LIBRARY STAFF SUPPORT ON TERTIARY STUDENTS' WILLINGNESS TO USE LIBRARY SOFTWARE IN POLYTECHNIC LIBRARIES IN SOUTH-WEST, NIGERIA

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Abstract
This study was undertaken to examine the level of staff support and its impact on students' willingness to use library software in Polytechnic libraries in South-West, Nigeria. In carrying out the research, structured questionnaire was distributed to 357 students in a survey research design. The data collected was analysed and subjected to descriptive and inferential statistics. The study discovered that library staff provides support for students in using library software and the willingness to use the library software can be motivated by library staff. The study recommended that library staff should be trained to become proficient in all library software while they should also be encouraged to share the existence of this library software with students and other library users.
Key Words: Library, Library software, Library Staff, Tertiary Students, Willingness to Use

Introduction

Advancement of ICT in academic libraries recently has led to wide variety of innovations and this has created the need for staff support for effective usage of the ICT facilities. Most library users are not computer professionals and yet they need to use computers and software to get their information problems solved. Among such computer users are the library users that make use of the ICT driven library services such as the Online Public Access Catalogue (OPAC) available in libraries today. In the course of use of these services, library users frequently encounter situations in which they need help to get information. They often look for a library staff to ask questions, seek advice, needs training or just get frustrated because they cannot accomplish the desired need. To fill this gap, it is necessary to have a staff support at the OPAC desk to provide the users with the required information.

According to Kari and Baro (2014), academic libraries in Nigeria made it mandatory to use library software to support research and learning in line with the institution mission and vision. However, most of the software deployed in libraries lacked flexibility and were incapable of performing advanced functions required for smooth library operations. Many institutions are still studying which software will be most effective for their users after migrating from a software to another. The authors submitted that adequate support and training must be given to staff on IT –related matters; this must be taken into consideration so as to be able to provide the needed support to the users as they approach their desk for assistance during the use of OPAC. In

addition, collaborating with IT experts and other professionals will be an advantage to identify the quality of library software.

In the same vein, Omeluzor, Adara, Ezinwayi, Bamidele and Umahi (2012) stated that the pursuit of excellence in all aspects of a university educational system made it imperative for universities around the world to rise up to their responsibilities. If a librarian is to deliver prompt and adequate services to the library users, he/she must be willing to adapt to the changing environment and use library software to manage library operations and also provide necessary support to users as they demand. In addition, library users anticipate that library software are designed to enhance all library routine. Therefore, services provided must be prompt and have easy access to information resources physically present in the library and outside with maximum support given by the library staff on access and retrieval of the information resources.

In line with this introduction, this research is objective driven to determine the level of supports provided by library staffs in tertiary libraries in Nigeria as well as examine the impact of their supports on students' willingness to use library software.

Statement of the Problem

The use of library software in academic libraries has revolutionized how students access and utilize library resources. However, in many polytechnic libraries in South-West Nigeria, there is a noticeable reluctance among tertiary students to fully engage with these digital tools. Despite significant investments in library software and information technology infrastructure, these resources remain underutilized. This underutilization is concerning as it hampers the students' ability to efficiently access, retrieve, and use academic information, which is crucial for their academic success and professional development.

A key factor contributing to this problem is the level of support provided by library staff. Library staff play a critical role in guiding, educating, and encouraging students to make the most of available library software. However, there are indications that the support provided by library staff in polytechnic libraries in South-West Nigeria may be insufficient or ineffective. This could be due to various reasons, such as inadequate training of library staff, lack of awareness about the benefits of library software among staff and students, and insufficient communication between library staff and students.

This study aims to investigate the extent of library staff support and its impact on tertiary students' willingness to use library software in polytechnic libraries in South-West Nigeria. Understanding the barriers and facilitators in this context will help in developing strategies to enhance library staff support and increase the adoption and utilization of library software by students. Consequently, this will contribute to improving the overall educational experience and outcomes for students in these institutions.

Objectives of the Study

1. To determine the extent of support provided by library staff on the use of library software.
2. To examine the relationship between staff support and library software usage.
3. To investigate the relative contribution of staff support to students' willingness to use library software.

