

CREATING AWARENESS ON THE EFFECTIVE UTILIZATION OF LIBRARY RESOURCES BY STUDENTS OF KANO STATE POLYTECHNIC

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Abstract

This study focuses on creating awareness on the effective utilization of library resources by students of Kano State Polytechnic. The library plays a vital role in supporting teaching, learning, and research activities in tertiary institutions. However, many students fail to fully utilize available library resources due to inadequate awareness, poor orientation, and limited information literacy skills. The study examines the level of awareness of library resources among students, identifies challenges affecting their effective utilization, and highlights strategies for improving awareness and usage. Data for the study was collected through questionnaires, interviews, and observation, and analyzed using descriptive methods. Findings are expected to reveal that inadequate user education, lack of ICT skills, and poor promotion of library services significantly affect students' utilization of library resources. The study recommends regular guide tour to the library, compulsory library registration, library orientation programs, user education courses, improved librarian–student interaction, and the use of modern communication channels to enhance awareness. The outcome of the study contributes to improved academic performance and research productivity among students of Kano State Polytechnic. Greater utilization of library resources is also expected to produce graduates who are better equipped for professional success and capable of making meaningful contributions to regional socio-economic development. Overall, the study seeks to promote a positive shift in students' perception and use of the library, strengthen information literacy, and reinforce the relevance of academic libraries in Nigeria's higher education landscape.

Key Words: Creating Awareness, Utilization, Information Resources, Students, Kano State Polytechnic

Introduction

Libraries serve as the intellectual backbone of academic institutions, providing essential support for learning, research, and the development of knowledge. In the contemporary digital era, libraries have evolved into multifunctional information hubs that offer not only print resources but also access to electronic databases, e-books, journals, multimedia materials, and online learning tools. Despite this wide range of resources, many students still underutilize library services because they lack adequate awareness or familiarity with how to access and utilize them effectively. Kano State Polytechnic, as a major institution of higher learning in Nigeria, plays a significant role in shaping the academic success of its diverse student population. Ensuring that students are well-informed about the available library resources is crucial for enhancing their academic performance, research output, and intellectual development. Unfortunately, limited exposure to library systems, insufficient orientation, and reliance on easily accessible online sources often contribute to low library patronage. This study, therefore, aims to raise awareness among students about the effective use of library resources. By identifying the challenges that affect students' engagement with the library and examining their current level of awareness, the research aims to develop tailored strategies that promote a culture of active library use. Enhancing students' familiarity with library services is essential not only for improving individual academic

outcomes but also for strengthening the overall learning environment within the institution.

Problem Statement

Despite the availability of a well-equipped library at Kano State Polytechnic, many students do not effectively utilize the resources provided. The core problem addressed in this study is the low level of awareness and engagement with library services among students.

Several issues contribute to this problem: To evaluate students' existing knowledge and awareness of the library's resources and services; To determine which library resources, whether print, electronic, or multimedia, are least used by students. To explore the obstacles preventing optimal use of library resources. Insights gathered from focus group discussions and interviews will help identify issues such as a lack of awareness, limited digital literacy, insufficient guidance, or infrastructural challenges.

Objectives Of The Study

These objectives collectively guide the study in determining how awareness can be improved and how library usage can be enhanced to achieve better academic outcomes.

1. To assess students' current level of awareness

Identify how much students know about the available library resources (books, journals, e-resources, databases, etc.).

2. To promote effective utilization of library resources

Encourage students to use both physical and digital collections for academic and personal development.

3. To identify challenges hindering library usage

Explore barriers such as lack of awareness, inadequate ICT skills, or accessibility issues.

Literature Review

Library as a vital institution for knowledge preservation, access, and dissemination within educational environments. Libraries are described as organized collections of print, audio-visual, and digital resources designed to support learning, research, and personal development, with modern libraries operating as hybrid systems that integrate both physical and electronic resources (IFLA, 2015; Aina, 2018; Rubin, 2020). Ranganathan's philosophy further reinforces the user-centered nature of libraries and the importance of organized resources in meeting users' information needs (Satija, 2017).

Library resources are broadly defined to include both material and human elements such as books, journals, electronic databases, ICT facilities, and professional staff, all of which contribute to effective information service delivery (Oxford Learner's Dictionary, 2023). The concept of awareness, as explained by the Creation Awareness theory, highlights users' understanding and knowledge of available resources and services as a prerequisite for informed decision-making and effective utilization (Ackoff

& Rovin, 2016). In the library context, students' awareness plays a crucial role in determining whether and how library resources are used.

The utilization of library resources as the extent to which information materials and services are accessed and applied for academic and research purposes. Effective utilization goes beyond mere access and involves the application of information to enhance learning and academic performance (Issa et al., 2021; Shokeen & Kaushik). Studies on polytechnic and academic libraries, particularly in Nigeria, reveal persistent challenges such as low awareness, poor information literacy skills, inadequate funding, obsolete materials, insufficient staffing, and weak ICT infrastructure, all of which negatively affect library use (Akinade & Owolabi, 2019; Kumar & Manjunath, 2020; Okello-Obura, 2018).

