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Undergraduates' Attitude Towards the Use of Web-Based Library Products and Services in Selected Public Universities in Southwestern Nigeria

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ABSTRACT
As information and communication technologies continue to reshape knowledge access, academic libraries are adopting digital paradigms to promote virtual access to achieve optimal use of information products and services irrespective of time and location. The study examined attitude of undergraduates to the use of web-based library products and services (WLP&S) in selected public university libraries in Southwestern Nigeria. Descriptive research design was employed. Multistage sampling was employed, with 1,577 300-level undergraduates selected at the final stage via simple random sampling in the six public universities in southwestern Nigeria, having functional library portals. Data were collected using a structured questionnaire, yielding a return rate of 1,470 copies (93.2%). Findings show that using WLP&S to search for materials on coursework, assignment and examination ranked highest. It further revealed that undergraduates have positive attitude to use of WLP&S, with preference to using home/hall of residence as point of access. Finally, the study revealed that relationship exists between attitude and use of WLP&S among the undergraduates. The study recommended the provision of wireless internet services and uninterrupted power supply to promote access to WLP&S.

Keywords: Web-based library products, Web-based library services, Attitude, Undergraduates, Public Universities.

Introduction
The integration of information and communication technologies to information handling and delivery have propelled libraries to invest on web-based library products and at the same time computerized functions that were formerly carried out manually. University libraries are exploiting the dynamic features of the web as a platform to promote access to electronic collections and services (Norch and Adzakpa, 2022). The widespread adoption of web

technology in many libraries has profound impact on information and services provision. More importantly, the web environment provides increasing number of users, undergraduates inclusive, greater opportunity to gain access to timely and up-to-date information resources and services needed to facilitate curricular, research and career development. Web-based library products and services, according to More (2022), are library collections and activities offered online and made accessible onsite and off-site through electronic medium and computer networks to cater for users' information needs and requirements.

The term web-based library products and services is used synonymously with web-based library resources and services, digital library resources and services, Internet-based library resources and services, online library collections and services as well as library electronic resources and services. Web-based library products and services, according to the author, include subscribed electronic information resources, digitised versions of physical collections directly connected to the web, as well as variety of web-mediated services offered by libraries. These are scholarly databases of e-books, e-journals, electronic serial collections, institutional repository, e-reference service, among others. Fagbola and Musa (2025) and Mashaba and Pretorious (2023) identified benefits of web-based library products and services as offering timely and up-to-date information/services without having physical contact with the provider while allowing opportunities to transmit, download, process and disseminate information in any subject of interest.

Undergraduates tend to be attracted to information resources and services that can easily be accessed to support various aspects of information needs. In some situations, individuals develop certain reactions either positively or negatively as a result of past experiences, exposure, influence or observation. Attitude generally, has the potency to influence the behaviour of individuals, in the manner it portrays a person's feeling about a concept, event or object. In order to understand undergraduates' behaviour towards the use of web-based library products and services, the necessity of taking cognisance of the contributory role of the beliefs, likes and dislikes of undergraduates as these could relate to the use of web-based library products and services is important. The impression of undergraduates on the usefulness of web-based library products and services in enhancing academic performance plays a vital role. This implies that the more favourable attitude undergraduates develop towards web-based library products and services, the more they are motivated to use the products and services and vice versa.

However, underutilization of web-based library products and services has been attributed to issues relating to inadequate provision of technological infrastructural facilities, erratic power supply, lack information literacy and retrieval skill of users, uncooperative attitude of staff in providing needed guidance and inadequate awareness and training on available e-resources and services (Salah, Bello and Gwarzo 2024; Kore and Samuel, 2024). Others include the challenge of information overload, inadequate scholarly information resources relevant for

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research, and strong preference to freely available information on the Internet, which result in the neglect of these products and services. These factors according to the authors may influence the attitude of undergraduates towards the use of web-based library products and services. Individuals differ in many ways and as such, possess different abilities that make them unique and specific from each other. It is believed that some factors that contribute to individual differences may also predict their behaviour in performing variety of tasks. Identifying and discussing these factors is crucial as they could contribute in no small measure in determining the extent of undergraduates' exposure and use of web-based library products and services.

