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Accessibility, Utilisation and Perceived Usefulness of Library Resources on the Study Habits of Undergraduates in Kwara State Universities

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KEYWORDS	ABSTRACT
Access Utilisation Perceived Usefulness Library Resources Study Habits Undergraduates	The research explores the accessibility, utilisation, and perceived usefulness of library resources among undergraduates in Nigeria, aiming to enhance their study habits. Conducted through a survey with 410 undergraduates from three universities offering library and information science programs, data was collected via questionnaires and analysed descriptively and inferentially. Findings revealed predominant usage of library resources via the university library, departmental library, and electronic databases, including journals, OPAC, textbooks, databases and projects/theses. Students acknowledged the usefulness of these resources in research projects, knowledge acquisition, learning quality, and assignments. Common study habits encompassed post-lecture review, utilising breaks for study, minimizing distractions and prioritise academic commitments over social activities. Statistical analyses showcased significant correlations and indicated that independent variables collectively influenced 48.3% of observed variations in study habits. Ultimately, the study suggests that leveraging accessible, useful library resources could enhance undergraduates' study habits and foster academic success.

1. Introduction

In the ever-evolving landscape of education, university libraries remain pivotal institutions, facilitating learning, research, and academic development (Aina, 2004; Moruf, 2015; Reitz, 2015; Nyemezu, 2022). They serve as reservoirs of knowledge, offering a diverse range of resources that support various learning styles and academic pursuits. University libraries procure, organize, preserve, and grant access to a plethora of information sources, encompassing printed materials such as books, journals, and newspapers, alongside multimedia and digital resources (Saharan, 2013).

To keep pace with the digital age, university libraries have embraced technological advancements, broadening their service offerings and granting students enhanced access to electronic information resources, including CD-ROMs, e-books, and e-journals (Owokole & Aladeniyi, 2018; Vinapoly & McCormick, 2013). This digital transformation has expanded their capabilities to meet the evolving needs of users, ensuring online access to digital resources through the creation of digital libraries (Wu et al., 2016). Despite challenges such as resource scarcity and acquisition costs, effective management remains crucial for ensuring information availability and accessibility (Smith, 2016).

Accessibility, referring to the ease of accessing both physical and digital resources, and utilisation, pertaining to the frequency and manner of engagement with these resources, are crucial factors impacting the effectiveness of library services (Onye, 2016). Bhatt (2013) underscores the importance of ensuring accessibility and promoting the use of available resources to deliver high-quality services across various types of libraries. Libraries must prioritize organization, including the accessibility and arrangement of library resources, as well as delivering user-focused services to meet the satisfaction levels of patrons, particularly undergraduates.

Undergraduates primarily use library resources to complete assignments, enhance course materials, and prepare for exams, with perceived usefulness playing a significant role in motivating their engagement (Matusiak, 2012; Akpojotor, 2017). Effective study habits, such as consistency and minimizing distractions, contribute to academic success (Ebele & Olofu, 2017; Siahi & Maiyo, 2015). Monu et al. (2020) and Ogunduyilemi and Mabawonku (2018) highlight a positive correlation between effective utilisation of library resources and improved study habits among university students.

Academic libraries and professional librarians significantly contribute to cultivating effective study habits among students through extensive collections, literacy promotion, and support for educational initiatives (Adkins & Brendler, 2015). Facilitating access to library resources can potentially enhance study habits and academic success (Ogunduyilemi & Mabawonku, 2018; Azonobi et al., 2020). However, challenges such as limited resources and varying technological adoption across institutions can hinder effective library resource utilisation. Understanding the interplay between accessibility, utilisation, perceived usefulness of library resources, and their impact on undergraduate study habits is essential for optimizing library services and supporting academic success. This knowledge can inform policy decisions and resource allocation to enhance the overall educational experience and outcomes for undergraduates.

Research Questions

1.1. What are the points of access to library resources by undergraduate'?
2.1. What are the commonly utilised library resources among undergraduate?
3.1. How do undergraduate' students perceive the usefulness of library resources?
4.1. What are the study habits patterns of undergraduate'?