Furthermore, the users' information needs and institutional support significantly influence resource utilization. Adequate funding, effective management, and strong institutional commitment enhance library services and promote better academic outcomes (Omotosho & Okiki; Popoola & Haliso, 2019). Consistently, studies show that increased awareness through user education, orientation programmes, information literacy training, and effective communication strategies leads to improved utilization of library resources (Tella et al., 2020; UNESCO, 2018).

The overall literature supports the relevance of the Creation Awareness theory to this study, demonstrating that when students are well informed about available library resources and services, they are more likely to utilize them effectively for learning and research purposes.

Research Method

A non-experimental descriptive research design was adopted. According to Adamu (2006), descriptive research is suitable when the researcher aims to collect data on phenomena that cannot be directly observed. This design enables the researcher to obtain information on students' awareness levels, usage patterns, and challenges encountered in accessing library resources.

The study area is the North-West of Nigeria. Study locations are some selected Polytechnic Unit School Libraries in the geopolitical zones. These include School of Technology, School of Management Studies, School of Environmental Studies Gwarzo, School of Rural and Entrepreneurship Development Rano, Institute of Vocational and Enterprises Innovative, School of Basic and Remedial Studies, School of Health and Allied Sciences Gwamai.

Total of seven (7) unit school across Kano State formed the basis of the research work in the state of the zone. To determine the appropriate sample size, the Krejci and Morgan (1970) table for sample determination was used. For a population of 12,541 students, a sample size of 375 respondents was considered adequate to represent the entire student body. This sample size ensures reliability and accuracy.

The study relied on primary data collection tools to obtain first-hand information from students. Two major instruments were used: Interviews and Questionnaire

Method Of Data Analysis

Data collected from the questionnaires were analyzed using descriptive statistics, including frequencies, percentages, and tables. These methods made it easier

to summarize and interpret respondents' demographic characteristics and their responses to research questions. Frequency and percentage also used as appropriate to present data in a clear and visually engaging format.

Presentation of Results

Table 1

Distribution of Respondents by School

School	Questionnaires Distributed	Questionnaires Retrieved	Percentage (%)
School of Technology (SOT)	115	96	31.0
School of Management Studies (SMS)	100	87	28.2
School of Basic and Remedial Studies (SBRS)	28	0	0.0
Innovative Vocational Enterprises Institute (IVEI)	31	27	8.7
School of Health and Allied Sciences (SHAS), Gwamia	33	31	10.0
School of Environmental Studies (SES), Gwarzo	32	32	10.4
School of Rural Technology Entrepreneur Development (SORTED), Rano	36	36	11.7
Total	375	309	100

Note. Data obtained from questionnaire administered in 2025.

Interpretation.

Table 1 shows the distribution of respondents by school. Students from the School of Technology (31.0%) constituted the highest number of respondents, followed by the School of Management Studies (28.2%). Other schools recorded lower percentages, reflecting the enrolment distribution across Kano State Polytechnic.

Table 2

Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	186	60.2
Female	123	39.8
Total	309	100

Note. Data obtained from questionnaire administered in 2025.

Interpretation.

Male respondents (60.2%) were more represented than female respondents (39.8%), indicating higher male participation during the data collection period.

Table 3
Distribution of Respondents by Educational Qualification

Educational Qualification	Frequency	Percentage (%)
Diploma	264	85.4
Education Technology	18	5.8
Pre-ND/Remedial	25	8.1
HND	27	8.7
Total	309	100

Note. Data obtained from questionnaire administered in 2025.

Interpretation.

Diploma students accounted for the majority of respondents (85.4%), indicating that most active library users are enrolled in diploma programmes.

Table 4
Awareness of Library Information Resources

Response	Agree/Strongly Agree	Disagree/Strongly Disagree	Total (%)
Yes	288 (93.2%)	21 (6.8%)	100
No	54 (17.5%)	255 (82.5%)	100

Note. SA/A = Strongly Agree/Agree; SD/D = Strongly Disagree/Disagree.

Interpretation.

Most respondents (93.2%) indicated awareness of library information resources, suggesting that awareness exists among students, although utilization may be influenced by other factors.

Table 5
Availability of Information Resources in the Library

Information Resources	Agree (%)	Disagree (%)	Total (%)
Textbooks	237 (76.7)	72 (23.3)	100
Seminar/Reports	15 (4.9)	294 (95.1)	100
E-resources	37 (11.9)	272 (88.1)	100
Projects/Theses	3 (1.0)	306 (99.0)	100
Encyclopedias/Dictionaries	6 (1.9)	303 (98.1)	100
Periodicals	8 (2.6)	301 (97.4)	100

Interpretation.

Textbooks were the most available resource (76.7%), while electronic and

reference materials recorded very low availability, indicating a print-dominated library system.

Table 6: Purpose of Library Use

Purpose	Agree (%)	Disagree (%)	Total (%)
Research	215 (69.6)	94 (30.4)	100
Assignment	42 (13.6)	267 (86.4)	100
Examination	36 (11.7)	273 (88.3)	100
Recreation	5 (1.6)	304 (98.4)	100

Interpretation.

