



DEMOGRAPHIC CHARACTERISTICS AND LIBRARY ANXIETY AS PERCEIVED FACTORS AFFECTING LIBRARY UTILISATION AMONG STUDENTS OF KWARA STATE POLYTECHNIC, ILORIN, NIGERIA

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ABSTRACT

Demographic characteristics and library anxiety have been observed to contribute to library utilisation among the students, particularly those in polytechnics. Knowing whether the observed problems are applicable to students of Kwara State Polytechnic underscores why this study examines demographic characteristics and

library anxiety as perceived factors affecting library utilisation among students of Kwara State Polytechnic, Ilorin, Kwara State, Nigeria. Descriptive survey design was adopted in this study. This study's population is 25,703 students of Kwara State Polytechnic, Ilorin, Nigeria. Krejcie and Morgan sampling table was used to determine 377 sampling size. Questionnaire designed with Google Form was used to gather data from the respondents. From the 377 responses expected, only 293 responses were received, representing 79.11% response rate. Data collected were analysed in frequency, simple percentages and mean. On the demographic characteristics affecting library utilisation among the respondents, findings revealed a moderate level of place of residence ($\bar{x} = 2.75$). On the library anxiety, findings revealed students' anxiety of not seeing relevant and up-to-date information materials in the library ($\bar{X} = 2.75$), not knowing the first person to meet in the library ($\bar{X} = 2.70$) and frustrated with searching for information in the library ($\bar{X} = 2.66$). This study concluded that demographic characteristics and library anxiety moderately affected library utilisation among the users of Kwara State Polytechnic Library. One of the recommendations of this study is that Kwara State Government, parents, bodies, agencies and institutions should collaborate on making libraries available in primary and secondary schools.

Keywords: Demographic characteristics, Library anxiety, Library users, Library utilisation, Nigeria

Introduction

The polytechnic library is the nerve centre or the hub around which scholarship revolves. It is an indispensable instrument for intellectual development. A well-stocked polytechnic library is a storehouse of information, or a record of human experience to which users may turn to for data or information (Ojo, *et al.*, 2019). Academic libraries routinely conduct library orientation programmes to promote the library and educate students to become self-reliant in using the library (Gogoi, Singson & Thiyagarajan, 2021). Consequently, it is believed among scholars that the overall aim of every polytechnic library can solely be achieved when users patronise the libraries to use the available information resources for their reading, research and referencing needs. The issue of poor usage of polytechnic libraries by students and other library users in Nigeria has been a source of great concern to library leaders, managers and stakeholders in their efforts towards the pursuit and actualisation of the libraries' support services for teaching, learning and research (Uwakwe & Iwuchukwu, 2023).

Some factors that may be assumed to contribute to the poor usage of polytechnic libraries include students' backgrounds, gender, hobbies and interest, anxiety, fear, confusion and poor orientations of the library (Gogoi, Singson & Thiyagarajan, 2021). Investigations of demographic information of studies on library usage across Nigeria revealed significant disparities. Ojo *et al.* (2019) reported that male undergraduates of Federal University, Dutse, Jigawa State, Nigeria, used the library more than their female counterparts.

On the other hand, reports of Liasu and Bello (2023) contrasted that of Ojo *et al.* (2019). Liasu and Bello reported that the female undergraduates of Fountain University, Osogbo, Osun State, Nigeria, used

the library more than the male. Eiriemiokhale, Sulyman and Aborisade (2024) found that religious beliefs are associated with Kwara State University's undergraduates' acceptance and interpretations of fake news on COVID-19. At global level, Konstantinos-Anastasios, Paraskevi-Anna and Eftichia (2015) reported high usage of library among 400 level students. Their study also indicated a significant variation on library usage based on the undergraduates' course of study.

Another germane factor affecting library usage is library anxiety. The concept of Library Anxiety was coined by Constance Mellon in 1986, when she developed the Theory of Library Anxiety after an analysis of the personal writings of 6000 undergraduates which indicated fear, unease and boredom in the use of library among the students. Since then, library anxiety has been studied by many scholars and they have all submitted that library anxiety is a psychological barrier to academic success among college students (Ismail *et al.*, 2022; McPherson, 2015).