Hypotheses

1.1. The accessibility of library resources significantly impact undergraduate' study habits.
2.1. The utilisation of library resources significantly influence the study habits of undergraduate.
3.1. The perceived usefulness of library resources significantly affect undergraduate' study habits.
4.1. The accessibility, utilisation, and perceived usefulness of library resources significantly predict undergraduate' study habits.

2. Literature Review

University libraries play a critical role in supporting academic pursuits by providing relevant and reliable information to undergraduate students (Arowolo et al., 2022). Access to library resources is paramount for effective learning and research (Oyewusi & Oyeboade, 2009). This concept of access extends beyond mere availability to include service delivery tailored to diverse needs (Scoulas & De Groote, 2022; Olorunfemi & Ipadeola, 2021). Ugwu and Onyegiri

(2013) argue that the ease of access and availability to information resources are transforming the core goals and objectives that drive the operations of university libraries today. Adeoye and Popoola (2011) emphasized that users must have access to relevant information materials and resources, both printed and electronic for effective learning. Researchers have found that users prefer the most accessible library resources, requiring the path of least effort drives information access. However, despite the abundance of resources, there may exist a gap between availability and effective access, highlighting the need for libraries to adapt to evolving demands (Onye, 2016). Ntui and Udah (2015) asserted that the ease of access and availability to library resources contribute to their relevance within the community they serve. When library materials are readily accessible, it draws patrons in, tend to experience higher levels of utilization by users.

According to Emeahara and Ajakaye (2022), undergraduate students frequently made use of the information resources available in the library, with a preference for resources in printed format, as well as the library information services offered, with textbooks and journals being the most commonly used resources among the undergraduates. According to Arowolo (2022), the library information resources most utilized by undergraduates were textbooks, which ranked highest, followed by journals, internet websites, and e-books. This suggests a high level of information resource utilisation among undergraduate students. Libraries justify their establishment through information utilisation (Ukih, 2016) and educate patrons on resource usage and library procedures (Aladeniyi & Owokole, 2018). In Nigerian universities, libraries are established to meet information demands, with allocated budgets for pertinent resources benefiting both lecturers and students (Popoola & Olajide, 2022; Ntui & Udah, 2015). Proper utilisation of these resources enhances research and academic growth, supported by senior management (Mehta & Wang, 2020; Odu, 2017). Similarly, the utilisation of information resources promotes effective study techniques among undergraduates' and correlates with improved study habits (Aanu & Olatoye, 2011; Nwachukwu et al., 2014).

Study habits on the other is defined as learning inclinations leading to regular studying, significantly influence students' ability to grasp subjects (Ahmed et al., 2018). Braide (2018) asserted that study habits refer to the unique predispositions and routines developed by learners over time, encompassing the implementation and practice of their abilities in the learning process to achieve mastery, ultimately serving as the driving force behind effective learning. Effective and efficient learning is contingent upon students' study habits, which are crucial as they directly impact academic performance, with good study habits being a prerequisite for academic success (Rabia et al., 2017). According to Julius and Evans (2015), factors such as study habits, attitudes, and motivation levels contribute to facilitating effective learning and enhancing academic performance, as students continuously strive for educational accomplishments, with their primary objective being to attain outstanding scholarly achievements. The interconnected relationships among study habits, attitudes, motivation levels, and academic performance underscore the importance of nurturing effective study practices (Alburaidi & Ambusaidi, 2019). Access to appropriate information resources is essential for successful learning (Adeoye & Popoola, 2011). Nevertheless, the availability of electronic resources is often hindered by factors such as a lack of awareness and poor infrastructure (Osinulu, 2020). Despite students' utilisation of various informational resources, a prevailing poor reading culture exists among students, with many relying primarily on textbooks and reading notes (Oyewo & Asiyanbi, 2020; Ukpebor, 2020). However, extensive use of information resources correlates with better academic performance (Jato et al., 2014; Ekpang & Ekeng, 2021).