Literature Review
Library Software Support by Library Staffs

Library personnel as information providers are mandated to move with the digital evolution as user expectations have become so complex and challenging (epse-Menyong & Fon, 2023) Amason (2012) identified the types of support library users' demand for, and expressed that technology assistance (support) is a central customer (user) need and such support vary in complexity and frequency. Library user faces critical usability challenges due to issues with the interface design and workflow. To address to the deficiencies on the part of the library staff, the author recommends that library management must focus on improving ease of use in key systems, re-designing of staffing practices and structures to support technology assistance as a foundational component of library work. Literacy programmes should be organised for library staff with the ultimate goal of developing skills and confidence needed to support users with the use of OPAC.

Staff support on use of Koha OPAC intend to determine the type and the extent of support academic libraries established to assist library users' to productively use the online public access catalogue to access library

materials with ease. Nygren (2014) buttressed the development as an essential part of international and national governments, civil society and other development agencies to proffer an agenda to reduce the digital divide and increase the digital literacy among the populace. Furthermore, Nygren (2014) buttressed that library management needs to integrate and organise appropriate training and workshop for the library staff for maximum service productivity and user satisfaction with the library services such as OPAC use. Thus, provision of access point only is not adequate; users need some basic skills for easy use of the OPAC to locate information. Hence, library staff has a responsibility to ensure that adequate support is given to users to use the OPAC interface.

In the light of the above, it becomes pertinent that academic library must train and empower library staff with necessary skills and knowledge to manage, administers, support, and maintain their information retrieval systems. Academic libraries should promote access to information retrieval system especially for research papers to be accessed easily. This can be achieved through awareness campaigns and training sessions. The study added that literacy programmes should be intensified in order to support access and retrieval options to library resources. The skill acquired will facilitate favourable conditions to make use of resources available in the library including the electronic resources too (Sejane, 2017).

Library and Information Science (LIS) education according to Kumar (2014) in this changing society due to the emergence of ICT thus require LIS professionals to acquire new IT skills for survival and thus brace up for the challenging situation. The influence of ICT is apparent in every sphere of endeavour including libraries profession which is considered as pervasive. According to Abubakar (2010), the inclusion of ICT in many professions has led to today's society being referred to as the information society. Acquisition of ICT skills and having deep understanding of the library software in use in libraries is essential to meet up with the demand for staff support by the library users. However, Lack of trained ICT manpower, staff negative attitude to change in technology, encountering technical problems in the course of usage, lack of maintenance culture, unavailability funds and low internet bandwidth are some of the constraints militating against effective ICT availability, application and use in most academic libraries. The use of ICT facilities for effective service provision such as OPAC use raises the question of depth knowledge of the library software for adequate support to library users.

Muhammad (2010) submitted that despite the fact that information technology could help to provide universal access to information, there are certain barriers that militate against access and use of information which needs to be eliminated. Thus, suggested addressing these barriers through effective provision of training to improve usage of ICT facilities for library services, efficient internet use, positive attitudes of library staff and provision of relevant contents to reduce information digital divide. The library is a knowledge center for learning and research and thus provides various resources and provision of retrieval systems such as OPAC to support the students, faculty and researchers. However, these collections, systems and services are planned, designed, developed, managed and run by library staff. The effectiveness of use of collections, resources and systems depend on the competencies, skills, knowledge, commitments and attitudes of the library staff. Therefore, there is need for librarians to take a leading role in the management, development and innovations of the library operations. Adequate support to library users must be a service culture of the library staff.

Roknuzzaman (2007) stated that no resource is important than the human resource, hence the success of an academic library depends on the intellectual infrastructure of the library i.e. the library staff. Information technology can enhance efficiency of the library staff and consequently the provision of innovative information services. Nevertheless, ICT tools and infrastructure will not work automatically without skilled library staff to put the tools to use and give the necessary support to library users as required. People-ware is always behind the effective use of the hardware and software to optimize productivity in terms of high quality services in libraries. Good state-of-the-art systems will not serve its purpose if managed by incompetent staff. Therefore the use of the existing ICT tools depends on the attitude and potential of the library staff. The effective use of the new innovations in libraries depends on the staff and not technology.

Factors Limiting the Willingness to Use Library Software in Tertiary Institutions
To determine library users' willingness to use library software, the library users are the appropriate determiners for this. Academic libraries must strive to make existing library resources accessible to its users for their academic need and satisfaction. Despite this endeavor, there seem to be certain factors militating against the fair use of library software. Sensitization of users on the use, purpose and functions of library software will benefit both staff and users; otherwise, the service is considered unfulfilled and sheer waste of resources. Some of these factors are discussed below:

Poor Usability of Library Software
In order not to erode the purpose of library software, academic libraries must upgrade their library software to soothe the increasing academic demand of the users for better interaction and seamless searching procedure. Thus, usability evaluation is essential to examine if the library software is user-oriented. The role of library software in academic libraries is to provide library services a competitive edge, but its effective usage provide this added advantage. Pavlovic and Pehar (n.d.) posited that the key role of the library software is to satisfy users information needs through provision of a reliable information retrieval tool for a successful academic fulfillment.