This paper is guided by Ajzen's Theory of Planned Behaviour (TPB) and Venkatesh, Morris and Davis' Unified Theory of Acceptance and Use of Information (UTAUT). The two theories are relevant to the study as they dealt extensively on varied factors that could predict human behaviour in different contexts. The basic assumption of TPB AND UTAUT is that a person's intention to engage in an action/behaviour, that is, use of electronic/web-based library products and services, is subject to the individual's perception of the institutional and technical supports available. This could generate an expression of favourable or unfavourable disposition towards the performance or action at hand as the case may be. In relation to use of web-based library products and services, the role that undergraduates' attitude could play cannot be underestimated.

Studying the behavioural intentions that underlie a person's behaviour requires having an understanding of the context of the occurrence of the situation. Individual differences could account for differences in personality. Personality is a trait that reveals itself in a particular pattern of behavior in different situation and differs from one person to the other. Chilimo and Haikuti (2022) posited that understanding the contextual factors that shape user behaviour in relation to use of library resources and services could assist in improving efficiency of service provision. Nyemezu (2022) affirmed that for optimal utilisation of electronic information resources and services in libraries, attitude of users is critical. The attitude of undergraduates to library information products and services to a large extent could possibly determine their reactions in form of acceptance or rejection. Despite previous studies, few investigations have simultaneously examined attitude, access preferences, and the correlation with use among 300-level undergraduates across multiple southwestern Nigerian universities using a large representative sample. In recognition of the relevance of web-based library products and services to undergraduates' academic and personal pursuits, it becomes imperative to examine the attitude of undergraduates of public universities in Nigeria to their use. The study, therefore, examined attitudes of undergraduates of public university libraries in southwestern Nigeria towards the use of web-based library products and services.

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Research Objectives

The study seeks to:

(i) find out the purpose for which undergraduates in selected public universities in southwestern Nigeria used web-based library product and services.

(ii) investigate the attitude of undergraduates in selected public universities in Nigeria towards the use of web-based library products and services.

(iii) ascertain the preferred location of access to web-based library products and services by undergraduates in selected public universities in southwestern Nigeria;

(iv) examine the relationship between undergraduates' attitude and their use of web-based library products and services in selected public universities in southwestern Nigeria

Literature Review

Use of Web-based Library Products and Services among Undergraduates

University libraries play a vital role in supporting the tertiary educational system, enhancing the delivery of quality education, and promoting intellectual growth and career advancement within the university community. They achieve this by providing access to a vast array of information resources across various discipline, including books, journals, databases and digital archives. These resources cater for the evolving information needs of students, researchers, enabling them to stay abreast of the latest developments in their fields and pursue innovative research. Literature has documented several purposes for which undergraduates make use of web-based library products and services. According to Ovwasa (2023), in his study on the influence socio-personal characteristics on use of EIRs among undergraduates in selected Nigerian universities revealed that the resources were mainly consulted for academic-related activities. Igbiovia and Odelami (2022) carried out a study on level and purpose of use of EIRs among undergraduates in some selected faculties at both Lead City and Ajayi Crowther universities. The methodology of the study was descriptive in nature with a sample size of 367 respondents, using questionnaire as data collection instrument. The authors reported high use of electronic resources for academic purpose, such as preparing for examination, class assignment and general reading.

In related study, Al Bataineh, Al Dwairi, Humaidat and Fawareh (2021), investigated the pattern of use of e-resources by a sample of 150 Language and Translation undergraduates of Amman Arab University, using both quantitative and qualitative research methods. Findings from the study revealed that majority of the respondents indicated electronic information resources assist positively in their academic pursuits. Researchers have established various purposes for which undergraduates use web-based library products and services. These include using them to source for information materials for academic/research activities, augment lecture notes and for career development (Joel, 2020). Makate (2022) stated that students use web-based library resources and services to get updated with relevant information, obtain knowledge, carry out assignments and prepare for examination. Web-

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based library products and services are of importance to students in obtaining course-related information and supplementing school work.

