

**Subjective Norms and Perceived Behavioral Control as determinant of Library Resources Use by****Ifeoluwa Adenike Ayoola,****Bowen University, Iwo,****Osun State, Nigeria.**[ifeoluwa.ayoola@bowen.edu.ng](mailto:ifeoluwa.ayoola@bowen.edu.ng)[iyanuife3@gmail.com](mailto:iyanuife3@gmail.com)**AWOLUSI, Comfort Oluwapelumi(CLN)****University of Ilesa, Ilesa,****Osun State, Nigeria.**[comfort-awolusi@unilesa.edu.ng](mailto:comfort-awolusi@unilesa.edu.ng)**Saheed Olusegun Oyewole****Department of Library and Information Science****University of Ilesa, Osun State.****Abstract**

In secondary school, school libraries continue to play a central role in knowledge acquisition, literacy development, and academic performance. The study investigated how subjective norms and perceived behavioral control influence library use among senior secondary school students in selected private schools in Ido Local Government Area, Ibadan. The research adopted a descriptive correlational survey design involving 409 students, from which 200 were selected through stratified random sampling. A structured questionnaire was used for data collection, and the results were analyzed using descriptive and inferential statistics with SPSS. A total of 200 copies of the questionnaire were administered to private secondary students in five schools in Ibadan, Oyo State. A total of 198 copies were returned and valid for analysis, giving a response rate of 99%. Findings revealed that perceived behavioral control plays a notable role in library usage, as many students reported difficulty accessing needed resources, which discouraged future use. Subjective norms were also influential: parental pressure and peer influence significantly shaped students' decisions to visit the library. Many respondents indicated they used the library because their parents insisted, while others preferred library visits only when friends were present. Learning purposes, particularly the use of textbooks, were the primary drivers of library use.

Correlation and regression analyses showed that subjective norms were the strongest predictor of library use. The study recommends creating designated library periods, improving resource availability, and conducting orientation programmes to enhance students' reading culture and academic performance.

**Keywords:** Subjective norms, perceived behavioral control, library use, secondary school students, Ibadan.

## **Introduction**

Secondary education is among the most formative phases of human development, bridging the gap between primary education and tertiary or vocational education. It equips adolescents with intellectual, social, and emotional competencies for effective engagement in society. Jacob and Lehner (2011) argue that secondary education encompasses more than enabling learners to pass exams but also involves fostering creativity, critical thinking, literacy, and lifelong learning. In this learning process, the school library has a central part to play. Around the world, school libraries have been referred to as the "heart of the school" for their role in delivering ordered access to information and materials that support improved learning outcomes (Stone & Ramsden, 2013). The International Federation of Library Associations and Institutions (IFLA) and UNESCO (2002) stressed that functional and well-organized school libraries are integral parts of quality education and information literacy, which allow students to become independent learners and critical thinkers.

Recent research upholds the fact that academically, academics are directly affected by properly resourced school libraries, particularly when the librarians are professionals and are also included in the curriculum (Matthews, 2023; Tabatabai et al., 2022). But in developing settings as in Nigeria, there are inequalities in access and use. While more well-endowed elite private schools have adequate facilities, the majority of public and rural schools have ineffective libraries due to underfunding, shortage of staff, and not being fully utilized in the teaching process (Olawale, 2024). Even where there is accessible material, students' utilization of library content is still low, partly due to growing consumption of digital media, social networking, and cell technologies that sometimes substitute for academic study (Aryee et al., 2024).

Apart from infrastructural limitations, behavioral and social determinants play a central role in shaping the utilization of library services by students. Studies have shown that library use behavior is not only driven by availability but also by psychosocial determinants such as social pressure, personal self-confidence, and the environment (Pham Thi, 2022; Olawale, 2024). Ajzen's (1991) Theory of Planned Behaviour (TPB) provides a healthy explanation for these influences. Subjective norms in this model are viewed as perceived social demands by others such as parents, teachers, and peers on the utilization of the library, while perceived behavioural control is a student's belief to utilize library facilities suitably using accessible time, resources, and facilities. Based on the empirical data, it is assumed that students will utilize library resources more frequently at the prompt of their co-workers or tutors and when they believe that they are proficient to use both physical and digital collections (Matthews, 2023; Tabatabai et al., 2022). Thus, the current