Poor Awareness on Library Software
Another factor limiting the willingness to use library software is the poor awareness on these software. Library Software awareness can be expressed as an affirmation of the availability of library software before its effective usability. Fati and Adetimirin (2015) study on library software awareness as a factor affecting undergraduates revealed that there was a positive relationship between undergraduates' library software awareness and their use of these software. This was based on the assertion of the system librarians of the academic libraries studied, that library software awareness had positive impact on library software use.
Fati and Adetimirin (2015) recommended that to achieve the aim of library software for wide access to library resources, policies on library software use should be formulated and implemented. In addition, use of library software should be included in library education courses course content. Others are awareness programmes to sensitize users such as orientation, campus radio jingles, billboards, banners and handbills should be maintained to improve library software awareness. Library software awareness stands as a medium of support to users on use of these software.

Other Factors
Ogbole and Atinmo (2017) study reveals that among the factors affecting effective use of library software are lack of ICT personnel in libraries, lack of user education by library staff, maintenance issues, erratic power supply, lack of user study and usability testing of library software in libraries and inadequate funds to support library software project in libraries. However, based on the factors itemized, majority of the respondents ranked users satisfaction highest among other factors. According to the author, the findings validated that user satisfaction is a criterion for determining library effectiveness. In addition, difficult library interface design stands as a barrier to users. Existing library software does not aid ease of use and effective user control as experienced in search engines. Users find library software difficult to use, hence, poor software design result to ineffective library software use
Nisha and Naushad (2011) described library software awareness as the degree of user knowledge, the availability of the service and the extent of the library use. Ruzegea (2012) study disclosed that awareness of library has enhanced users-based system and its interface design (features) which is counted as the initial step towards access to relevant materials and information which eventually result into increase in usability within and outside the libraries.
Thanuskodi (2012) also studied on use of library software at Annamalai University Library. Findings revealed that users frequently use the library software, while others only used library software occasionally. Some never used library software, while majority of the users' consulted library software to know the availability of the requisite document in the library. Others engage the use of library software to know if the requisite document has be borrowed, to know the location of document, greater percentage of the users expressed lack of knowledge, others expressed that it is confusing to use, some expressed no output, lack of

assistance from library staff, slow speed and one fourth expressed lack of computer systems. The author suggested that academic libraries ought to organise education programmes on various techniques and strategies in retrieving information about library resources.

Adenike, Omoike, and Oke (2014) investigated the effects and constraints of library software Use, the study revealed that the respondents confirmed that they learnt how to use library software through friends; few asserted they learnt during library orientation. A great number of the respondents concurred that library software is faster to access information than the manual card catalogue. Onuoha, Umahi and Bamidele (2013) study on use and satisfaction with Online Public Access Catalogue in two university libraries in Ogun State revealed that there was poor utilisation of OPAC by users at the academic libraries. The study revealed that majority of the users indicated that they do not use the OPAC at all, while few affirmed its use to a moderate extent. In addition, Onuoha et al. (2013) affirmed the use of library software to a moderate extent while, half of total respondents indicated moderate levels of satisfaction with use of library software. However, very few users responded not to derive any satisfaction from the use of library software.

The challenge with library software use does not terminate on awareness but rather there are obviously other challenges. Onuoha et al, (2013) study reveals that other challenges associated with the use of library software are: inadequate computers, lack of orientation for students, unstable power supply, inadequate ICT skilled staff in the library and network problems. Relatively, (Ogbole and Atinmo, 2017) opined that the ease of use of library software affects the number of users that will be attracted to use it. The author compared an easy to use OPAC to a web.2.0 environment with an attractive and enabling environment that users feel comfortable and confident to use without any special training. The absence of some basic features such as spell checker, and error messages to ease typing difficulty is often associated with library software user's challenges. Lack of metadata, such as excerpts, abstracts, summaries, table of content and full text also affect library software usability.

Users are sometimes discourage from using most library software because it only inform the users about the bibliographic details of a material but cannot inform user about the content of the book or other material. Some users denote it as waste of time, energy and resources since they will still need to visit the library physically before they can use the material for academic pursuits. In addition with the aforementioned, the findings also buttressed funding as a major factor to acquire the required equipment to support the project for effective library service. Lack of good maintenance culture also may have effect on library software usability (Ogbole & Atinmo, 2017).