George, Opeke, Ikonne, and Unegbu (2021) investigated the use of electronic resources among Law undergraduates in ten (10) private universities in South-west, Nigeria. Among the findings of the study, the authors reported that e-resources are highly relevant for students in preparing for examination, gathering information for class assignments, term papers, updating knowledge and for self-development. Sami and Anilkumar (2021), identified the use of wide variety of web-based/electronic resources to include searching for information on different subject areas, keeping up-to-date in specific field of study and providing research support. In addition, the study of Esievo and Obaro (2020) reported that undergraduates use library-provided electronic resources such as online databases, e-theses and dissertations, online newspapers, OPAC and e-reference collections for course work–related activities. Ikenwe, Adetona, and Ekpensi (2020) surveyed electronic information resources use by Library and Information Science (LIS) students of University of Benin, Nigeria. The study revealed that respondents used EIRs for self-improvement, class assignments, group projects, engaging in class room discussions and for writing scholarly research paper. Adeleke and Makinde (2022) explored the purpose for which undergraduates of Lagos State University, Nigeria, made use of electronic resources. The authors reported that the respondents used e-resources mainly for learning, obtaining current information, communicate and collaborate with friends and for research purpose.

Attitude of Undergraduates towards use of Web-based Library Products and Services

The concept of attitude has become a crucial phenomenon specifically to social psychologists and behavioural scientists in general. This is borne out of the fact that it is believed that attitude influences an individual's reaction or behaviour towards an entity. Attitude has been defined in different ways by different scholars. Nyemezu (2022) described attitude as an expression of favourable or unfavourable disposition towards a person, place, thing or event. In another development, Lawal and Abubakar (2023) explained that attitude is one's mental disposition or degree of acceptance directed towards an object, which may either be concrete or abstract. Attitude is also seen as a psychological tendency that expresses like or dislike for a particular thing or object (Olatoye, Nekhweva and Munchaonyerwa, 2020). In other words, attitude could be regarded as behavioural tendency that makes an individual to more likely behave or act in certain ways, which could either be positive or negative. Attitude is formed based on three components, namely; cognitive, affective and behavioral components (Schiffman and Kanuf in Jatto and Diyaolu, 2021). The authors explained further that a person's attitude towards a concept or to a particular individual is partly influenced by the various cognitions, that is, the understanding of facts and knowledge one has about such object or person, which produces an effect (affective component) and predisposes one to exhibit an action either in a positive or negative manner (behavioural component). In relation to this study, attitude is defined as an evaluation formed by undergraduates about the value

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attached to web-based library products and services, which could elicit either a positive or negative response.

Studies, such as (Edward, Makinde and Oserada 2024; Ozohu, Oyedokun, Ambali and Laaro, 2023; Al Breiki, Al Abri and Alburaiki, 2023; Jatto *et al*. 2021) indicated that attitude could predict use of web-based library products and services. Edward, Makinde and Oserada (2024) investigated the role that attitude could play in the use of web-based library products/services among undergraduates in two selected universities in Adamawa State, Nigeria. The study made use of survey research design with questionnaire as data collection method. Using a sample of 70 students from the two institutions surveyed, findings indicated that attitude of undergraduates positively influenced the use of electronic information resources in the selected institutions. The authors, however, suggested that adequate awareness campaign should be made on the relevance of EIRs to students' academic achievement. Ozohu *et al.* (2023) sought to establish the relationship between perceived usefulness and attitude of students to use of multimedia resources in selected tertiary institutions in Nigeria. The study adopted survey research design of the correlational type to select a sample of 398 respondents, spread across three institutions in Nigeria, comprising University of IIorin, Kwara State University and Al-Hilkma University, Nigeria. The major instruments used were questionnaire and observation methods. Findings revealed that students' attitude had significant relationship with use of the resources.

In another development, Olayode, Omosebi, Oladokun and Omosebi *(*2023) also buttressed the significance and role of computer attitude to use of online library resources among students in private universities in Southwestern Nigeria, with 800 respondents randomly selected as the sample size. The study employed survey research design method and descriptive statistics as a means of data analysis. The finding revealed that computer attitude was acknowledged as key determinant for effective utilisation of EIRs. The study of Jatto *et al.* (2021) was carried out to determine factors such as attitude, among others, that could be responsible for low use of digital information resources by Mcpherson University undergraduates in Ogun State, Nigeria. The study adopted a survey design. A total of 294 respondents were selected through multi-stage sampling technique to represent the sample for the study. Major findings emanating from the study revealed lack of adequate training and staff support, slow internet connectivity and inadequate computers constitute barriers to effective use of these resources. In summary, the authors reported significant relationship between attitude of students and use of EIRs.