Perceptions of the usefulness of library resources significantly influence their utilisation (Matusiak, 2012), with attitudes towards electronic information resources impacting academic outcomes (Nyemezu, 2022). Factors such as resource selection and availability, user awareness, and provision of user education programs influence library resource utilisation (Ebaye & Osim, 2022). Consistent study habits and efficient use of study time are crucial for optimizing academic performance (Neelam et al., 2015). Cultivating effective study habits is pivotal for academic success, as poor habits contribute to underperformance among undergraduates (Osah-Edoh & Alutu, 2012). In conclusion, the accessibility, utilisation, and perceived usefulness of library resources significantly influence academic performance and

study habits among undergraduates. Thus, it is imperative for universities and libraries to provide accessible resources, raise awareness, and foster positive attitudes towards library utilisation to enhance students' academic success.

While previous research has extensively explored the accessibility, utilization, and perceived usefulness of library resources, as well as their impact on study habits and academic performance, there are several inconsistencies and gaps. Specifically, there is a lack of comprehensive research examining the interplay among these factors simultaneously. Some studies suggest positive correlations between library resource utilization and study habits (Ogunduyilemi & Mabawonku, 2018; Monu et al., 2020), while others question whether these relationships translate into improved academic performance (Kiadese, 2021).

Furthermore, existing research often focuses on general student populations or specific disciplines, with limited attention to the unique perspectives of undergraduates in Library and Information Science (LIS) programs. As future professionals in the field, their perceptions and behaviors regarding library resource utilization and study habits may differ from those of other student groups. It is against this foregoing that this study aims to address these gaps by comprehensively examining the accessibility, utilization, perceived usefulness of library resources, and their collective influence on the study habits of LIS undergraduates in Kwara State universities.

3. Method

The research employed a cross-sectional research design utilising a questionnaire as the data collection instrument, which was apt for studying relationships among a large number of respondents, specifically fourth-year Library and Information Science (LIS) undergraduates from three universities in Nigeria. These universities were selected due to their exclusive offering of LIS courses in Kwara State. A total enumeration technique was employed to include all 410 regular LIS undergraduates from the three universities in the year 2022. This technique was chosen due to the manageable size of the target population. The questionnaire, titled "Accessibility, Utilisation and Perceived Usefulness of Library Resources and Study Habits (AUPULRSH) Questionnaire," comprised 35 purposefully designed items structured into four parts: points of access to library resources, level of resource utilisation, perceived usefulness of resources, and study habits. The instrument underwent validation by library and information research experts to ensure both face and content validity.

Reliability was ensured through a test-retest method administered to 35 undergraduates from universities not involved in the research. Cronbach's alpha analysis yielded an overall reliability coefficient of r = 0.809, indicating high reliability. The data collection procedure involved distribution of questionnaires by the researcher and two assistants during the school session, resulting in a 98% response rate with 403 properly completed and returned questionnaires. Descriptive statistics, including frequency counts, percentages, mean, and standard deviation, were employed to analyze the research questions 1-4. Inferential statistics such as Pearson Product Moment Correlation and Regression Analysis were used to examine research hypotheses 1 to 4 at a significance level of 0.05.

4. Result & Discussion

4.1. Analysis of Research Questions & Hypotheses

4.1.1.   RQ1: What are the points of access to library resources by undergraduate'?

Table 1
Points of Access to Library Resources

Items	Mean	SD
Through the university library	3.03	1.11
Through the departmental library	2.36	0.96
The library's electronic databases.	2.22	1.12

Through the Electronic library center	2.18	0.88
Through the library website	2.22	0.95
Through the library Mobile App on your Phone	1.63	0.62
Weighted mean = 2.27		

Source: Authors' Fieldwork (2023)

Table 1 revealed that points of access to library resources by undergraduates' were - Through the university library (*M* =3.03, SD =1.11); through the departmental library (*M*=2.36, SD =0.96); the library's electronic databases. (*M* =2.22, SD =1.12); through the library website (*M* =2.22, SD =0.95). This implies that undergraduates' rely on a combination of physical and digital access points to obtain library resources. While the university library remains the primary point of access, departmental libraries, electronic databases, and the library website also play significant roles in facilitating access to resources for undergraduates'.