From the literature reviewed, the various experience of the users will be used as a guide for this study, however most of the literature did not indicate the type of software reviewed while OPAC remains the major library software identified.

Conceptual model for the study

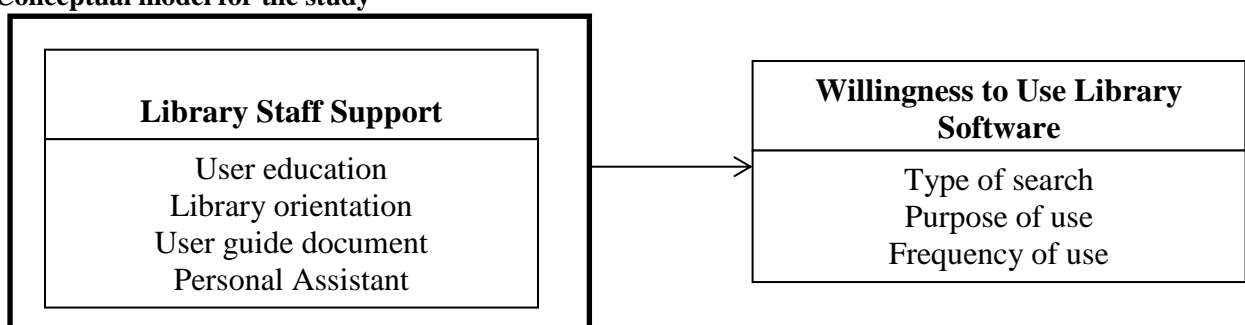| Library Staff Support	Willingness to Use Library Software
User education Library orientation User guide document Personal Assistant	Type of search Purpose of use Frequency of use

Fig. 1: Self-constructed conceptual model showing relationship between the independent variables (Staff support) and the dependent variable (willingness to use library software), and their indicators

Theoretical Framework: Technology Acceptance Model (TAM)
A research without theoretical framework would lack accurate direction to the search of appropriate literature and scholarly discussions of the findings from the research (Imenda, 2014). This study adopted the Technology Acceptance Model (TAM).
Technology Acceptance Model (TAM) was proposed by Davis, Fred (1989). It is one of the most popular research models to predict the use and acceptance of information systems and technology by individual users and diagnose design problems before and after users have experience with a system. It is a theoretical model which explains how users make decisions to use any technology. TAM has been widely studied and verified by different studies that examine the individual technology acceptance behaviour in different information systems construct (Priyanka, 2012).
According to Hayat, Lock, and Murray (2015) the Technology Acceptance Model is a standard usability testing instrument. The model was developed to explain computer usage behaviour, provide a way of predicting the acceptability of an information system as well as to identify any necessary modifications so as to make it more acceptable to its users. TAM suggests that two main factors determine the acceptability of an information system: perceived usefulness (PU) and perceived ease of use (PEOU). PU is defined as the degree to which an individual believes that using a particular system will enhance the task performance while PEOU is defined as the degree to which an individual believes that using a particular system is free of physical and mental effort (Davis, 1989; Davis et al., 1989; Davis, 1993).
The acceptance and use of information technology such as the use of OPAC by students in Polytechnic libraries in South-West, Nigeria craves for attention. It is an assumption that a well-developed library management software with adequate support from library staff to the users will be used and at such brings an appreciable and effective library services to the users of the academic libraries. Since this study determines to find out the type of support rendered by the library staff to students on use of OPAC available in libraries, technology acceptance model will be better to explain this because it is one of the best known in the area of information systems. Considering the amount of information in circulation today through the use information system such as library software; it will be impossible to manipulate information without the use of technology.