research makes the application of library resources the dependent behavioural measure and investigates how subjective norms and perceived control of behaviour play a key role in determining students' application of library resources in private secondary schools of Ido Local Government Area, Ibadan, Nigeria. According to Ajzen's Theory of Planned Behaviour (1991), subjective norms are defined in this research as the social pressure perceived from peers, teachers, and parents in favour or against using libraries, while perceived behavioural control refers to the perception of the ability and confidence of students in successfully accessing and utilizing the facilities of the library. Although the effects of factors on the use of library resources by students have increasingly become understood, little has been done to highlight how subjective norms and perceived behavioural control predict the use of library resources among secondary school students in Nigeria. The vast majority of the prior research has concentrated on a university context or a combined set of these constructs within more general theoretical models, giving a gap in the literature comprehension of their individual additions in the environment of secondary education, which is privative in scope. Thus, the paper fills this gap through researching subjective norms and perceived behavioural control as different predictors of library resources use among the students of Ido Local Government Area, Ibadan, Nigeria, in their private secondary schools.

### **Statement of the Problem**

Secondary education promotes the value of the individual for further education and development, the general development of society, and equality of educational opportunities for all Nigerian children, regardless of any real or marginal disability. The poor usage of the library by secondary school students is a challenge to the educational sector. However, this challenge cannot be overlooked due to the relative importance attached to the use of the library. Hence, this calls for a need to investigate the factors militating against the best use of the secondary school libraries. Two of such factors are subjective norms and perceived behavioural control.

Lack of social approval (Subjective Norms) may impede the usage of the library because secondary school students are more inclined towards peering in whatever endeavour they want to embark on. This means the usage of the library by secondary school students may be dependent on approval of their peers or other agents of socialization. It may also be because they have not perceived enough benefits in the usage of the library. They might be worried about the obstacles that consistently pose themselves as threats to their usage of the library. These dynamics and many more does this study wish to unveil in its quest to achieve the research objectives.

### **Objective of the study**

The aim of this study is to investigate how subjective norms and perceived behavioural control determine library use by senior secondary school students in selected private schools in Ido Local Government Area, Ibadan. The specific objectives of this study are to:

- i. examine the subjective norms of secondary school students in Ido Local Government Area, Ibadan;
- ii. find out the perceived behavioural control by secondary school students in Ido Local Government Area, Ibadan;
- iii. determine the relationship between subjective norms and use of library resources by secondary school students in Ido Local Government Area, Ibadan;

### **Research questions**

1. What are the subjective norms as determined by secondary school students in Ido Local Government Area, Ibadan?
2. What are the perceived behavioral control by secondary school students in Ido Local Government Area, Ibadan?
3. What is the relative influence of subjective norms and perceived behavioral control on use of library resources by secondary school students in Ido Local Government Area, Ibadan?

### **Literature Review**

#### **Global role of school libraries**

School libraries around the globe have important roles of facilitating literacy growth, research capability and lifelong learning. The new IFLA guidelines declare that school libraries are only required to offer equal access to information and independent learning (IFLA, 2022). Existing studies in developed nations like the United States, Canada, and the United Kingdom have also indicated that information literacy and adequately funded libraries with professional librarians correlate with student success (Matthews, 2023; Small et al., 2021). For example, Matthews (2023) discovered that students who had access to structured library programs had enhanced reading abilities and academic motivation.. On the same note, Todd and Kuhlthau (2020) emphasized that school libraries are communal learning environments that allow students and teachers to co-construct knowledge that enhances digital literacy and critical thinking tools.

#### **African and Nigerian contexts**

In African countries, structural problems like poor funding, infrastructure degradation and lack of professional librarians remain impediments to the institution of effective school library systems (Abubakar

& Hassan, 2021; Mutsvunguma, 2022). In South Africa, for instance, Mutsvunguma (2022) found that restricted exposure to print materials, digital resources and the poor reading culture among students are the result of restrictive access to resources. The situation in Nigeria is the same. Private school libraries in Lagos and Ibadan, the major cities, are mostly well-equipped, but this is not the case with the public and rural school libraries due to the limitations of funds and administrative support (Olawale, 2024). Again, with the National Policy on Education stipulating the provision for school libraries, the utilization remains poor. The majority of students are bonded to the mobile phone and internet, although this is with the potential for access to unmonitored or distracting content (Aryee et al., 2024). Therefore, the libraries in Nigeria enjoy not only the infrastructural but also the behavioral challenges for proper utilization.