Furthermore, some studies have portrayed attitude as insignificantly related to use of web-based library products. Nyemezu (2022), in an exploratory study, examined factors that influenced undergraduates in some selected tertiary institutions in Rivers State to the use of web-based library products. The population of the study comprised 929 registered LIS students in three universities located in Rivers State, Nigeria. A sample size of 372 was selected for the study. Data was obtained through the questionnaire survey. Specifically, the

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study, among other factors, explored the impact of attitude on use of EIRs. The author reported that undergraduates' attitude towards the use of EIRs had a negative influence on use of digital collections provided by the library. However, the study concluded that the institutions should pay attention to IT-oriented training program in order to improve the perception of undergraduates to use of electronic information resources/services.

The peculiarity and attitudes of today's undergraduates in the perspective of web-based library products and services use are worthy of consideration. Undergraduates of this age operate in a dynamic and competitive information environment influenced by commercial information service providers. There is now the likelihood of users, undergraduates to be precise, accessing needed information outside the library, thereby undermining the relevance and place of library in the information landscape. This obviously will require a careful look into identifying and understanding undergraduates' characteristics, beliefs, likes, dislike, opinions, etc. to use of web-based library products and services. This is to ensure effective services provision that can be tailored to meet their information needs.

Preferred Location of Access to Web-based Library Products and Services

Technological advancement affords libraries to develop new ways of managing services delivery in an increasingly competitive environment irrespective of geographical location to meet diverse and growing needs of users (Nzewi, 2021). Undergraduates seem to have preferences for the way they access information. ICT has become not only tool for social interactions but also a vital means of acquiring information on academic and other research activities. Computer and mobile platforms, such as tablets, laptops and various hand-held devices offer remarkable opportunities and are widely used by undergraduates in contemporary environment of rapid technological change. The ubiquity of computers and mobile phones has helped to reposition the information industry, thereby creating access across distances in engaging with information users. Given the numerous challenges confronting accessibility of digital based information products, the effectiveness of information system is crucial in responding to the information needs of end-users wherever they are. With ICT, there is now the possibility of not only bringing library services to the doorstep of users and giving it a web presence, but also boosting the image of the library as relevant information source. Place of access to web-based library products appears to be critical in ensuring that web-based library products gain prominence among undergraduates in Nigerian universities.

Okunlola (2021) itemized different points of access whereby undergraduates could gain access to web-based library products and services to include home/hall of residence, university ICT center, cybercafé, departments and library. However, low level of access to web-based library products by undergraduates has also been associated with inability to gain access outside the university environment (Yalcin, 2019). From the responses to the questionnaire administered by Babarinde (2022), on investigation into point of access to use of EIRs in selected university libraries in Southwestern, Nigeria, findings revealed that most

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of the respondents signified home and campus as the preferred location to access electronic information resources. Maitato (2020) examined the status of e-resources as regards the preferred location of access, among other factors, by a sample of 120 Sardar Vallabhbhai Patel University of Agriculture and Technology students in India. The study established that majority, that is, 85% of the students accessed e-resources at the (hostels), 64% (library), 43% (department), while 42% used (computer laboratory). Also, Bankole, Adeboye and Otunla (2015) studied access preference as regards the use of EIRs by undergraduates of Federal University of Agriculture, Abeokuta, Ogun State, Nigeria, among other factors, using a sample size of 200 respondents. The authors discovered that students preferred home/hostel as the main access point (70%), ICT centre (40%) followed by library (31%).

Gunasekera, Alahakoon and Dissanayake (2021) examined the use of electronic information resources at the University of Peradeniya, Sri Lanka, among 300 and 400 level undergraduates, with a total of 359 respondents selected as sample size. The study found that the university library served as the major access point of using the e-resources. Similarly, Dubale, Schhellnack-Kelly and Nwagwu (2021), in a study on undergraduates' use of electronic resources in UNECA, a special library in Addis Ababa, Ethiopia, reported that 59.5% of the respondents accessed electronic library resources from the library, while 40% of the respondents indicate that they accessed them remotely around the institution. However, it is disheartening to note that users could not access the resources beyond the Internet Protocol in the institution. The findings seem to reflect strong preference for using EIRs from home/hostel rather than within the library. Alabi, Yahaya and Abdulsalam (2025) reinforce this by highlighting that the convenience of remote access is critical as students are not restricted by geographical barriers and library hours of operation to use e-resources and services. Accessibility to web-based library products and services is critical, and as such challenges associated to their effective use should be duly addressed.