The majority of students used the library primarily for research purposes (69.6%).

Table 7: Extent of Library Resource Utilization

Extent of Use	Agree (%)	Disagree (%)	Total (%)
During examinations	73 (23.6)	236 (76.4)	100
Daily	86 (27.8)	223 (72.2)	100
Weekly	104 (33.7)	205 (66.3)	100
Seldom	26 (8.4)	283 (91.6)	100
Not at all	115 (38.3)	185 (61.7)	100

Weekly usage recorded the highest frequency (33.7%), though a significant proportion of students (38.3%) reported not using library resources at all.

Table 8: Time Spent in the Library

Time Spent	Agree (%)	Disagree (%)	Total (%)
Less than one hour	92 (29.8)	217 (70.2)	100
More than one hour	102 (33.0)	207 (67.0)	100
More than two hours	78 (25.2)	231 (74.8)	100
Two hours and above	23 (7.4)	286 (92.6)	100

Most respondents spent more than one hour per library visit (33.0%).

Table 9: Frequently Utilized Library Resources

Resource Type	Agree (%)	Disagree (%)	Total (%)
Textbooks	266 (86.1)	43 (13.9)	100
Dictionaries/Encyclopedias	224 (72.5)	85 (27.5)	100
Projects/Theses	279 (90.3)	30 (9.7)	100
Seminar/Reports	118 (38.2)	191 (61.8)	100
E-resources	50 (16.2)	259 (83.8)	100

Projects/theses and textbooks were the most frequently utilized resources, while e-resources recorded the lowest usage.

Table 10: Awareness of Library Services

Library Service	Agree (%)	Disagree (%)	Total (%)
Registration services	134 (44.0)	175 (56.0)	100
Borrowing services	76 (24.6)	233 (75.4)	100
Reference services	28 (9.1)	281 (90.9)	100
E-library services	20 (6.4)	289 (93.6)	100

Awareness was highest for registration services and lowest for e-library and reference services.

Table 11: Satisfaction with Library Resources

Level of Satisfaction	Agree (%)	Disagree (%)	Total (%)
Satisfied	208 (63.3)	101 (32.7)	100
Partially satisfied	71 (22.9)	238 (77.1)	100
Not satisfied	89 (29.7)	211 (70.3)	100

Most respondents expressed satisfaction with available library resources, though a notable proportion indicated partial or no satisfaction.

Table 12: Challenges Affecting Utilization of Library Resources

Challenges	Agree (%)	Disagree (%)	Total (%)
Inadequate/relevant resources	67 (21.7)	242 (78.3)	100
Lack of internet services	91 (29.4)	218 (70.6)	100
Lack of awareness	55 (17.8)	254 (82.2)	100
Lack of technical skills	44 (14.2)	265 (85.8)	100
Poor staff attitude	39 (12.6)	270 (87.4)	100
Others	21 (6.8)	288 (93.2)	100

The major challenges identified were lack of internet services, inadequate resources, and limited awareness of library services.

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Others			

Key challenges include a lack of internet services (29.4%), inadequate relevant resources (21.7%), limited awareness (17.8%), and poor technical skills in using electronic resources (14.2%).

Recommendations

Based on the findings, the following recommendations are proposed:

1. Encourage Female Students' Participation:

Female students should be motivated and supported to use the library more frequently for research, assignments, and leisure reading to strengthen their academic confidence and competitiveness in the job market.

2. Rehabilitate e-Library Facilities:

The Polytechnic management should urgently address the non-functional state of e-libraries across unit schools. Restoring these facilities will increase access to electronic resources and promote digital literacy.

3. Improve Awareness Campaigns:

Awareness tools, such as maps, posters, and bulletin boards, should be enhanced to clearly display all available resources and services. This will help students easily identify and access materials.

4. Mandatory Library Orientation:

Library tours and orientation programmes for newly admitted students should

be compulsory. This will ensure early familiarization with available services and enhance resource utilization throughout their programmes.

5. **Compulsory Library Registration:**

The institution should implement a mandatory library registration system for all students. Those who fail to register should face appropriate penalties to ensure compliance.

These recommendations aim to increase library awareness, enhance student participation, and enhance the library's relevance within the polytechnic community.

Conclusion

Effective teaching, learning, and research in polytechnic institutions depend significantly on the availability and proper utilization of well-equipped library resources. This study concludes that although students of Kano State Polytechnic are aware of many of the library's resources, several factors hinder optimal usage. These include non-functional e-libraries, limited digital literacy, insufficient awareness of resources, and inadequate internet facilities. To achieve the library's mission of supporting academic excellence, there is a need for improved service delivery, enhanced awareness programmes, and revitalized library facilities. When students are informed and encouraged to engage with available resources, they are better equipped to make informed and meaningful academic decisions. Consequently, strengthening the library system will not only enhance learning outcomes but also contribute to the long-term sustainability of the institution's academic objectives.

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