Library anxiety is an uncomfortable feeling or emotional disposition characterised by tension, fear, feelings of uncertainty and helplessness, negative and self-defeating thoughts and mental disorganisation that appears only when students are in or contemplating a visit to the library (McPherson, 2015). Library anxiety has been identified as a contributory factor to poor academic performance among students, and libraries are being challenged to give serious consideration to helping students overcome this phenomenon by developing strategies for its reductions (McPherson, 2015). This notion becomes the premise why this study explores demographic characteristics and library anxiety as perceived factors affecting library utilisation among students of Kwara State Polytechnic, Ilorin, Nigeria.

Statement of the Problem

Polytechnic libraries are established to support the academic activities of the polytechnic by providing a comfortable environment for users to have unhindered access to information resources they can use to nourish themselves intellectually and enrich themselves academically. Matoskova (2016) stressed that the importance of polytechnic libraries cannot be overemphasised as users depend on their resources for knowledge acquisition and ideas generation for intellectual development and enhancement. Despite the indisputable roles of the polytechnic libraries to enhancing the quality of teaching and learning, it has been observed that polytechnic libraries in Nigeria are not reckoned with, leading to their poor usage among the users, particularly students. Uwakwe and Iwuchukwu (2023) posited that libraries are not being used by polytechnic students because of poor reading orientation and habits, lack of awareness of the library, non-creation of time to visit the library, wrong perceptions of the library relevance and students' overconfidence.

Some critical areas most of the previous studies on library usage among polytechnic students did not cover are demographic characteristics and library anxiety. There is a dearth of studies on how students' age, gender, educational and cultural backgrounds, course of study, religious and political affiliations, past experience or perceptions about the library can impact students' library usage. The need to fill this gap underscores why this study explores demographic characteristics and library anxiety as perceived factors

affecting library utilisation among students of Kwara State Polytechnic, Ilorin, Nigeria.

Objectives of the Study

The main objective of this study is to examine demographic characteristics and library anxiety as perceived factors affecting library utilisation among students of Kwara State Polytechnic, Ilorin, Nigeria.

The specific objectives are to:

1. examine the demographic characteristics affecting library utilisation among the students of Kwara State Polytechnic, Ilorin, Nigeria; and
2. examine the extent library anxiety affecting library utilisation among the students of Kwara State Polytechnic, Ilorin, Nigeria.

Research Questions

This study seeks to answer the following questions:

1. What are the demographic characteristics affecting library utilisation among the students of Kwara State Polytechnic, Ilorin, Nigeria?
2. What are the library anxiety affecting library utilisation among the students of Kwara State Polytechnic, Ilorin, Nigeria?

Review of Related Literature

Concept of Library Anxiety

Library anxiety first emerged in 1986 based on observations by Constance Mellon who noticed that USA college students' description of their initial response to the library included 'fear' or a 'feeling of being lost' stemming from their perceptions regarding the size of the library, a lack of knowledge of where information materials were located in the library and how to begin their research; incompetence in utilising library resources; and embarrassment at asking questions that they perceived would reveal their incompetence (McPherson, 2015). Jiao and Onwuegbuzie (2002) argued that library anxiety is one of the most common forms of academic anxiety that most students experience in one period of schooling. Library anxiety experienced by students has been discussed extensively for many decades. Gogoi *et al.* (2021) noted that while the library anxiety is widely recognised, little attention has been paid to seeing its specific aspects such as staff approachability, feelings of inadequacy, library confidence and library constraints.

Library anxiety is affected by both personal and institutional factors. Personal factors relate to various inhibitions regarding the library which may prevent students from making optimal use of this facility for their studies. These include inadequate and/or lack of knowledge and skills of library resources, absence of previous library experience, ignorance of the capability and extent of the library information retrieval systems, lack of self-confidence in conducting research, inadequate knowledge of the subject matter, lack of appropriate information literacy skills and their general confusion with the various aspects of the information search process (Abusin *et al.*, 2011; Lawless, 2011; McPherson, 2015).