4.1.2. RQ2: What are the commonly utilised library resources among undergraduate?

Table 2
Most Commonly Utilized Library Resources

Items	Mean	SD
Journals	2.79	0.75
Project/Dissertation/Theses	2.34	0.80
Dictionaries	1.88	0.79
Textbooks	2.53	0.98
Indexes and Abstracts	2.28	0.91
Bibliographies	2.02	0.83
Story books	2.08	0.72
Computer with internet connectivity	2.16	0.83
Online public access catalogue	2.54	0.80
Databases	2.34	0.78
Newspapers	1.96	0.90
CD ROM	2.05	0.85
Weighted mean = 2.23		

Source: Authors' Fieldwork (2023)

The findings presented in Table 2 indicated the most commonly utilized library resources among undergraduate were – Journals (*M* =2.79, SD =0.75); Online public access catalogue (*M* =2.54, SD =0.80); Textbooks (*M* =2.53, SD =0.98); Project/Dissertation/Theses (*M* =2.34, SD=0.80); Databases (*M* =2.34, SD =0.78) Indexes and Abstracts (*M* =2.28, SD =0.91).

4.1.3. RQ3: How do undergraduate' students perceive the usefulness of library resources?

Table 3
Perceived Usefulness of Library Resources

Items	Mean	SD
The use of library resources enables me conduct research speedily	1.67	0.68

The use of library resources enhances my personal knowledge	1.59	0.55
Engaging with library resources improves the quality of my learning	1.71	0.69
Accessing library resources familiarizes me with new research projects	1.75	0.70
The use of library resources makes my assignment easier to do	1.75	0.63
Utilizing library resources aids me in crafting proposals for my research project	1.79	0.75
Weighted Mean = 1.69		

Source: Authors' Fieldwork (2023)

Table 3 illustrates how undergraduates' perceive the usefulness of library resources: Utilising library resources aids me in crafting proposals for my research project (M =1.79, SD =0.75); Accessing library resources familiarizes me with new research projects (M =1.75, SD =0.70); The use of library resources makes my assignments easier to do (M =1.75, SD =0.63); and Engaging with library resources improves the quality of my learning (M =1.71, SD =0.69).

4.1.4.   RQ4: What are the study habits patterns of undergraduate'?

Table 4
Study Habits Patterns of Undergraduates'

Items	Mean	SD
I prefer studying in a quiet, distraction-free environment.	2.21	1.02
I utilize classroom time for studying after lectures.	3.28	1.15
I dedicate weekdays to serious studying.	2.31	1.08
I prioritize academic commitments over social activities.	2.37	1.19
I utilize free time between classes for reviewing or reading.	2.64	1.07
I maintain a personal study timetable.	2.33	1.02
I frequently spend extended periods in the library for studying.	2.48	1.00
I refrain from letting personal issues interfere with my studies.	2.19	0.96
I remain focused on studying without being tempted by television or family activities.	2.36	1.17
I clear my study table of distractions before studying.	2.50	0.94
I review my notes after each lecture.	2.32	1.20
Weighted Mean = 2.27		

Source: Authors' Fieldwork (2023)

The results in Table 4 showed that study habits patterns of undergraduates' were – I utilize classroom time for studying after lectures ($\bar{x}$=3.28, SD=1.15); I utilize free time between classes for reviewing or reading (M =2.64, SD=1.07); I clear my study table of distractions before studying ($\bar{x}$=2.50, SD=0.94); I frequently spend extended periods in the library for studying (M =2.48, SD=1.00); I prioritize academic commitments over social activities (M =2.37, SD=1.19) I remain focused on studying without being tempted by television or family activities (M =2.36, SD=1.17); I maintain a personal study timetable (M =2.33, SD=1.02); I review my notes after each lecture (M =2.32, SD=1.20); I dedicate weekdays to serious studying (M =2.31, SD=1.08).

4.1.5. H1: The accessibility of library resources significantly impact undergraduate' study habits.

Table 5

Relationship Between The Accessibility of Library Resources and Study Habits

Categories	Mean	SD	R	P	Remark
Accessibility of library resources	2.27	0.56	0.479	0.000	Significant
Study habits	2.17	0.48			

Table 5 indicates a significant relationship between the accessibility of library resources and study habits, with a correlation coefficient of 0.479, significant at the 0.05 level (r = 0.479, p < 0.05). This suggests a notable relationship between the accessibility of library resources and the study habits of undergraduates. Thus, the null hypothesis is rejected, indicating that there is indeed a relationship between the accessibility of library resources and the study habits of undergraduates.

