

Psychological Capital and Use of Library Resources by Undergraduates in Universities in Ogun State, Nigeria

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Abstract

The ultimate purpose of the library is to facilitate the use of information resources to meet such needs to the users. Despite the critical need of library resources, many students ignore it for reasons best known to them hence denying themselves the free academic resources. This study examined the influence of psychological capital on the use of library resources in selected universities in Ogun State, Nigeria. The study adopted theoretical method with data from secondary sources such as journals, text books and magazines. Findings from literature revealed that psychological capital had positive and significant influence on use of library resources by final year undergraduates in universities in Ogun State. The study concluded that psychological capital encouraged use of library resources by final year undergraduates in selected universities in Ogun State, Nigeria. The study found that textbooks were the most used library resource and used more frequently than other types of library resources. The study concluded that psychological capital of undergraduates was very high, It was recommended that library resources and qualified staff should be provided to increase the interests and abilities of undergraduates to use the library resources.

Keywords: *Library, Psychological capital, Undergraduates, University, Use of library resource,*

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Background to the Study

Psychological capital is seen as personal characteristics contributing to individual efficiency. According to Luthans et al (2005), psychological capital explores beyond the theory of human capital. It describes the application and development of positive mental abilities which can promote good performance (Zhen, 2020). Psychological capital is intellectual satisfaction which empowers the person's behavior towards the ability to face problems during their work, (Motlagh et al, 2020). Positive subjective experiences, positive personality traits and positive institutional and social variables are now seen to promote well-being as a consequence to the new movement in positive psychological capital (Soni & Rastogi, 2017). Psychological capital is a positive psychological state of development that is able to provide competitive advantage. According to Luthans et al. (2007) Psychological capital is characterized by having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks, making a positive reference (optimism) about succeeding now and in the future, preserving toward goals and redirecting paths to goals (hope), in order to succeed and when faced by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success.

Jaweed et al (2020), opined that psychological capital is a core construct reflecting individuals positive psychological state of development and it has also been conceptualized with positive psychology. In addition, Xiangzhi et al (2022) refers to psychological capital as a set of resources an individual can use to help improve their performance to achieve success. It consists of four aspects: self-efficacy(confidence), optimism, hope and resilience. Furthermore, the study has shown that psychological capital could ameliorate the negative consequence of stress on mental health and enhance positive psychological outcome in undergraduate students.

The focal point of psychological capital is an individual's personal strengths and positive qualities which is believed to lead a better and improved performance of the individual. And in the context of this research, undergraduates, for instance, students who have Psycap know their goals and consequently are intrinsically motivated, (Adnan et al, 2020). In addition, the study also suggested that when psychological resources or components are used in the educational setting, they result in positive behavior, that is to say that, scholars have found that hope, optimism, self-efficacy and resilience are positive resources that lead to improved academic performance. Stange (2021) revealed that those who possess the psychological resources (hope, self-efficacy, resilience and optimism) are generally more enthusiastic(hope) in terms of the will and the way to accomplish their goals, are realistically optimistic about attaining positive outcomes, have efficacy, beliefs to confidently pursue new objectives and resiliently bounce back and beyond from setbacks.

Further research by Adamu (2022), noted that psychological capital is the process by which positive attitudes, feedback and criticisms contribute to the functioning and development of an individual, group or corporations. In addition, Adamu stated that psychological capital denotes the affirmative mental state that manifests in personal stages of growth and development of a person that is characterized by hope, efficacy, resilience and optimism.

Psychological capital influences behavior and attitude of an individual, which also has a direct impact on that person's performance. Newman et al, (2014) also added that psychological capital determines the emotional intelligence of people and enables an individual to foster endurance and creativity that will be able to boost performance.

According to Luthans et al, (2010), the four core constructs of psychological capital are hope, efficacy, optimism and resilience, which are related to attitudes and emotions of individuals and is bound to affect their behaviors and dispositions. These four components of psychological capital are the major factors needed to form a structure for good research. Psychological capital is concerned with bringing improvement within an individual both personally and professionally. It helps an individual to explore paths for achieving his goals and encourage sustenance in a challenging situation, Adamu (2022).