### **Subjective norms in behavioral studies**

Subjective norms are perceived social pressures to participate or not participate in a behavior, and are an important determinant of adolescents' learning behavior. Empirical evidence indicates that the primary drivers of school and library engagement for students include teachers, peers, and parents (Olawale, 2024; Pham The, 2022). The latest behavioral research also makes a difference between injunctive norms (what others in the social circle feel the person ought to do) and descriptive norms (what individuals tend to do), both influencing action intention (Tabatabai et al., 2022). As an example, when the library is prescribed as homework by lecturers or when students visit the library regularly, the students tend to generate positive usage norms (Matthews, 2023). Olawale (2024) in Nigeria established that the intention to utilize electronic sources of information was significantly predicted by the support of both colleagues and family, and this confirmed the essential role of subjective norms in the determination of the intention of students to seek information in the Nigerian university situations. Carrying out cross-cultural research, all the same, the impact of subjective norms is revealed to be erratic: within a collectivist culture, where group cohesion and respect to the influential other have priority, the normative forces frequently exert stronger impact on behavioral intention than within the individualist culture, where the attitude of the individual and self-efficacy predominate. This national trend owes its grounding to the broader theorizing related to individualism-collectivism (the manner the social obligations and self are situated differently within cultures) and has been repeatedly proved by the comparative TPB studies. It has also been revealed through the use of meta-analytic and cross-cultural studies that there exists an enormous amount of variance of the strength of the subjective norms intention link by country and by behavior such that even though norms are strong for the collectivist context, the strength varies by behavior of interest and by the social situation. For instance, Bamigbola(2024) found that, library anxiety and resource availability are both strong predictors of lower use of the library by the privately schooled students, and this suggests that the favorable social pressure (subjective norms) does not translate into higher use unless the students are also of the view that they are capable and resources are accessible. It is three times where this study breaks and contributes.

It opposed to much of the Nigerian literature which deals with tertiary populations or groups, or combines social and infrastructural variables, this study isolates subjective norms and perceived behavioural control (personal efficacy/controllability) as independent predictors, and does not confound them. Secondly, the research shifts the empirical focus of the students of the secondary-school, understudied learning-level of the Nigerian information-behavior scholarship, and thus, fills the chasm between the university-level of the research like the one conducted by Olawale and the school-library reality. Third, the paper posits that normative pressure and perceived control have varied impacts on modalities of resources (i.e., social support might have an impact on students to utilize web-based resources, but resource availability and perceived control do have an impact on the utilization of on-site collections) by conducting a comparison of the utilization of physical and hybrid (physical and electronic) libraries' resources. This level of education focus/cultural framing/modality differentiation combination is a valuable extension of earlier works and should illuminate where and why social influence gets transferred towards the actual library behaviour of Nigerian secondary schools.

### **Perceived Behavioral Control and Self-Efficacy**

Perceived Behavioral Control (PBC) is perceived ease or difficulty to perform a behavior depending on the availability of resources and self-efficacy. It is closely related to Bandura's theory of self-efficacy, which focuses on belief in self in performing a task successfully. Subsequent studies verify the latter by concluding that an increased PBC is associated with increased motivation and engagement in learning (Kim and Seo, 2021, Aryee et al., 2024). In library science, research shows that learners will use resources in a library if they feel that the setting is user-friendly, resources are accessible, and employees are friendly (Tabatabai et al., 2022). In contrast, obstacles like poor materials or limited electronic resources demotivate learners' control and hence this involve the use of libraries (Abubakar & Hassan, 2021).

### **Application of the Theory of Planned Behavior**

Theory of Planned Behavior (TPB) is a strong theory of attitude, subjective norms, and perceived behavior control collectively predicting intention to act and actual action (Ajzen, 2020). TPB has been applied in recent research across various disciplines, for example, digital literacy (Pham Thi, 2022), use of the e-library (Tabatabai et al., 2022), and information-seeking behavior of university students (Olawale, 2024). These findings confirm that when learners feel socially empowered and are able to use library resources, they have their potential for the utilization of such an opportunity amplified exponentially. TPB is therefore still a relevant theoretical model to employ in analysis of library use among Nigeria secondary school students.

### **Gaps in the literature**

Despite widespread research globally and regionally that keeps discovering the positive effect of subjective norms and perceived behavioral control on students' learning behaviors, few studies have specifically

studied these words in the context of Nigerian secondary school students' utilization of library materials. Any Nigerian study even now predominantly deals with infrastructural deficits and not with determinants of behaviors. This research fills this gap by bringing together the theoretical constructs of perceived behavior control and subjective norms within an empirical investigation of library use behaviour of private secondary schools in Ido Local Government Area, Ibadan.

