x = 2.78$) and electronic resources enjoyed least usage ($x = 2.89$). It could be deduced from the table that the respondents in the studied area enjoy the usage of textbooks and pass questions. Perhaps, because those are the information materials their libraries subscribe to. The findings of the present study aligned with the findings of Khan and Bhatti (2017) who investigated the use of information resources, services and facilities of the central library of the University, Peshawar, Pakistan by students. The results showed that students use

library for reading course materials and the main problems that hinder frequent library usage were inadequate electronic resources, insufficient collection and insufficient physical facilities. In the null shell, students frequently use libraries to read textbooks or their notebooks for examination preparations and continuous assessments.

Table 3: Purpose of library use among secondary school students

Items	SA	A	D	SD	Mean	S.D.
I use library for examination and continuous assessment only	59(51.3)	36(31.3)	7(6.1)	13(11.3)	3.23	.99
I love using library at leisure	42(36.5)	62(53.9)	5(4.3)	6(5.2)	3.22	.76
I enjoy using library because it gives me the opportunity to read in my quite time	52(45.2)	47(40.9)	10(8.7)	6(5.2)	3.26	.83
Whenever I am looking for vital information, library becomes the best place to go	45(39.1)	53(46.1)	11(9.6)	6(5.2)	3.19	.82
I enjoy seeking for information regarding my career in the library	40(34.8)	56(48.7)	17(14.8)	2(1.7)	3.17	.74
I use library to get sport news update	24(20.9)	46(40.0)	25(21.7)	20(17.4)	2.64	1.00
I use library because there is internet connectivity there	28(24.3)	44(38.3)	14(12.2)	29(25.2)	2.62	1.11
I use library because it is a cool place to rest	24(20.9)	60(52.2)	22(19.1)	9(7.8)	2.86	.84
I use library as the best place to read other people's work and idea in textbooks	33(28.7)	60(52.2)	13(11.3)	9(7.8)	3.02	.85
The appearance of our library entices me to use it	12(10.4)	48(41.7)	33(28.7)	22(19.1)	2.43	.92
I never love using library	20(17.4)	41(35.7)	33(28.7)	21(18.3)	2.52	.99

Source: Field data (2025)
Criterion Mean = 2.5

Table 3 analyzed data on the purpose of library use among secondary school students. The criterion mean of 2.5 was used to ascertain the purpose of use. From the items on the table, it was agreed that students use information resources because it gives them the opportunity to read in their quite time ($x = 3.26$), for examination and continuous assessment only ($x = 3.23$), using library only when they are less busy ($x = 2.22$). Also, students under consideration use library whenever they are looking for vital information ($x = 3.19$). Only a few students use library for its beauty or appearance ($x = 2.43$) and internet connectivity ($x = 2.62$). It can be interpreted from the table that most of the students studied using library because it avails them of the opportunity to prepare for their examinations and continuous assessment. Though, one of the roles of library is educational role. However, the role of information, atheistic, cultural, etc are ignored by the students. This findings aligned with the findings of Dalisto (2023) who did a survey on the purpose of library use amongst students in Liutebm University. The findings revealed that majority of the students mainly make use of the library for reading, examinations and completing their homework.

Table 4: Personal attitude of secondary school students

Items	SA	A	D	SD	Mean	S.D
Scarcity of library material makes me hide some important books away from other users in the library	42(36.5)	46(40.0)	19(16.5)	8(7.0)	3.06	.90
Lack of money to buy	27(23.5)	48(41.7)	35(30.4)	5(4.3)	2.84	.83

textbooks once makes me to take library book away						
Lack of privilege to borrow books from the library makes me to hide my favourite books on a different location	19(16.5)	71(61.7)	16(13.9)	9(7.8)	2.87	.78
Unavailability of photocopier machine makes some of my friends to keep some books on different shelf	34(29.6)	51(44.3)	20(17.4)	10(8.7)	2.95	.91
Because I did not register with the school library, I am not allowed to use the library	29(25.2)	54(47.0)	25(21.7)	7 (6.1)	2.91	.84
Sometimes I write at the back of library book when I want to memorise what I read	29(25.2)	54(47.0)	19(16.5)	13(11.3)	2.86	.93
If I use a book and do not finish using it, I love to mark where I stopped to remind me the next time, I want to use it	42(36.5)	51(44.3)	19(16.5)	3(2.6)	3.15	.79
Our school librarian loves shouting at us anytime we make noise in the library	13(11.3)	68(59.1)	24(20.9)	10(8.7)	2.73	.78
Anytime I forget my library ID card, I borrow one from my friends to use the library	31(27.0)	43(37.4)	24(20.9)	17(14.8)	2.77	1.01
Sometimes, I take soft drinks in the library	15(13.0)	51(44.3)	42(36.5)	7(6.1)	3.66	.51
When I am hungry, I eat light things like biscuits in the library	30(26.1)	43(37.4)	30(26.1)	12(10.4)	2.79	.95
Our school librarian does not stop us from chewing gum in the library	15(13.0)	40(34.8)	41(35.7)	19(16.5)	2.44	.92
Our librarian cannot stop	22(19.1)	46(40.0)	33(28.7)	14(12.2)	2.66	.93