According to Davis (1989) it will be good for nothing if the technology user for any reason do not adopt and do not accept the available technology to enhance productivity in an organisation. It is needful to understand the reasons why the users accept or reject some systems, to predict and give details on how to modernize or upgrade the information systems.
According to Venkatesh et al. (2003) technological innovations such as library management software used in libraries must be accepted and put to actual use. The use of OPAC in academic libraries represents a new model in the dissemination of the information available in libraries and should be explored on a full scale. Thus adequate support to students on how to use the OPAC is tagged inevitable. According to Silva and Dias (2015), the use of TAM model to measure the acceptance of a system not only at the developmental stage, but subsequently would help in the prevention of situations that leads to the failure or nonuse of the software after deployment.
Relating this theory to this study implies that students (library users) will use library software if they perceive that the interface is easy to use and can be used to access library resources easily without having any difficulty. According to TAM model, perceived usefulness is influenced by perceived ease of use because

the easier it is to use a system the more useful it will be, this has been a consistent and strong driver of usage intentions. Once a user perceives that the interface is effective, efficient, friendly, reliable, easy to understand, and learnable within a short period, there is a certainty that the frequency of use, purpose of use and type of search performed by users will definitely increase. Library users desire an interface that does not require much formal training, before they can use the interface. Within few minutes of operation, a user should navigate through the graphical user interface with ease.

The technology acceptance model determines the user acceptance of any technology, perceived usefulness (PU) and perceived ease of use (PEOU). Considering many empirical tests of TAM, perceived usefulness and perceived ease of use have consistently been a strong determinant of usage intentions (Venkatesh and Davis, 2000). Likewise in this study, the indicators of usability of OPAC; efficiency, effectiveness, friendliness, flexibility, learnability, understandability, and reliability are strongly embedded in perceived usefulness and perceived ease.
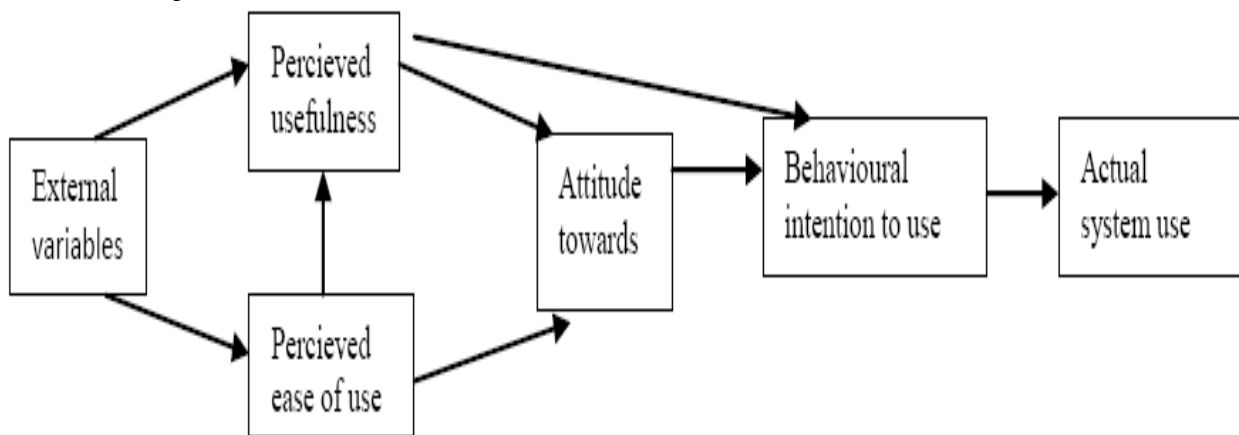

Fig. 2: Original technology acceptance model TAM Source: Davis (1989)
The Figure 2 above shows that perceived usefulness (PU) and perceived ease of use are influenced by various external variables. Such as level of education, gender (Venkatesh, Thong, & Xu, 2012) or organisational features such as training in computer use (Venkatesh et al, 2012). Accordingly, for this study, the independent variable attributes of staff support (user education, library orientation, library induction, training of staff and user document guide) will also be considered as external variables to measure the type of support provided by the library staff to users on the use of library software and identify the extent of support provided by library staff to the library users on the use of library software.

The TAM model is related to this study in that it focuses on the reason why users of library software accept or reject the information technology tool used by students in Polytechnic libraries in South-West, Nigeria and how to improve the acceptance, and ways of initiating support to foresee and explain the acceptance. This model is useful not only to prevent, but also to describe, in a way that researchers and professionals may identify the reasons for not accepting a system or technology in particular by users and consequently implement the appropriate corrective steps (Davis, Bagozzi, Warshaw 1989; Davis, 1989). The purpose of TAM model is to provide a generic base to investigate the information technology acceptance determinants, able to explain user behaviour through a wide range of computational technologies and user population and at the same time being theoretically justified.

In summary, the Technology Acceptance Model (TAM) will be utilized in this study to evaluate the staff support and Use of library software. The related constructs for evaluation are staff support (user education, library orientation, library induction, training of staff, library software assistant and user document guide) and Use of library software (type of search, frequency of use and purpose of use).