Methodology

The descriptive survey research design of the correlational type was adopted for the study. The target population for the study comprised 7,888 undergraduates in 300-level from the six public universities in southwestern Nigeria that have functional library portal. The choice for this category of undergraduates was necessary due to the fact that they are assumed to have been using web-based library products and services in their respective institutions, having spent at least two (2) years. Multistage sampling procedure was employed. Six universities (Universities of Ibadan, Obafemi Awolowo University, University of Lagos, Ekiti State University, Olabisi Onabanjo University and Lagos State University) were randomly selected from public universities having functional library portal. Three common faculties (Arts, Science, and Social Sciences) were selected from which four departments each were randomly chosen, using the proportionate sampling technique to select 20% of the students. A total of 1,577 undergraduates in 300-level constituted the sample for the study.

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A structured questionnaire tagged: "Undergraduates' Attitude towards Use of Web-based Library Products and Services" (UAUWLPS) was the instrument used for data collection. The items for the purpose of using web-based library products and services were structured on a 4-point Likert scale (Strongly Disagree, Disagree, Agree, Strongly Agree), while the attitude items used a "truth" scale (Never True, Partially True, True and Very True) rather than an agreement scale which was considered suitable to capture the strength of respondents' views. The instrument was subjected to face and construct validation by 2 experts: 1 from the Department of Measurement and Evaluation and 1 Principal Librarian at Olabisi Onabanjo University, Ogun State, Nigeria. Corrections made were integrated into the final draft. To establish the reliability of the instrument, a pilot study was conducted using 30 third year undergraduates of Tai Solarin University of Education, Ogun State, that were not part of the study population. A Cronbach's Alpha 0.91 was obtained, signifying the value was high and found reliable. Out of the 1,577 copies of the questionnaire administered, 1,470 copies were completed and found usable, representing a response rate of 93.2%. The data collected were analyzed using descriptive and inferential statistics. A mean score of 2.50 was used as benchmark for decision making.

Data Presentation and Results

Table 1: Demographic Characteristics of Respondents

Name of Institution	**Frequencies**	**Percentages**
Ekiti State University (EKSU)	252	17.1
Obafemi Awolowo University (OAU)	232	15.8
Olabisi Onabanjo University (OOU)	242	16.5
University of Ibadan (UI)	125	8.5
Lagos State University (LASU)	352	23.9
University of Lagos (UNILAG)	268	18.2
Total	1470	100.0
Gender	**Frequency**	**Percentage**
Male	690	46.9
Female	780	53.1
Total	1470	100.0
Age group	**Frequency**	**Percentage**
16-20 years	421	28.6
21-25 years	983	66.9
26-30 years	65	4.4
31-35 years	1	.1
Total	**1470**	**100.0**
Faculties/Departments	**Frequency**	**Percentage**
Arts	580	39.5

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Name of Institution	Frequencies	Percentages
(History/Philosophy/Religious Studies/English)		
Science	412	28.0
(Physics/Microbiology/Plant Science/Chemistry		
Social Science	478	32.5
Geography/Political Science/Sociology/Psychology		
Total	**1470**	**100.0**

Table 1 presents the demographic distribution of respondents by institution, gender, age group and faculties/departments. Based on the result of the analysis, Lagos State University had the highest number of respondents, with 352 (23.9%), while University of Ibadan had the least participation, with 125 (8.5%). In terms of gender, there was a slight dominance of female respondents, with 780 (53.1%), compared to the 690 (46.9%) male respondents. This near balance highlights a fairly equitable gender representation within the study, though females were marginally more involved.

Age distribution revealed a clear concentration in the 21-25 years age group, which made up 983 (66.9%) of the total respondents. This distribution shows that the majority of respondents were within a typical university age range, predominantly between 21 and 25 years. Regarding academic disciplines, Faculty of Arts respondents had the highest representation, with 580 (39.5%) of the total respondents, while Faculty of Science had the lowest with 412 (28.0%) of the respondents.