Institutional factors relate to physical and environmental aspects of the library service. These

include size of the library and collection, the layout and organisation of floors and the collection, the noise level, poor ventilation, lighting and air conditioning, inadequate signage, computer facilities, the arrangement of materials on the shelves, library jargons, and the perceptions among students that librarians are threatening, frightening, unapproachable and inaccessible when they are seeking personal assistance from them (Abusin *et al.*, 2011). The relationship between size and layout of libraries was first made prominent by Mellon (1986) who found that students were intimidated by the large size of the academic library compared to their school or public libraries. McPherson (2015) claimed that Andrews (1991) found in her study of students at the Manchester Polytechnic library that students reported feeling lost, disoriented and unable to locate the materials because of the size of the library. This resulted in frustration, anxiety and even withdrawal from the library.

Empirical Review

Demographic characteristics and library anxiety have been separately investigated as factors influencing users' utilisation of libraries in different settings. These researchers deduced from the existing studies that library anxiety and demographic characteristics intersect. For example, users' geographical locations, religious or political affiliations, cultural orientation can affect the attitudes they will exhibit towards libraries. This claim can be supported by the submission of Eiriemiokhale *et al.* (2024) that religious beliefs constitute a demographic characteristic that can shape people's perceptions of information and their patronage of information provision institutions, including libraries. The submission was borne out of their study that revealed that religious beliefs influenced the undergraduates of Kwara State University's acceptance and interpretations of information on COVID-19 vaccines.

Phillips and Oyewole (2024) recommended that in planning workshops that will impact positively on the perception of ethical issues by the library personnel, demographic factors should be put into consideration. This recommendation reinforces the point of McPherson (2015) that the contributory factors to library anxiety is inability of students coming from smaller school libraries to make the transition to the larger university libraries. Also, Gogoi *et al.* (2021) reasoned that the students experienced library anxiety for other reasons such as lack of self-confidence in the conduct of study, lack of information retrieval skills, lack of previous exposure to academic libraries, and lack of knowledge of library equipment and technology.

Studies have reported differences in gender, age academic level, course of study and marital status in library utilisation. Liasu and Bello (2023) reported that 69.2% of users of Fountain University Library are females, 63.5% of respondents fall within the age range of 10-19 years, while 20-29 years form 34.6% and 30-39 years form 1.9%; 252 (80.7%) respondents were single. Similarly, Ojo *et al.*'s (2019) study on usage of the library of Federal University, Dutse, Jigawa State, Nigeria, revealed that male respondents constituted 72.42% users of the library. This implies that the male undergraduates of the studied university used the library more than their female counterparts. The findings further showed that the students were apprehensive of using information resources in the library because its environment is not very conducive for reading, materials needed are not always available and, in some cases, materials available are outdated. It also revealed that there is a lack of seating space especially during the library peak period.

Manzo (2021) examined students' behavioural intention to use electronic information resources at Hassan Usman Katsina Polytechnic, Katsina State, Nigeria. The study employed a survey research design. After collecting data from the respondents through the survey questionnaire, the UTAUT variables were tested using structural equation modeling (SEM) with 180 students' population. It was found that age, gender, computer experience and discipline partially affect students' behavioural intention to use e-resources. In the same vein, Phillips and Oyewole (2024) examined demographic factors as determinants of perception of library ethical issues by library personnel in selected polytechnics in Southwestern Nigeria. The study adopted the descriptive survey research design of the correlational type. The population of the study consisted of 169 library personnel of the Polytechnic, Ibadan, Oyo State, Yaba College of Technology, Lagos State and Moshood Abiola Polytechnic, Ogun State. All the library personnel participated in the study and data was collected through questionnaire. Results showed that out of the demographic factors, age, marital status, religion and years of experience all had positive significant relationships with perception of ethical issues in libraries.

Gogoi *et al.* (2021) examined library anxiety among marginalised university students in Northeast India. A stratified random sample technique was used for the study. A total of 150 questionnaires were distributed equally among the three universities in Assam and found 119 questionnaires fit for analysis. The study hypothesised that factors such as gender, the language of instruction, type of university, and caste or community do not influence library anxiety among Northeast India students. However, the study's findings suggest that the type of university influences library anxiety among students and its three constructs. Tezpur university students experienced a higher level of library anxiety. Although no overall significant difference in the level of library anxiety was observed among students across gender, the language of instruction, castes and communities, there was a significant difference in one construct of library anxiety among students based on gender (feelings of inadequacy), the language of education instruction (staff approachability), caste and community (feelings of inadequacy). Overall, library anxiety scores among the students were moderate; some categories such as staff approachability, the feeling of inadequacy, and library constraint are the attributes of the students' anxiety.