Research Methodology
The survey research design is adopted for this study and it is necessary in other to gather the required data needed for the analysis of the study. The data was collected from tertiary institutions students in Nigeria

particularly, polytechnic based in southwest Nigeria. This is comprised of polytechnics with libraries in which library software is currently being in use. The total number of library users within this population is 10,615 (See table 1 below). This population is based on the record made available by the library user registration records from all the polytechnics within the region of this study at of October, 2018.

Multistage random sampling technique was adopted in which the region was further divided into three zones, see table below for sampled population demography.

Table 1: Demography of Sampled Population

S/N	Zone	States	Selected State	Selected Polytechnic	Population
1.	Zone 1	Lagos and Ogun	Lagos	Lagos State Polytechnic, Ikorodu	1707
2.	Zone II	Oyo and Osun	Oyo	Federal Polytechnic, Ado Ekiti, Ekiti.	1827
3.	Zone III	Ondo and Ekiti	Ekiti	The Polytechnic Ibadan, Oyo State.	7081
				Total	10,615

Source: *Registered Users Records at Circulation Units as at October, 2018*

According to table 1, it can be seen that one state was selected from each Zone respectively namely: Lagos, Oyo and Ekiti while the selected tertiary institutions are The Polytechnic libraries are Lagos State Polytechnic, Ikorodu, Federal Polytechnic, Ado-Ekiti, Ekiti State, and The Polytechnic Ibadan, Oyo State.

In other to determine the number of students to be selected at each tertiary institution, a proportionate stratified random sampling was adopted in which three hundred and seventy-five (375) students were selected. The sampling size method adopted was introduced by Krejcie and Morgan (1970) and the method states that when a population is 15,000 the required sample size should be 375. The table below provides an overview of this selection.

Table 2: Population Size of the Study

S/N	Name of Polytechnics	Library Users Population	Percentage of Selected	No of Selected Population
1.	Federal Polytechnic, Ado-Ekiti	1707	1707/10615 x 100 = 16.08%	16.08% x 375 = 61
2.	Lagos State Polytechnic, Ikorodu	1827	1827/10615 x 100 =17.21 %	17.21% x 375= 65
3.	The Polytechnic, Ibadan	7081	7081/10615 x 100 = 66.71%	66% x 375=249
TOTAL		**10,615**		**375**

Source: *Registered Users Records at Circulation Units of the selected Polytechnics as at October, 2018*

Structured questionnaire was adopted as the instrument for data collection considering the size of the population. The questionnaire was distributed at the library premises to the library users while statistical package for the social science (SPSS) version 21 was used for the analysis of the data collected.

Data Analysis

After the data was collected, the results shows that 60 (16.9%) responded from Lagos State Polytechnic, 236 (66.7%) responded from The Polytechnic, Ibadan and 58 (16.4%) of them were from Federal Polytechnic Ado-Ekiti. Also, 72 (20.3%) are currently in ND 1 programme, 80 (22.6%) are in ND 2, 77 (21.8%) are in HND 1, and 125 (35.3%) are in HND 2.