4.1.6. H2: The utilisation of library resources significantly influence the study habits of undergraduate.

Table 6

Relationship Between Utilisation of Library Resources and Study Habits

Categories	Mean	SD	R	P	Remark
Utilisation of library resources	2.16	0.47	0.543	0.000	Sig.
Study habits	2.17	0.48			

Table 6 displays a significant relationship between the utilisation of library resources and study habits, with a correlation coefficient of 0.543, significant at the 0.05 level (r = 0.543, p < 0.05). This indicates a noteworthy relationship between the utilisation of library resources and the study habits of undergraduates. Consequently, the null hypothesis is rejected, confirming a relationship between the utilisation of library resources and the study habits of undergraduates.

4.1.7. H3: The perceived usefulness of library resources significantly affect undergraduate' study habits.

Table 7

Correlation Between Perceived Usefulness of Library Resources and Study Habits

Categories	Mean	SD	R	P	Remark
Perceived usefulness of library resources	1.68	0.48	0.512	0.000	Sig.
Study habits	2.17	0.48			

The findings presented in Table 7 indicate a significant relationship between the perceived usefulness of library resources and study habits, with a correlation coefficient of 0.512, significant at the 0.05 level (r = 0.512, p < 0.05). This suggests a meaningful relationship between the perceived usefulness of library resources and the study habits of undergraduate. Consequently, the null hypothesis is rejected, confirming a relationship between the perceived usefulness of library resources and the study habits of undergraduate.

4.1.8. H4: The accessibility, utilisation, and perceived usefulness of library resources significantly predict undergraduate' study habits

Table 8
Regression of Accessibility, Utilisation, Perceived Usefulness and Study Habits

(a) Model summary	
Multiple R	0.728
R2	0.483
Adjusted R2	0.477
Std. error of the estimate	0.636

(b) ANOVA					
	Sum of squares	Df	Mean square	F	Sig.
Regression	16.969	3	5.656	29.782	0.000
Residual	75.780	399	0.190		
Total	92.750	402			

(c) Coefficients					
	UCs		SCs		
	B	Std. error	B	T	Sig.
(Constant)	1.028	0.124		8.291	0.000
Accessibility of library resources	0.136	0.042	0.358	3.268	0.001
Utilisation of library resources	0.237	0.051	0.431	4.663	0.000
Perceived usefulness of library resources	0.190	0.049	0.391	3.900	0.000

The results in Table 8 present the regression analysis of the accessibility, utilisation, and perceived usefulness of library resources on undergraduates' study habits. The regression model yielded an adjusted R2 value of 0.483 (a), indicating that 48.3% of the variation in undergraduate' study habits was explained by the three independent variables together. The F-ratio of 29.782 (b) was significant at the 0.05 level (0.000 < 0.05), indicating the overall significance of the regression model. In Table 8 (c), individual contributions of each factor in determining undergraduate' study habits are provided. The results demonstrate that each factor significantly contributes to the prediction of study habits, as indicated by the significance of the t values exceeding 0.05 in the "t" column of the table. Furthermore, the standardized coefficients (β values) reveal the relative strength of each factor in determining undergraduate' study habits. The accessibility of library resources showed a moderate contribution (β value = 0.358), followed by utilisation of library resources (β = 0.431), and perceived usefulness of library resources (β = 0.391) in increasing order of strength. These findings suggest that all three factors - accessibility, utilisation, and perceived usefulness of library resources - significantly contribute to determining undergraduate' study habits.