### Methodology

The study employed a descriptive survey design of the correlational type targeting a population of 409 Senior Secondary School (SS) students from five private schools out of many in Ido Local Government Area in Ibadan, Oyo State. The five private schools were selected due to been the best schools with standard and well-constructed library for students among others in Ido Local Government Area, Ibadan, Oyo State. The stratified random sampling technique was adopted for this study. In determining the sample size, the study adopted Slovin's Formula for calculating sample size of known target population. The formula is stated thus;  $n = N / (1 + Ne^2)$  Where; n represent the sample size to be determined, N represent the given total targeted population size =409, E represents the margin of error = 0.05. Therefore;  $n = 409 / (1 + 409 * (0.05)^2)$   $n = 409 / (1 + 409 * 0.0025)$ ,  $n = 409 / (1 + 1.0225)$ ,  $n = 409 / 2.0225$ ,  $n = 202.2$ . Thus, the expected sample size is 202 respondents. A total of 202 copies of the questionnaire were administered to private secondary students in five schools in Ibadan, Oyo State. A total of 198 copies were returned and valid for analysis, giving a response rate of 99% .

### Questionnaire administrations and return rate of five private secondary schools in Ibadan, Oyo State

S/N	Name of School	No of copies administered	No of copies retrieved	%
1	Lifeforte International School, Awotan, Apete Ibadan	87	86	43.4
2	Mavade College Ayegun Apete Ibadan	29	28	14.1
3	The Gift Height School Jeje Apete Ibadan	39	39	18.7
4	Dominion College Adeosun Ologuneru Ibadan	28	28	14.1
5	Kingston College Ijokodo Ibadan	19	19	9.6
<b>Total</b>		<b>202</b>	<b>198</b>	<b>99%</b>

The overall return rate of 99% used for the study is acceptable in line with the submission of Peterson and Demark-Wahnefried (2004) that 60% response rate is acceptable standard for research in the Humanities.

### Demographic characteristics of respondents

Socio-Demographic Characteristics	Categories	Frequencies (n=198)	Percentage (%)
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<b>Name of School</b>	Lifeforte International School	86	43.43
	Mavade College	28	14.14
	The Gift Height School	37	18.7
	Dominion College	28	14.14
	Kingston College	19	9.6
<b>Gender</b>	Male	87	43.9
	Female	111	56.1
<b>Age</b>	Less than 12	21	10.6
	12-14 years	76	38.4
	15-17 years	90	45.5
	17 and above	11	5.6
<b>Class</b>	SS1	73	36.9
	SS2	61	30.8
	SS3	64	32.3

The demographic information of the respondents is presented in table 4.2. It can be seen from Table 4.2 in relation to the Secondary School students in five private schools, that majority of the respondents 86 (43.9%) were from Lifeforte Secondary School while the other respondents, 19 (9.6%) were from Kingston. The distribution of the gender revealed that most of the respondents, 111 (56.1%) were Female. On age distribution, majority of the respondents 90 (45.5%) were between 15 – 17 years, age group 12-14 years had 76 (38.4%), students less than 12 were 21 (10.6%) while 17 and above had the lowest 11 (5.6%). This is an indication that majority if the respondents were still in their very active age since they are in between the age range of 15-17years. The highest response was from SS1 with 73 (36.9%), SS3 had the second highest response 64 (32.2%) and SS2 with the lowest response 61 (32.3%).

### Answers to research questions

**Research question one:** What are the subjective norms as determined by secondary school students in Ido Local Government Area, Ibadan?