Oladokun *et al.* (2022) investigated the prevalence of library anxiety among undergraduates of Lead City University, Nigeria. The study used descriptive survey design for a population of 3,285 undergraduates of the University, and proportional sampling techniques of 10 percentage are randomly selected from each faculty. The standardised measuring instrument: AQAK Library Anxiety was used. The study showed that the undergraduates experienced mild library anxiety. The study further revealed that the factors responsible for library anxiety among the undergraduates include library environment settings, inadequate user education, attitude of library staff, arrangement and awareness of library resources and inadequate user knowledge.

McPherson (2015) surveyed library anxiety among university students to determine if there were any indicators of the presence of library anxiety among a sample of 150 undergraduates in the faculty of Humanities and Education at the University of the West Indies, Mona Campus and some of the factors contributing to this condition. The findings indicated the presence of library anxiety of short-term duration

among the students due to both personal and institutional factors. Some personal factors included a lack of the relevant information literacy skills, absence of previous library experience, ignorance of the capability and extent of the library information retrieval systems and confusion when trying to find their way around the library. Institutional factors included the relatively large size of the library, the layout and organisation of floors and collection, unavailability of computers and lack of appropriate signage.

Ismail *et al.* (2022) examined the impact of library anxiety on the academic performance of undergraduates at the faculty of management sciences, University of Peshawar. A questionnaire was designed and distributed among 262 students of the faculty of management science at the University of Peshawar; 244 questionnaires were collected with a response rate of 93.12 based on Krejcie and Morgan's (1970) table of sample size determination. The results indicate that the students were more anxious about library staff than other factors. Thus, it can be inferred that the attitude of library staff made a significant contribution to the degree of library anxiety among students, which made them unable to utilise library resources and services effectively. Such behaviour also contributed to other areas of library anxiety-like non-use or avoidance of the library by students, resulting in poor academic grades.

Konstantinos-Anastasios *et al.* (2015) assessed the levels of library anxiety of students of Greek Tertiary Education Institutions. Library anxiety was measured using the Greek version of the Library Anxiety Scale (G-LAS), in a sample of 279 undergraduates. Overall, the majority of the students experience low levels of library anxiety (mean 2.4), while male participants report significantly higher levels of anxiety than female. Of the eight dimensions of library anxiety, as measured by the G-LAS, students experience the highest levels of anxiety with rules, followed by library resources, technology and knowledge of library services. Results do not indicate statistically significant differences on anxiety levels among students in different academic years, between those studying Library Science and the remainder or with respect to age.

Notably, the reviewed literature has indicated that library anxiety has attracted researchers from different regions globally. The interesting findings of the pioneer research have necessitated more research, with the aims of validating the results of their prior studies or contrasting them. Evolving in the middle of the discoveries was demographic characteristics, which existing studies have proven to be influential in the users' perceptions or awareness of libraries, thus resulting in their library patronage. The reported presence of demographic factors on library resource utilisation validated the recommendation of Phillips and Oyewole (2024) that demographic factors should be considered in the library anxiety discourse. Insightfully, studies by Liasu and Bello (2023); Manzo (2021); Ojo *et al.*'s (2019); Oladokun *et al.* (2022) as well as Phillips and Oyewole (2024) have affirmed the crucial roles of demographic factors such as age, genders, discipline and work experience on patrons' anxiety. However, these studies focused on libraries in universities and other states in Nigeria. The need to provide studies that will report that status of library anxiety in polytechnics underscores why this study examined demographic characteristics and library anxiety as perceived factors affecting library utilisation among students of Kwara State Polytechnic, Ilorin, Nigeria.

Methodology

Descriptive survey design is adopted in this study. The reason for the choice of descriptive survey is because this study intended to collect quantitative data on the respondents' opinions, beliefs and perceptions about demographic characteristics and library anxiety as perceived factors affecting library utilisation among students of Kwara State Polytechnic, Ilorin. Thus, the population of this study is 25,703 students of Kwara State Polytechnic, Ilorin, Nigeria. Krejcie and Morgan sampling table was used to determine 377 sampling size for this study. The participants were selected randomly. A questionnaire designed with Google Form App was used to gather data from the respondents. From the 377 responses expected, only 293 respondents, representing 79.11% response rate. Data collected were analysed in frequency, simple percentages and mean, using the following Decision Rule: If mean is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA).