Analysis of Research Question

1. What is the extent of support provided by library staff on the use of Library Software?

Table 3: Extent of Software Support provided by Library Staffs

S/N		STATEMENTS	SA (%) 4	A (%) 3	D (%) 2	SD (%) 1	Mean	SD
	1.	**USER EDUCATION**						
1		I learnt how to use the OPAC through Library User Education.	194 (54.8)	102 (28.8)	44 (12.4)	14 (4)	3.34	.845
2		I received all needed skills required to access and retrieve books via the OPAC during the user education classes.	142 (40.1)	154 (43.5)	42 (11.9)	16 (4.5)	3.19	.816
3		I am able to access books and other materials after the user education training.	119 (33.6)	167 (47.2)	47 (13.3)	21 (5.9)	3.08	.837
4		User education training did not enhance my ability to use the OPAC.	72 (20.3)	84 (23.7)	155 (43.8)	43 (12.1)	2.52	.950
							3.03	**.862**
		LIBRARY ORIENTATION						
5		Library tour is organized for new library users.	197 (55.6)	105 (29.7)	29 (8.2)	23 (6.5)	3.34	.884
6		Library orientation made me to understand how to use the OPAC.	160 (45.2)	89 (25.1)	65 (18.4)	40 (11.3)	3.04	1.043
7		Library Induction facilitates my quickest understanding of the use of OPAC.	134 (37.9)	131 (37)	50 (14.1)	39 (11)	3.02	.981
							3.19	**.964**
		USER GUIDE DOCUMENT						
8		Library handbook assisted me to understand the use of OPAC.	88 (24.9)	137 (38.7)	94 (26.6)	35 (9.9)	2.79	.931
9		User guide document pasted by the OPAC assist me to use the OPAC.	89 (25.1)	117 (33.1)	117 (33.1)	31 (8.8)	2.75	.933
10		The step by step procedure of the use of OPAC pasted on the library notice board is a useful document.	103 (29.1)	98 (27.7)	74 (20.9)	79 (22.3)	2.64	1.124
11		Reading through the library newsflash, I understand how to use the OPAC.	91 (25.7)	84 (23.7)	135 (38.1)	44 (12.4)	2.63	1.000
12		The procedure for the use of OPAC is detailed on the Library Website.	64 (18.1)	101 (28.5)	84 (23.7)	105 (8.8)	2.35	1.089
							2.70	**1009**
		PERSONAL ASSISTANCE						
13		I seek for assistance from library staff when in difficulty to use OPAC.	105 (29.7)	145 (41)	86 (24.3)	18 (5.1)	2.95	.862
14		Library staff support has really helped me to understand effective ways of using the OPAC.	101 (28.5)	135 (38.1)	97 (27.4)	21 (5.9)	2.89	.887
15		Personal assistance is available to assist in use of the OPAC.	97 (27.4)	138 (39)	94 (26.6)	25 (7.1)	2.87	.898
16		Anytime I call for attention of a library staff for assistance they are always willing to help.	94 (26.6)	133 (37.6)	110 (31.1)	17 (4.8)	2.86	.866
17		Staff assigned to the OPAC desk helped me to understand how to use the OPAC	91 (25.7)	147 (41.5)	52 (14.7)	64 (18.1)	2.75	1.033

S/N	STATEMENTS	SA (%) 4	A (%) 3	D (%) 2	SD (%) 1	Mean	SD
18	There is at least a library staff assigned to assist me anytime I try to use the OPAC.	74 (20.9)	105 (29.7)	140 (39.5)	35 (9.9)	2.62	.925
S/N	STATEMENTS	SA (%) 4	A (%) 3	D (%) 2	SD (%) 1	Mean	SD
19	The assistance rendered by library staff does not always meet my needs.	62 (17.5)	102 (28.8)	139 (39.3)	51 (14.4)	2.49	.944
						2.78	.916
	Grand mean					2.93	

Decision Rule: if mean (M) is 1.5-2.4 = Low level, 2.5- 3.4 = Average/moderate, 3.5 and above = high level

Table 3 displays the respondents' view on the extent of staff support they receive in their libraries, and user education (M=3.03), library orientation (M=3.19), user guide document (M=2.70), and personal assistant (M=2.78) were constructs used for assessment.

The respondents indicated under user education that they learnt how to use library software through library user education and this topped the list (M=3.34), following that, the respondents also acknowledged that they received all needed skills required to access and retrieve books via the library software during the user education classes (M=3.19). Also, library orientation was a measurement of staff support and the respondents affirmed that Library tour is organized for new library users (M=3.34) and that the orientation made them understand how to use the library software (M=3.04). On user guide document, library induction facilitates their quickest understanding of the use of library software (M=3.02), and the handbook also assists one to understand the use of library software (M=2.79). The respondents also indicated that they seek assistance from library staff when in difficulty to use library software (M=2.95) and that Library staff support has really helped them understand effective ways of using the library software (M=2.89), as well as the personal assistance availability to assist in the use of library software (M=2.87).

From the foregoing, the responses have exposed the type of support provided by the library staff to the library users in the polytechnics in South-West, Nigeria. They include the following according to their weighted mean values: library orientation (M=3.19), user education (M=3.03), personal assistance (M=2.78), and user guide document (M=2.70). All of them made the list because there mean values were on the average level.

The grand mean tells the extent of staff support to users toward the use of library software in Polytechnic libraries in South-West, Nigeria. The grand mean of 2.93 clearly implies that library software in the Polytechnic libraries is moderately effective, efficient, reliable and friendly.