Research question sought to identify the subjective norms determined by secondary school students. The result is presented below:

Subjective norms as determined by senior secondary school students

Item	SA		A		D		SD		Mean	SD
Parent Background	N	%	N	%	N	%	N	%		



My parents' love for reading has always motivated me to go to the library	86	42.4	90	45.5	22	11.1	2	1.0	1.71	.702
Sponsorship comes from my parent to buy books	74	37.4	103	52.0	19	9.6	2	1.0	1.74	.668
My parents have once advised me to visit the school library.	65	32.8	110	55.6	22	11.1	1	0.5	1.79	.647
My parents buy books for me to read	52	26.3	120	60.6	24	12.1	2	1.0	1.88	.642
My parents will always bring up discussions on the benefit of using the library	78	39.4	97	49.0	22	11.1	1	0.5	1.73	.673
My parents give me money to buy books than candies	61	30.8	99	50.0	36	18.2	2	1.0	1.89	.722
My parents are fond of scolding me when I refuse to use the school library	53	26.8	100	50.5	41	20.7	4	2.0	1.98	.747
My parents have once told me about the benefit of using the library.	69	34.8	85	42.9	36	18.2	8	4.0	1.91	.829
<b>Weighted mean=1.82</b>										
<b>Peer Influence</b>										
I only use the school library with my friends present	18	9.1	72	36.4	91	46.0	17	8.6	2.54	.778
I only use the school library with my friends present	23	11.6	47	23.7	113	57.1	15	7.6	2.61	.791
Using the without my friends present is always not interesting	25	12.6	88	44.4	69	34.8	16	8.1	2.38	.809
Going to the library with my friends allow me to read for a longer period of time	57	28.8	75	37.9	55	27.8	11	5.6	2.10	.884
My friends always request that we read together in the school library	41	20.7	79	39.9	62	31.3	16	8.1	2.27	.884
I passed excellently in my examination when I studied with friends in the library	47	23.7	61	30.8	74	37.9	15	7.6	2.29	.916
I understand better when I study with friends in the library	49	24.7	93	47.0	42	21.2	14	7.1	2.11	.857
I enjoy going to the library always with friends to do my assignment	50	25.3	95	48.0	44	22.2	8	4.0	2.14	1.62
<b>Weighted mean=2.31</b>										

Table presents the results on the subjective norm of secondary school students. The scales used to measure the subjective norm strongly agree, agree, disagree, and strongly disagree. The mean score was used for reporting. The findings on parent background revealed that majority of the respondents ( $\bar{x}$  = 1.98) indicated that they use the library because their parents are fond of scolding them when they refuse to use the school library. It was also revealed that most respondents ( $\bar{x}$  = 1.91) have once been told about the benefit of using

the library. The students also indicated that their parents give them money to buy books other than candies ( $\bar{x}$ =1.89), their parents buy books for them to read ( $\bar{x}$ =1.88) and parents have once advised them to visit the school library ( $\bar{x}$ =1.79). On the other hand with peer pressure (weighted mean =2.31) most of the respondents ( $\bar{x}$ = 2.61) believe that using the library without their friend's present is always not interesting, resulting to students only using the library with their friends ( $\bar{x}$ = 2.54), Going to the library with my friends allow them to read for a longer period of time ( $\bar{x}$ = 1.10) revealed that they are influenced by their peer. Hence, based on the findings, it can be inferred that their parent and peer affect their library use.

**Research question two:** What is the perceived behavioral control by senior secondary school students in Ido Local Government Area, Ibadan.

Perceived behavioral control as determined by senior secondary school students

Item	SA		A		D		SD		$\bar{x}$	SD
	N	%	N	%	N	%	N	%		
<b>Self-Efficacy</b>										
I can use any of library resources effectively	48	24.2	107	54.0	40	20.2	3	1.5	2.08	1.58
I am comfortable using library materials for my study	58	29.3	101	51.0	30	15.2	9	4.5	1.95	.792
I can use library resources without any library staff assistance	61	30.8	80	40.4	56	28.3	1	0.5	1.98	.784
I can make request of books every-day of the week without restrictions	42	21.2	111	56.1	40	20.2	5	2.5	2.04	.718
I encourage myself to go the library alone.	66	33.3	82	41.4	49	24.7	1	0.5	1.92	.773
I can use the library to meet information needs	49	24.7	107	54.0	33	16.7	9	4.5	2.01	.774
<b>Weighted mean=1.99</b>										
<b>Past Experience</b>										
I find it difficult to use the library because I could not access the information resources I needed on few occasion	26	13.1	95	48.0	66	33.3	11	5.6	2.40	1.53
I find it easy to use the library because I had gone through library orientation	45	22.7	85	42.9	58	29.3	10	5.1	2.17	.835
I use the library to read because I had read in the library before and it was rewarding	43	21.7	108	54.5	44	22.2	3	1.5	2.04	.708
I use library for learning because the different information resources in the library that could facilitate learning had been exposed to me during orientation	55	27.8	95	48.0	40	20.2	8	4.0	2.01	.803