Data Analysis and Results

Table 1: Demographic Information of Respondents

Options		F	%
Gender	Male	153	52.2
	Female	140	47.8
	Total	293	100
Age Range	12-15 years	8	2.7
	16-18 years	34	11.6
	19-21 years	154	52.6
	22-25 years	66	22.5
	26 years and above	31	10.6
	Total	293	100
Respondents' Institute	IAS	22	7.5
	IES	56	19.1
	IFMS	78	26.6
	IICT	89	30.4
	IoT	48	16.4
	Total	293	100
Programmes	Full-time	159	54.3
	Part-time	85	29.0
	ODFeL	49	16.7
	Total	293	100
Academic Level	ND I	36	12.3
	ND II	97	33.1
	HND I	64	21.8
	HND II	96	32.8
	Total	293	100

Field Survey, 2025

Table 1 reveals that majority (153 52.2%) of the respondents are male, followed by 140 (47.8%) who are females. Also, 154 (52.6%) are within 19 – 21 years, followed by 22-25 years (66 22.5%), 16-18 years (34 11.6%), 26 years and above (31 10.6%) and 12-15 years (8 2.7%). More so, Institute of Information and Communication Technology (IICT) are highly represented with 89 (30.4%), followed by Institute of Finance and Management Studies (IFMS) (78 26.6%), Institute of Environmental Science (IES) 56 (19.1%), Institute of Technology (IoT) has 48 (16.4%) and Institute of Applied Science (IAS) (22 7.5%). Furthermore, 159 (54.3%) are full-time students; part-time are 85 (29.0%), while ODFeL 49 (16.7%). Finally, HND II students are 96 (32.8%), HND I (64 21.8%), ND II (97 33.1%) and ND I (36 12.3%).

Table 2: Demographic Characteristics affecting Library Utilisation among the Respondents

Statements	M	Decision Rule
I don't use the library because of my place of residence	2.75	A
I don't use the library because of my income level	2.42	D
I don't use the library because of my religion/political affiliation	2.28	D
I don't use the library because of marital status	2.27	D
I don't use the library because of my ethnicity	2.23	D
I don't use the library because of my age	2.18	D
I don't use the library because of my course of study	2.11	D
I don't use the library because of my religion affiliation	2.10	D
I don't use the library because of my gender	2.04	D

Field Survey, 2025

Decision Rule: If mean is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA)

Table 2 reveals the demographic characteristics affecting library utilisation among the respondents. The respondents agreed to not using the library because of place of residence ($\bar{X} = 2.75$). However, the respondents disagreed with the options such as I don't use the library because of income level ($\bar{X} = 2.42$), religion/political affiliation ($\bar{X} = 2.28$), marital status ($\bar{X} = 2.27$) and ethnicity ($\bar{X} = 2.23$). This implies that place of residence affects library resource utilisation among the respondents, while income level, religion/political affiliation, marital status and ethnicity are not.

Table 3: Library anxiety affecting Library Utilisation among the Respondents

Statements	M	DR
I am scared I may not see relevant and up-to-date information materials in the library	2.75	A
I don't know the first person to meet in the library	2.70	A
I am frustrated with searching for information in the library	2.66	A
I am frustrated with the library arrangement of information materials	2.65	A
I am confused by the library settings	2.59	A
I feel embarrassed by the way library personnel address me	2.59	A
I am scared of visiting the library	2.48	D
I don't know the relevance of the library	2.47	D
I am always disturbed by the library	2.30	D

Field Survey, 2025

Decision Rule: If mean is 1.0 to 1.74 = Strongly Disagree (SD); 1.75 to 2.49 = Disagree (D); 2.50 to 3.24 = Agree (A); 3.25 to 4.0 = Strongly Agree (SA)

Table 3 shows the library anxiety affecting library utilisation among the respondents. The respondents agreed to scaring of not seeing relevant and up-to-date information materials in the library (\bar{X} = 2.75), followed by not knowing the first person to meet in the library (\bar{X} = 2.70), frustrated with searching for information in the library (\bar{X} = 2.66), frustrated with the library arrangement of information materials (\bar{X} = 2.65), confused by the library settings (\bar{X} = 2.59) and embarrassed by the way library personnel address me (\bar{X} = 2.59). Contrastingly, the respondents disagreed that scared of visiting the library (\bar{X} = 2.48), not knowing the relevance of the library (\bar{X} = 2.47) and disturbed by the library (\bar{X} = 2.30) as forms of anxieties.