Table 2 presents the purpose for which undergraduates of public universities in Nigeria used web-based library products and services

Table 2: Purpose of Use of Web-based Library Products and Services

Items	SD	D	A	SA	M	STD DEV.
Search for web-based library information products on coursework etc.	18 (1.2%)	92 (6.3%)	386 (26.3%)	974 (66.3%)	3.58	.67
Get updates in my area of specialization	19 (1.3%)	147 (10.0%)	602 (41.0%)	702 (47.8%)	3.35	.71
Check loan status (fine, overdue, renewal, etc.)	223 (15.2%)	511 (34.8%)	409 (27.8%)	327 (22.2%)	2.57	1.00
Check lists of new arrivals	103 (7.0%)	206 (14.0%)	614 (41.8%)	547 (37.2%)	3.09	.89

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Access other institution's library portal	135 (9.2%)	272 (18.5%)	634 (43.1%)	429 (29.2%)	2.92	.92
Make recommendation about learning materials	95 (6.5%)	180 (12.2%)	709 (48.2%)	486 (33.1%)	3.08	.84
Access web-based library user education/orientation	92 (6.3%)	249 (16.9%)	612 (41.6%)	517 (35.2%)	3.06	.88
Read web-based news (newspapers, campus news, etc.)	98 (6.7%)	203 (13.8%)	594 (40.4%)	575 (39.1%)	3.12	.88
Access web-based course materials	20 (1.4%)	141 (9.6%)	537 (36.5%)	772 (52.5%)	3.40	.72
Access web-based reference sources	23 (1.6%)	171 (11.6%)	572 (38.9%)	704 (47.9%)	3.33	.74
Search for web-based library products via online catalogue	54 (3.7%)	233 (15.9%)	653 (44.4%)	530 (36.1%)	3.13	.81
Weighted mean of purpose of use of web-based library products and services					**3.15**	**.51**

Key: SD - Strongly Disagree; **D** - Disagree; **A** - Agree; **SA -** Strongly Agree; **M -** Mean and **Std Dev**. - Standard Deviation. **Criteria mean =2.50.**

Table 2 presents the descriptive statistics on purpose for which undergraduates of public universities in southwestern Nigeria, used web-based library products and services. With a weighted mean of 3.15 (SD = .51), the findings indicate that, overall, the purpose of use was rated as high. This suggests that users meaningfully engaged with these products and services for academic and informational purposes. The most prominent purpose reported was to search for web-based library information products for coursework, with a mean of 3.58 (SD = .67), indicating very high utilisation. Similarly, the use of web-based platforms to access course materials (M = 3.40, SD = .72), get updates in areas of specialisation (M = 3.35, SD = .71), and consult web-based reference sources (M = 3.33, SD = .74) also reflected very high engagement. However, comparatively lower scores were observed in checking loan status (M = 2.57, SD = 1.00) and accessing other institutions' library portals (M = 2.92, SD = .92). Though still within the "high" category, these lower means may point to either technical barriers or limited awareness of such functionalities. Overall, the data reflect that students actively use web-based library platforms for academic and information-seeking purposes, with the strongest motivation being course-related activities.

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Table 3: Undergraduates' Attitude to Use of Web-based Library Products and Services

Items	NT	PT	T	VT	M	STD DEV.
I start my information search using the web-based library resources	64 (4.4%)	207 (14.1%)	473 (32.2%)	726 (49.4%)	3.27	.86
I use web-based library products for classwork and assignments more than search engines	58 (3.9%)	152 (10.3%)	654 (44.5%)	606 (41.2%)	3.23	.79
Using web-based library resources is economical compared to print and search engines	131 (8.9%)	224 (15.2%)	523 (35.6%)	592 (40.3%)	3.07	.95
I mostly get current materials in my subject area from the library portal	202 (13.7%)	395 (26.9%)	494 (33.6%)	379 (25.8%)	2.71	1.00
Web-based library products contribute significantly to my academic achievement	104 (7.1%)	254 (17.3%)	558 (38.0%)	554 (37.7%)	3.06	.91
Access to web-based library services is easier and faster	56 (3.8%)	206 (14.0%)	592 (40.3%)	616 (41.9%)	3.20	.82
I will only opt to use web-based library services as a last resort	258 (17.6%)	355 (24.1%)	556 (37.8%)	301 (20.5%)	2.61	1.00
I stay away from web-based library services due to low confidence in using technology	359 (24.4%)	345 (23.5%)	442 (30.1%)	324 (22.0%)	2.50	1.09
The library portal design is discouraging to use	333 (22.7%)	424 (28.8%)	424 (28.8%)	289 (19.7%)	2.46	1.05
I believe web-based library services are for computer-literate students only	294 (20.0%)	353 (24.0%)	464 (31.6%)	359 (24.4%)	2.60	1.06
I prefer print resources over web-based library services	184 (12.5%)	414 (28.2%)	555 (37.8%)	317 (21.6%)	2.68	.95
I consider web-based library services a waste of time	481 (32.7%)	374 (25.4%)	371 (25.2%)	244 (16.6%)	2.26	1.09

Mean of attitude towards use of web-based library products and services = 2.80
Criteria mean 2.50

Key: NT - Never true of me; PT - Partially true of me; T – True of me; VT – Very true of me; M - Mean and Std Dev. - Standard Deviation. Decision Rule=2.50.