4.2. Discussion of Findings

The findings revealed that undergraduates use both physical and digital access points to obtain library resources. This indicates that library resources are accessed through the university library, departmental library, the library's electronic databases, and the library website. This study aligns with the argument proposed by Adeeko and Adetimirin (2021) who revealed that most undergraduates prefer using the main university library for accessing information resources, as it is the most frequented library. However, they also utilize faculty and departmental libraries to obtain resources tailored to their specific fields of study, as these specialized libraries cater to the unique needs of each academic discipline. This finding is also in line with the study of Enidiok et al. (2018) who stated that undergraduates also utilize online resources such as the internet and e-books to access information. The findings also align with the assertion by Ntui and Udah (2015), who proposed that the availability and ease of access to library information resources contribute to their relevance within the community they serve. When library materials are readily accessible, it acts as a drawing factor for library patrons, consequently leading to an increased utilisation of these resources.

The findings of this study also uncovered that the most commonly utilized library resources among undergraduates include journals, online public access catalogues, textbooks, project/dissertation/thesis materials, databases, indexes and abstracts, computers with internet connectivity, among other resources. This finding is consistent with the results of Oyewo and Asiyanbi (2020) who observed that the majority of library resources were utilized regularly by students. These included reference materials like dictionaries, encyclopedias, abstracts, and indexes, textbooks across various subjects, online databases (OARE Science, Ebscohost, ScienceDirect, JSTOR), journals and e-journals. Both print and online journals on various topics were frequently accessed. Newspapers and magazines were primarily utilized as periodicals and serials. In relation to the study, Emeahara and Ajakaye (2022) stressed that books were the most frequently used library resource by undergraduates, considered the stock in trade of university libraries due to their ready availability and accessibility for students. The results seem to align with previous findings by Ajuwon and Oshiname (2018). They posited that textbooks were heavily utilized by undergraduates, especially those in 200 and 300 level courses, to complement their studies. This also buttressed the assertions of Adeeko and Adetimirin (2021); Okeuhie et al. (2021) that reference materials such as dictionaries, encyclopedias, and handbooks were among the most utilized information resources by undergraduates. Undergraduates also relied heavily on journals as a key resource for their academic work.

The findings on undergraduates' perceptions of the usefulness of library resources revealed that utilizing library resources aids them in crafting proposals for research projects, familiarizes them with new research projects, and makes their assignments easier to do, among other benefits. This finding aligns with the perspective presented by Nyemezu (2022) whose findings revealed the inclinations of library and information science undergraduates across all academic disciplines influenced their perception and frequent utilisation of electronic information sources. This further reinforced the claims or statements made by Ani et al. (2022); Arowolo et al. (2022) that the availability of diverse and relevant materials, such as textbooks, reference sources, journals, and internet services, positively influences students' utilisation of library resources. The finding is in consonance with the prior studies by Ajuwon and Oshiname (2018). They highlighted that the majority of students use the university library resources for studying for examinations and completing assignments, with a significant portion preferring to study in halls of residence if they do not use the library.

The findings on the study habits patterns of undergraduate revealed that students utilize classroom time for studying after lectures, utilize free time between classes for reading or reviewing, clear their study tables of distractions before studying, frequently spend extended periods in the library for studying, and prioritize academic commitments over social activities, among others. This result aligns with Ogunduyilemi and Mabawonku's (2018) study, which found most undergraduate respondents had effective and high-level study habits, suggesting a favorable study environment, good time management, focus, note-taking, and resource utilisation. The university's nature may have motivated such study habits. This study is in consonant with the assertion by Siahi and Maiyo (2015) stated that good study habits include

preparing a timetable, following it, having proper rest periods, facing challenges posed by home and school environment, and keeping a daily survey of work done. This also buttressed the assertions of Unwalla (2020); Usur and Kakawo (2022) that the most effective undergraduate study habits involve finding a quiet environment, taking breaks, setting goals, group study, practice tests, explaining concepts personally, seeking help when needed, effective time management, maintaining a conducive physical study space, developing strong reading and note-taking skills, and staying motivated and actively engaged with the material through metacognitive strategies.