Discussion of the Findings

The demographic information of the respondents revealed three major points worth to be relied on in the interpretations of this study. The first point is that majority of the respondents are male; the second point is that more than 65 per cent of the respondents are within the age range 19 – 25 years, while the third point is that more than average of the respondents is HND students. These points are raised for further emphasis in this study's interpretations. The dominance of male respondents and age range of the respondents as shown in this study is similar to that of Ojo *et al.* (2019) that male respondents constituted 72.42% users of the library of Federal University, Dutse, Jigawa State, Nigeria. However, it contradicted the reports of Konstantinos-Anastasios, Paraskevi-Anna and Eftichia (2015) found females prominent users of a university library in Greece and Liasu and Bello (2023) where majority of users of Fountain University Library are females, 63.5% of respondents fall within the age range of 10-19 years and 20-29 years from 34.6%. Findings of this study on academic level is similar to that of Konstantinos-Anastasios, Paraskevi-Anna and Eftichia (2015) that found that 30.5% of the students are in 400 level.

Findings showed the respondents' non-usage of the library because of their place of residence.

Studies have been silent on the variables identified in this study. The findings implied that the respondents do not use the library because they are not living within the campus and also because they have not developed interest in using the library. Importantly, the respondents' disagreement with other variables such as non-usage of the library because of income level, religion/political affiliation, marital status and ethnicity contrasted the findings of some existing studies. For example, Phillips and Oyewole (2024) found that age, marital status, religion and years of experience had a positive significant relationship with perception of ethical issues in libraries. Similar to this was the finding of Manzo (2021) which found that age, gender, computer experience and field of study partially affect students' behavioural intention to use e-resources in the library.

On the library anxiety affecting library utilisation among the respondents, findings revealed that respondents agreed to be scared they may not see relevant and up-to-date information materials in the library, not knowing the first person to meet in the library, frustrated with searching for information in the library, frustrated with the library arrangement of information materials, confused by the library settings and embarrassed by the way library personnel address them. These findings are similar to the reports of studies of Gogoi, Singson and Thiyagarajan (2021); Ismail *et al.* (2022); McPherson (2015); Oladokun, Adeoye and Onojaefe (2022) that library environment settings, inadequate user education, attitude of library staff, arrangement of library resources, confusion when trying to find their way around the library, awareness of library resources, inadequate user knowledge, feeling of inadequacy and library constraint.

Above all, the moderate level of effect of demographic characteristics on respondents' library utilisation is similar to the findings of Konstantinos-Anastasios *et al.* (2015) that male participants significantly exhibit higher levels of anxiety than female. Also, the moderate level of effect of library anxiety on respondents' library utilisation is similar to the findings of Oladokun *et al.* (2022) which reported a moderate library anxiety among undergraduates of Lead City University, Ibadan, Oyo State. However, it disagreed with the findings of Konstantinos-Anastasios *et al.* (2015) that students experience low levels of library anxiety.

Conclusion

Demographic characteristics and library anxiety are believed to influence library utilisation among users. This study has brought into fore that both demographic characteristics and library anxiety affect library utilisation among students of Kwara State Polytechnic, Ilorin, Nigeria. Specifically, the students' place of residence affects their library resource utilisation. This means that the students have not developed the habit of using the library during school hour and the distance of their residence limit them from using the library. Similarly, the respondents do not utilise the library because they are scared of not seeing relevant and up-to-date information materials in the library, not knowing the first person to meet in the library, frustrated with searching for information in the library, frustrated with the library arrangement of information materials, confused by the library settings and embarrassed by the way library personnel address them.