me from picking up calls
when my cell phone rings
in the library

Source: Field data (2025)
Criterion Mean = 2.5

Table 4 shows personal attitude of secondary school students in the library. A criterion mean of 2.5 was used for the decision. Some of the attitudes of the students as revealed by the table indicated that students take soft drinks to their libraries ($x = 3.66$). Also, if students use books in the library and are not done using it, they use a label or mark (dog ear) ($x = 3.15$). At the same time, scarcity of library material makes students hide some important books away from other users in the libraries ($x = 3.06$). However, the students disagreed that their school librarians do not stop us from chewing gum in the library ($x = 2.44$). In another word, school librarians were keener on chewing gum among students. This result implies that secondary school students form the habit of mutilating information materials by dog earring the books or writing on them to as a way of creating remembrance to where they stopped from reading. The habit of dog earring can result in weeding of information material and should be strictly monitored using security personnel or electronic (CCTV cameras). Alternatively, such threat can also be corrected by subscribing to electronic information materials (e-resources). This findings agrees with the findings of Bakare, Akanbi and Orejoko (2021) who asserted that some personal behaviour of library users, especially disruptive behaviour can result to theft and mutilation of information materials.

Table 5: Information seeking anxiety of secondary school students

Items	SA	A	D	SD	Mean	S.D
I am embarrassed that I don't know how to use the library	50(43.5)	36(31.3)	11(9.6)	18(15.7)	3.03	1.08
The school library is confusing to me on how to find relevant information	18(15.7)	66(57.4)	20(17.4)	11(9.6)	2.79	.82
I am unsure about how to begin my search for information materials	27(23.5)	50(43.5)	18(15.7)	20(17.4)	2.73	1.01
I enjoy learning new things about the library	40(34.8)	56(48.7)	19(16.5)	0	3.18	.70
The library never has the materials I need	26(22.6)	51(44.3)	32(27.8)	6(5.2)	2.84	.83
I can never find things in the library	21(18.3)	59(51.3)	25(21.7)	10(8.7)	2.79	.84
I feel I am bothering the librarian if I ask question	31(27.0)	65(56.5)	15(13.0)	4(3.5)	3.07	.73
Our school librarian is unapproachable	18(15.7)	64(55.7)	28(24.3)	5(4.3)	2.83	.74
If I cannot find a book on the shelf or online, the library staff will help me	35(30.4)	61(53.0)	16(13.9)	3(2.6)	3.11	.73
I get confused trying to find my way around the library	33(28.7)	47(40.9)	32(27.8)	3(2.6)	2.96	.82
I feel comfortable in the library	38(33.0)	54(47.0)	20(17.4)	3(2.6)	3.10	.78
The library rules are too restrictive	30(26.1)	51(44.3)	31(27.0)	3(2.6)	2.94	.80
I do not feel physically safe in the library	32(27.8)	50(43.5)	17(14.8)	16(13.9)	2.85	.98
I do not know what to do next when the book I need is not on the shelf	9(7.8)	71(61.7)	26(22.6)	9(7.8)	2.70	.73
The library is an important part of my school	23(20.0)	68(59.1)	19(16.5)	5(4.3)	2.95	.74
I do not know how to use e-resources available in the e-library	21(18.3)	50(43.5)	39(33.9)	5(4.3)	2.76	.80
I prefer Google search to using the library	34(29.6)	39(33.9)	22(19.1)	20(17.4)	2.76	1.06

Source: Field data (2025)
Criterion Mean = 2.5

Table 5 reveals results on information seeking anxiety of secondary school students while using their school libraries. A criterion mean of 2.5 was used to make decision. The table showed that the students enjoyed learning new things about their libraries ($x = 3.18$). Similarly, the respondents admitted that when they cannot find books or other information materials on the shelf, the library staff help them ($x = 3.11$). However, there are situations when the respondents get confused finding relevant information in their library ($x = 2.79$) and are unsure about how to begin search for information materials in their libraries ($x = 2.73$). The result on the table showed that there is a trace of information seeking anxiety among the studied population. The attributes enumerated by the present study aligned with the findings of Mehta and Cox (2021) who reported that the attributes students put in place when using the library include: fear, negative feelings, adverse emotional warning signs such as fright, uneasiness, indecision and negative perceptions of one's capability and skills. However, once a user exhibits these traits, such users cannot guarantee fairness in the search of any information resources.

Recommendations

From the findings of the study, the following recommendations were made:

1. It was discovered that students utilise only information resources like textbooks, past questions and a few of fictions/novels. As such, the study recommended that public secondary schools in Afijio LGA should subscribe up-to-date resources across

all disciplines and digital resources that will encourage use by students. This will encourage frequent use of the library.

2. Students form habit of taking soft drinks to the library and indulge in dog-earring of information materials. It is recommended that students and other library users should be given proper orientation on the use of library, also, library rules and regulations should be placed in conspicuous places of the library to serve as reminder to the library users.
3. The study revealed that secondary school students who are confused or unsure when searching for information material either on shelf or online. This is an indication of information seeking anxiety, hence, students should be given proper orientation through lectures, seminars and workshops on library use. This should be organised by the school management in collaboration with the librarian in-charge.

Conclusion

From the findings, it is concluded that secondary school students in Afijio LGA of Oyo, Oyo state Nigeria uses school library for the purpose of reading and in preparation for their examinations. These purposes are basically academical or educational purposes. Meanwhile, there are other purposes or functions of school library that are ignored such as; social, information, aesthetic, research and cultural purposes. This points to the fact that school libraries are not adequately funded to acquire information materials to suit those purposes. Also, the physical appearance of many school libraries is not attractive to users.

The attitude of some students to information materials was also discouraging. This has caused damage and mutilation to information materials and needed to be changed to ensure posterity of information materials in school libraries

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