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Undergraduates' attitude toward the use of web-based library products and services in southwestern Nigeria are summarized in Table 3. The overall mean score of 2.80, which is above the decision criterion of 2.50, suggests that undergraduates generally held a positive attitude toward the use of web-based library resources and services. In addition, web-based library services were perceived as fast and easy to access (M = 3.20, SD = .82), and several respondents acknowledged the academic value of such services (M = 3.06, SD = .91).

On the contrary, attitude reflecting technological anxiety or resistance were rated lower. For example, the item "I stay away from web-based library products/services due to low confidence in using technology" scored a mean of 2.50 (SD = 1.09), just at the threshold for a positive attitude. Similarly, statement, such as, web-based library products and services being only for computer-literate students (M = 2.60, SD = 1.06) and preference for print resources (M = 2.68, SD = .95) indicate the presence of mild reservations among some respondents. In summary, while the general disposition of undergraduates towards web-based library products and services is favourable, there remains a minority who exhibit reluctance or prefer traditional formats, pointing to a need for continued digital literacy support and user-friendly interface enhancements to foster greater adoption.

Table 4: Preferred Location of Access to Web-based Library Products

Location of access to web-based library products and services	Yes		No	
	Frequency	Percent	Frequency	Percent
University ICT/Computer Lab	709	48.2	761	51.8
Home/Hall of Residence	865	58.8	605	41.2
Within the Library	319	21.7	1151	78.3
Department	611	41.6	859	58.4

Source: Field Survey, 2025

Table 4 revealed the preferred locations for using web-based library products by undergraduates of public universities in southwestern Nigeria. The most preferred location was home or hall of residence, with 865 respondents (58.8%) affirming access from this setting, compared to 605 respondents (41.2%) that reported otherwise. This indicates a strong tendency toward remote access, likely due to the convenience and flexibility it offers. In contrast, access within the physical library was the least preferred option, with only 319 respondents (21.7%) indicating usage from the library space, and a significant 1151 (78.3%) stating otherwise. This could imply a shift in perception of libraries from physical to virtual environments, or possibly reflect limitations in space, connectivity, or hardware within the library. Access from users' departments was also relatively low, with 611 respondents (41.6%) affirming use and 859 (58.4%) not using departmental access points. This may highlight infrastructural constraints or a lack of departmental support for digital access. The findings suggest that users overwhelmingly prefer remote, self-directed access, particularly from residential locations, underscoring the need for institutions to prioritise off-campus

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authentication, bandwidth support, and digital user experience optimisation. At the same time, the relatively low use of in-library and departmental access points suggest potential underutilisation of on-campus digital resources, warranting further investigation and strategic improvements.

Test of Research Hypothesis

This section reports the result of the hypothesis tested at 0.05 level of significance.

Hypothesis 1: There is no significant relationship between undergraduates' attitude and use of web-based library products and services in selected public universities in southwestern Nigeria.

Correlation		**Web-Based Library Product and Services Use**
Attitude of undergraduates	Pearson Correlation	.471**
	Sig. (2-tailed)	<.001
	N	1470

Correlation is significant at the 0.01 level (2-tailed)

The correlation result reveals the strength and direction of relationships between the use of web-based library products and services and attitude of undergraduate. Attitude of undergraduates demonstrated a moderate, positive, and statistically significant relationship with the use of web-based library products and services ($r = .471$, $p < 0.05$). This suggests that as students' positive attitude and dispositions increase, their likelihood of using web-based library products and services also increases. The result indicates that attitude of undergraduates has moderate, positive and significant correlate to use of web-based library products and services.