I would have visited our library often but poor ventilation in the reading halls would not allow me make use of the library effectively	40	20.2	102	51.5	52	26.3	4	2.0	2.10	.733
<b>Weighted mean=2.14</b>										

Table presents the results of the perceived behavioural control by senior secondary school students in Ido Local Government Area, Ibadan. The scale used in measuring were strongly agree, agree, disagree, and strongly disagree. Strongly agree and agree are seen as acceptability, while disagree and strongly disagree are seen as non-acceptability. The mean score was used for the reporting. Finding revealed that majority of the respondents ( $\bar{x}$  = 2.08) indicated that they can use any of library resources effectively. Most respondents ( $\bar{x}$  = 2.0) can make request of books every-day of the week without restrictions. It was also revealed that most of the respondents ( $\bar{x}$  = 2.01) can use the library to meet information needs. Furthermore, majority of the respondents' past experience ( $\bar{x}$  = 2.40) revealed that they find it difficult to use the library because they could not access the information resources that was needed on few occasion, they believe the students find it easy to use the library because they had gone through library orientation ( $\bar{x}$  = 2.17) while the least ranked ( $\bar{x}$  = 2.01) respondents only use library for learning because they have different information resources in the library that could facilitate learning which had been exposed to them during orientation. This result implies that majority of the respondents perceived behavioural control can be influence their actions.

**Research question three:** What is the relative influence of subjective norms and perceived behavioural control on use of library resources by secondary school students in Ido Local Government Area, Ibadan?

**Relative influence of subjective norms and perceived behavioural control on use of library resources by senior secondary school students in Ido Local Government Area, Ibadan.**

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.896	7.966		4.130	.000
	SUBJECTIVE NORM	.900	.196	.360	4.593	.000
	PERCIEVED B C	.561	.249	.177	2.253	.026
a. Dependent Variable: LIBRARY RESOURCES USE						

The results on Table revealed the relative contribution of subjective norms and perceived behavioural control on use of library resources to the dependent variable expressed as beta weights; ( $\beta$  = .561,  $P < .05$ ). Hence, the independent variables, significantly predicts library resources use.

**Hypotheses:** There is no joint significant influence of subjective norms and perceived behavioural control on use of library resources among the students of the selected secondary school students in Ido Local Government Area, Ibadan.

**Joint influence of the subjective norms and perceived behavioral control on use of library resources among the students of the selected secondary school students.**

Model Summary					
R	R Square		Adjusted R Square		Std. Error of the Estimate
.431 <sup>a</sup>	.186		.174		11.14753
ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3909.944	2	1954.972	15.732	.000 <sup>b</sup>
Residual	17148.907	138	124.267		
Total	21058.851	140			
a. Dependent Variable: LIBRARY resources					
b. Predictors: (Constant), PERCIEVED B C, SUBJECTIVE NORM					

The Table showed the joint contribution of subjective norms and perceived behavioural control on use of library resources.

Table showed a coefficient of multiple correlation ( $r=.431$  and an Adjusted R of 0.186). This means that 17% of the variance was accounted for by the two predictor variables when taken together. The significant of the composite contribution was tested at  $P<.05$ . The implication of this result is that the joint contribution of independent variables to the dependent variable was significant. Thus, the null hypothesis is rejected.

### **Conclusion**

It is concluded from the findings of this study that secondary school students involved a combination of educational initiatives, supportive environments, and collaborative efforts among students, teachers and library staff. By these, schools can foster a culture of library engagement and empower students to utilize library resources effectively for academic success.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Collaboration with teachers and curriculum designers to integrate library skills and information literacy instruction into the curriculum.

2. Workshops or orientation sessions for students to familiarize them with the available library resources, services, and facilities.
3. The school should encourage peer-led initiatives that promote positive subjective norms regarding library use among students.
4. The Government should encourage schools to improve subjective norms surrounding library use. Schools should prioritize creating a positive perception of library use among secondary school students. This can be achieved through awareness campaigns, highlighting the benefits of library services and resources, and encouraging teachers and parents to positively reinforce library use.
5. Private schools should develop incentive programme to reward library use; this can be achieved by designing incentive programs to motivate secondary school students to regularly use the library. These programs may include rewards such as certificates of achievement, recognition in school assemblies, or even small prizes for consistent library use. By linking library use to rewards and recognition, students will perceive greater control over the behavior, leading to increased engagement and utilization of library resources.

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