This study uncovered a significant relationship between the accessibility of library resources and the study habits of undergraduates. This suggests that an increase in the accessibility of library resources is associated with an improvement in study habits. Aligning with these findings, the study by Oyedipe et al. (2018) revealed that traditional library resources like dictionaries, newspapers, periodicals, and textbooks were more accessible to learners compared to electronic resources. This supports the notion that greater accessibility of library materials, especially print resources, can facilitate better study habits among undergraduates. The findings correlate with the assertion made by Awujoola and Fadeyi (2018) that effective use of the library improves study skills by providing free access to reading materials, helping students focus on important content, and allowing better access to materials they cannot afford on their own. Studying in the library also helps some students concentrate better compared to other locations. Also in relation to the argument of Kiadese (2021) that while good study habits and use of library resources are related, they do not necessarily lead to improved academic achievement. This could be due to poorly equipped libraries or students having alternative study spaces like reading rooms or using smartphones.

The findings also revealed a significant correlation between library resource utilisation and undergraduates' study habits, indicating its influence. A correlation between improved study habits and increased library resource utilisation was observed by Ogunduyilemi and Mabawonku (2018) in their study involving two universities. This finding aligns with the expectation that as students develop better study practices, their usage of library resources tends to increase correspondingly. This finding corroborates the results of Aanu and Olatoye (2011), indicating a significant positive correlation between the utilisation of library information resources and effective study habits among students, wherein higher usage of library resources corresponds with more intensive study habits, and vice versa. The findings align with the claim put forth by Awujoola and Fadeyi (2018), which suggests a significant relationship between the utilisation of library information resources and the development of effective study skills among undergraduate students.

Additionally, perceived usefulness of library resources significantly correlated with study habits, suggesting the impact of perceived usefulness on student learning. This also supported the affirmations of Awujoola and Fadeyi (2018); Monu et al. (2020); Ogunduyilemi and Mabawonku (2018) that undergraduates who frequently use library resources like textbooks, electronic resources, and periodicals tend to have better study habits. Also, Kiadese (2021) argued that although good study habits and library resource utilisation are interrelated, they do not necessarily guarantee improved academic performance in a particular subject, implying that factors such as teaching quality and student motivation also significantly contribute to academic achievement, in addition to library resources and study habits.

Similarly, this study revealed the significance of accessibility, utilisation, and perceived usefulness of library resources on study habits of undergraduates. It demonstrated a relationship among accessibility, utilisation, perceived usefulness of library resources, and study habits. This corresponds with the findings of Monu et al. (2020), who discovered a notable correlation between effective library utilization, perceived usefulness of resources, and the study habits of university students. Their research also highlighted a significant relationship between students' academic performance and their cultivation of study habits through efficient library utilization and perceiving the resources as useful. In relation to the findings, Odunola and Tella (2020) stated that the perceived usefulness of library resources, including textbooks, electronic resources, and periodicals, plays a crucial role in shaping undergraduates' study habits and academic success. The study is also in line with the statement by Agyeiku (2021),

who discovered that students' access to textbooks significantly impacted their utilization of library resources and study habits. Additionally, Joo and Choi (2016) suggested that the impact of perceived usefulness on resource accessibility, utilization, and study habits could vary across institutions.

5. Conclusion

The study revealed significant correlations between accessibility, utilisation, perceived usefulness of library resources, and study habits among undergraduate students. These findings underscore the importance of enhancing access, promoting utilisation, and emphasizing the usefulness of library resources to improve students' study habits. Regression analysis further indicated that collectively, these factors predict a significant portion of variations in study habits, suggesting that addressing these areas can create an environment conducive to effective study habits and academic success among undergraduates. In light of these findings, several recommendations emerge to bolster the accessibility, utilisation, and perceived usefulness of library resources on the study habits: Firstly, to enhance library resource accessibility, it's suggested to expand the features of the library mobile app, increase the number of subscribed electronic databases, and ensure the library website remains user-friendly and up-to-date. These measures can facilitate easier access to resources for students. Secondly, initiatives should be implemented to foster and advocate for the effective utilisation of accessible library resources. This could involve organizing library orientation sessions, workshops, or seminars to educate students on the array of resources available and how to leverage them for their academic pursuits effectively. Thirdly, actively highlighting and communicating the benefits and usefulness of library resources to undergraduates is crucial. This could be achieved through targeted awareness campaigns, testimonials from successful students, and integrating library resource utilisation into course curricula, thereby emphasizing their relevance to academic success.

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