Recommendations

Based on findings, this study recommends that:

1. Kwara State Government, parents, bodies, agencies and institutions should collaborate on making libraries available in primary and secondary schools. This will help in exposing students to library at early stage of their academics and eventually make them develop interest in libraries.
2. Management of Kwara State Polytechnic should design user education and services that will be tailored towards informing the students on new arrivals in the library. This will acquaint the students with the latest and up-to-date information materials available in the library.
3. Management of Kwara State Polytechnic Library should train their personnel on emotional intelligence and interpersonal relations skills. This will enhance the library personnel skills in interacting and dealing with the students with decency and politely.

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Basirat RAJI is an accomplished Library and Information Science professional with a strong academic background and a passion for advancing information access, digital innovation, and user-centered services. She obtained my Bachelor's degree in Library and Information Science from Ahmadu Bello University, Zaria, one of Nigeria's foremost institutions of higher learning. To further strengthen her expertise, she pursued a Postgraduate Diploma (PGD) in Library and Information Science before advancing for Master's degree at the same institution. Her academic journey reflects a consistent interest in bridging the gap between traditional library services and modern information technologies, while also addressing the social dimensions of information access. Her research has been diverse yet interconnected, focusing on digital libraries, information behavior, knowledge sharing and technology-driven services. For her Bachelor's project, she conducted a User Assessment of the Information Retrieval System at the Federal College of Education, Zaria, evaluating effectiveness, accessibility and user satisfaction within academic library systems. This study sharpened her skills in survey design, data collection and statistical analysis. During her Master's program, her research examined the Adoption of Short Message Services (SMS) for Current Awareness Service Provision to Registered Users of Kashim Ibrahim Library, ABU Zaria, emphasising how mobile technologies can enhance library services.



Biliamin Abiola AREMU, CLN, is a lecturer of Library and Information Science at Kwara State Polytechnic, Ilorin, Nigeria, where he currently served as the Part-Time Coordinator for the department. His academic and professional journeys span diverse educational and governmental institutions. He acquired his secondary school certificate at Model Secondary School, Kwara State College of Education, Ilorin, Nigeria, and later proceeded to Kwara State University, Malete, where he earned a Bachelor of Library and Information Science and also Master in Library and Information Science from Al-Hikmah University, Ilorin, in 2025. His professional career is equally rich in experience; Aremu had served as a Librarian at the Kwara State Ministry of Education and Kwara State Public Library from 2021-2022 and 2019-2021. The culture has been imbued with reflect on his dedication to continuous learning and professional growth. In 2019, he briefly worked with the Kwara State Head of Service, as a teacher at Government Day Secondary School, Ilorin, with a significant role in student learning with a focus on information literacy. Aremu's research and academic interests cover a wide range of themes including digital libraries, knowledge management, library management, information literacy and digital preservation, which reflects a commitment to addressing challenges in information management and exploring how libraries can contribute to sustainable educational and national development. Since he joined the academic train, Aremu has been an active contributor to knowledge development of LIS by presenting papers at both local and national conferences, seminars, workshops and journals.



Abdulfatai Olaitan IDRIS is a committed academic and professional librarian. He is a Lecturer and SIWES Coordinator (Full-time, Part-time, and ODFeL programmes) in the Department of Library and Information Science, Kwara State Polytechnic, Ilorin, Nigeria. Born in Ilorin, he earned a BLIS from the University of Ilorin (2018) and is pursuing an MLIS at Al-Hikmah University. His academic and professional focus includes reference services, cataloguing, collection development, digital literacy and information dissemination. Idris has worked in school, academic, and polytechnic libraries, including Doherty Memorial Grammar School, Ijero-Ekiti, and the Kwara State Polytechnic Library's Cataloguing and Classification Task Force. He teaches courses such as Foundations of Library and Information Science, Basic Reference Tools and Services, and Collection Development. He is a registered member of LRCN and NLA and holds certifications including the ISON Certified Customer Care Representative (2022) and training from NIPSS (2023). His expertise spans librarianship, emerging technologies, collection and archival management, indexing, and information resource dissemination. His research interests include digital libraries, information literacy, new technologies in library services, and libraries' roles in national development. Idris is driven by a vision to strengthen libraries as hubs for lifelong learning, critical thinking, and sustainable development, and he actively engages in professional collaboration, mentorship, and service within the field.