DISCUSSION OF THE FINDINGS

The result of the study indicates that using web-based library products and services to search for materials on coursework, research, assignments and examinations ranked highest by respondents in the universities sampled. Likewise, a substantial proportion of the respondents agreed to use them to get updates in their areas of specialisation. The inference is that these products and services significantly contribute to students' academic performance. This finding is in consonance to that of Igbinovia *et al.* (2022) that majority of students used web-based library resources and services for examination preparation, class assignments and general reading. The finding is also in line with Adedokun and Fawole (2018) who reported that undergraduates of National Open University of Nigeria made use of electronic library resources to obtaining current information relevant for academic pursuits.

The result revealed that attitude of undergraduates towards use of web-based library products and services indicate that majority of the respondents agreed to their significant contribution in promoting academic related activities. Moreover, a significant proportion of the

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respondents agreed that the products and services serve as vital learning and research tools that enhance academic performance. The result affirms the positions of Olayode *et al*. (2023) and Al Breiki *et al.* (2023), that attitude plays a prominent role in the use of electronic resources.

The correlation result indicates that undergraduates' personal attitude substantially influenced their adoption of web-based library products and services. In other words, undergraduates who hold positive perceptions and attitudes toward web-based platforms are more likely to make active use of such resources and services. This finding is consistent with that of Olayode *et al.* (2023), which reported that students' attitude significantly predicted the use of electronic resources in private universities in Nigeria. It reinforces the understanding that psychological and behavioural dispositions play a critical role in determining how effectively undergraduates engage with digital library platforms.

The findings of this study also revealed that attitude of undergraduates have significant and positive relationship with use of web-based library products and services in public universities in south-western Nigeria. From a theoretical perspective, this finding aligns with the Theory of Planned Behaviour (TPB), which posits that attitude towards technology significantly influence actual usage behaviour. According to TPB, if students believe that web-based library platforms are useful and develop positive attitude toward them, they are more likely to integrate them into their academic activities. Similarly, the result also resonates with the Unified Theory of Acceptance and Use of Technology (UTAUT), particularly the construct of "performance expectancy" and "attitude toward using technology," both of which highlight the role of attitude in predicting behavioural intention and use.

On the issue of preferred location of access to web-based library products and services by undergraduates in selected public universities in southwestern Nigeria, finding from the study showed that majority of the respondents indicated home or hall of residence as the dominant choice to access to web-based library products and services. This finding supports the outcome of the study of Babarinde (2022) about the access point to electronic resources by undergraduates of public universities in southwestern Nigeria, which revealed home as one of the main access points. However, the findings of this study negate that of Dubale *et al.* (2021) which reported that majority of users accessed e-library resources within the library, in a study conducted on students' use of electronic library resources in UNECA special library at Addis Ababa, Ethiopia. The results of this study also indicated that some respondents found it difficult to access the resources remotely. It was however, obvious from the findings of the study that a greater percentage of the respondents indicated library as the least preferred point of access to these resources and services. This goes to affirm that despite the availability of web-based library products and services in the library, it was not the preferred choice for most students. In essence, the findings reflect a clear preference for personal and more convenient environment, such as, home or hall of residence, rather than on-campus facilities, like the university ICT/computer laboratory or within the library.

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Conclusion

The findings of this study led to the conclusion that web-based library products and services were used to a moderate extent by undergraduates of public universities in southwestern Nigeria, in supporting their academic-related activities. The study revealed that undergraduates have positive attitude towards web-based library products and services provided by their institutions. It is apparent from the findings that on the average, 58.8% of the students indicate home/hall of residence as preferred place to access web-based library products and services. Thus, making web-based library products and services available anytime and anywhere, to ensure wider accessibility at little or no cost becomes a necessity. The study concludes that attitude has significant relationship on use of the information products and services among undergraduates in the selected public universities in southwestern Nigeria. Web-based library products and services have a lot of potential benefits if fully embraced. Rethinking academic library services provision to satisfy users' changing information needs and keep pace with the rapid and externally controlled development in a dynamic and challenging information environment is critical.

Recommendations

The following recommendations are hereby proffered:

(i) University and library management in the surveyed institutions should ensure the provision of adequate ICT infrastructure, including Local and Wide Area Networks to facilitate ease of access to, and use of, web-based library products and services.

(ii) Stimulating students' interest by creating consistent awareness and sensitization programs on the role that WLP&S could play in supporting academic-related activities should be given utmost priority.

(iii) Consistent power supply should be made available by library management with the use of energy-efficient technologies, such as solar energy and generator to promote the use of web-based library products and services.

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