Testing of Hypothesis

Hypothesis 1: There is no significant relationship between staff support and library software usage

Table 4: Correlation analysis of relationship between staff support and library software usage by students in Polytechnic libraries in South-West, Nigeria

Variables	Mean	Std. Dev	N	r	P	Remark
Staff Support	54.1215	10.85075	354	.623	.000	Sig
Use of OPAC	44.8305	15.34881				

The result in table 4 shows the correlation analysis result on the relationship between staff support and use of library software. It is evident from the result that there is a positive significant relationship between staff support and use of library software (N= 354, r= .623; $p<0.05$); and this evidence implies that, the better the staff support is, the higher the level of use of library software by the students of the Polytechnic. Therefore, the null hypothesis is rejected; and is hereby restated that there is a significant relationship between staff support and use of library software by students in Polytechnic libraries in South-West, Nigeria.

Hypothesis 2: There is no significant relative contribution of staff support to students' willingness to use library software.

Table 5: Multiple regression analysis on the relative contribution of library staff support to the students' willingness to use the library software

	B	Std. Error	Beta	T	Sig

(Constant)	5.912	6.287		.940	.348
Library software usage	-.149	.092	-.078	-1.632	.104
willingness	.937	.068	.662	13.785	.000
Staff support					

Dependent Variable: Willingness to use library software
On the relative contribution of library staff support to students' willingness to use library software, the multiple regression analysis result on table 5 shows that staff support (β =.662, p =.000) has a significant influence on the use of library software by students in Polytechnic libraries in South-West, Nigeria. This implies that library staff support can account for 66.2% of the changes in the use of library software. Hence, the null hypothesis is rejected.

Discussion of Findings
The research question sought to investigate the extent of staff support to users toward the use of library software in the Polytechnic libraries in South-West, Nigeria. The result clearly showed the students received support to a moderate extent on the use of library software. The finding reflects the report by Sejane (2017) who opined that academic libraries must train and empower library staff with necessary skills and knowledge to manage, administer, support and maintain their information retrieval system. He found out that these skills are needful to facilitate favourable conditions to make use of library software as students demand for assistance.

It also reveals the type of support provided to the students by the library staff as they approach the libraries for information to satisfy their academic needs. The result showed that the various support are provided by the staff in the Polytechnic libraries and they have helped the students to understand the effective ways of using the library software. This finding might be attributed to the fact that such support such as user education programme, library orientation, library induction, dedicated software personal assistant, user guide document according to (Sejane, 2017; Mwatela 2013) to address the deficiencies on the part of the students are provided with the ultimate goal of improving the usability challenges of the library software.

Findings from the first hypothesis revealed that there is a positive significant relationship between staff support and use of library software (r=.623; P<.05); and this evidence implies that, the better the staff support is, the higher the level of use of the library software by the students of the Polytechnic. This finding support the affirmation of Nygren (2014) who reported that the study of staff support on use of library software intends to verify the type and extent of support academic libraries established to assist library users to productively use the library software to access and retrieve library materials. Additionally, he foresees this support development as an agenda to reduce the digital divide between users and the available resources in the libraries. Hence, adequate staff support to students towards library software use proves maximum use among students of the Polytechnic libraries.

Findings from the second hypothesis shows that there is a relative contribution of staff support to the willingness of students to use library software, the multiple regression analysis result shows that staff support (β=.662, P=.000) has a significant influence on students' willingness to use library software by students in Polytechnic libraries in South-West, Nigeria. This implies that staff support can account for 66.2% of students' willingness to use library software.

Conclusion
The importance of library software cannot be overemphasized as it aids fast library operation. It allows quick access to resources by reducing the time users spends in retrieving relevant information. The library software helps to support library productivity and promote regular usage of library resources. It is pertinent to know that Polytechnic libraries possess a large volume of resources which users may not be able to gain access to if adequate access point is not provided to ease out the problem of locating resources. This therefore brings to attention the need ensure students willingness to use the available software to have a meaningful library experience. Hence, Polytechnic libraries need to investigate her software use willingness through the students' submissions in order to evaluate the effectiveness and efficiency of the software. However, adequate support from the library staff can enhance students' willingness to use the software. Based on the

findings of the study, this study recommends that students in the Polytechnic libraries in South-West, Nigeria should be encouraged by library staff to use the library software; library staff should teach the students the various purposes of all the library software; library staff should explore all the support and opportunities available to increase the level of use of library software among the students of the Polytechnic libraries in South-West, Nigeria and also organise intensive training as deem fit; library staff should be given adequate ICT training and equipped with required tools needed to render library software to library users; lastly, feasibility study should be carried out before the purchase of any type of library management software in academic libraries in order to ensure the compatibility of the software with the kind of services rendered in such library.

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