Similarly, psychological capital is also the characteristics of an individual's positive psychological state of development. such characteristics as being confident, hopeful, optimistic and resilient. These components of learning new adaptations, and strategies to improve is based on research methods to enhance performance and access the outcome. It is found to reduce stress and increase psychological well-being among students. According to Luthan et al, (2007), psychological capital studies have begun to explore the effect of various core psychological structures (such as hope, self-efficacy, positivity and resilience) on students' academic performance.

Psychological capital has gained increasing attention for its influence on human performance drawing on ideas from positive psychology, Luthan and his colleagues developed the construct of psychological capital to capture an individual Pscap capacities that can be measured, developed and harness for performance improvement. Again, psychological capital is therefore all about being positive in whatever one is doing and ability to withstand challenges with the use of the indicators like, self-efficacy, optimism, hope and resilience. Similarly, psychological capital on the whole is a personal characteristic contributing to individual efficiency. (Luthan et al, 2005) explained that psychological capital explores beyond the theory of human capital. It describes the application and development of positive mental abilities which can promote good performance (Zhen 2020). Psychological capital is intellectual satisfaction which empowers the persons behavior towards the ability to face problems during their work (Matlagh et al, 2020).

Psychological resources can contribute to academic performance in several ways, first students who cognitively evaluate their situation and probability of success more positively and maintain a positive outlook (optimism) are more likely to be motivated to invest the effort and perseverance necessary to succeed (hope agency) they are more likely to exhibit higher agency, intentionality and a sense of control. (Luthan et al 2015), all of which are necessary for academic performance. Also, psychological capital students are likely to develop a wider range of pathways and strategies to overcome obstacles (hope) and to bounce back and learn from setbacks (resilience). Being more positive allows these students to have a broadened perspective and to draw from an expanded repertoire of resources in the library.

Statement of the Problem

Luthans et al (2015) indicated that psychological capital may have an influence on the use of library resources, however no studies known to the researcher have addressed the variables of this study especially in the study location. It is against this backdrop that this study was carried out to examine psychological capital and use of library resources by undergraduate students in Universities in Ogun State, Nigeria.

Scope of the Study

The study examined the influence of Psychological Capital and Use of Library Resources by final year undergraduates in seven selected universities in Ogun State, Nigeria. The study would focus on one independent variables (psychological capital) as factors that could have direct influence on Use of library resources by final year undergraduates in the seven selected universities in Ogun State, Nigeria. The variables under psychological capital includes; self-efficacy, optimism, hope, and resilience.

Justification of the Study

The effect of psychological capital on use of library resources has also not been given adequate attention to the best of the researchers' knowledge. It is hoped that this study will be able to expose the influence of psychological capital on use of library resource by undergraduates

Literatures Review

This section reviews the variables of the study both conceptually, theoretically and empirically

Use of Library Resources

A library is a set of of a pillar of any educational institution to acquire organise store and make accessible to user within possible time. (Oyewusi 2016). The library provides a variety of resources that are useful to different people irrespective of age in print and non-print format. The library was derived from the Greek word "liber" which means book, it can be defined as a collection of books or other materials such as audio-visual materials, data organised and maintained for use the library provides a link between the past and the present and shapes the future of society by preserving the record of human culture and provide resources to everyone. The library also stores different materials which helps students and lecturers and all the society to increase knowledge. Use of library resources become possible when all resources are made available and accessible by the library users which include students, staff, and other users. Availability of library resources means ensuring the presence of books and notebooks material in the library for immediate use, the resources according to Okoro (2009) could be of equipment facilities for finding or other aides required for the completion of a project the use of library resources stimulate interest excitement and instills confidence in the user to develop his talent potential capabilities both academically and socially.

Overview of Psychological Capital

Psychological Capital is defined as personal characteristics contributing to individual efficiency. According to Luthans et al. (2005), psychological capital explores beyond the

theory of human capital, it describes the application and development of positive mental abilities which can promote good performance (Zhen, 2020) It can be pointed out that psychological capital allows optimal development in individuals in which it is possible to have confidence to make decisions and make the necessary effort to achieve success in academic task that is it plays a significant role in shaping how undergraduate students use library resources.(Luthans et al. (2015).

Psychological Capital (Psycap) since its acceptance into the literature, though, associated with the field of positive Organizational behaviors (POB) has within organizational context, also refers to the positive influences in an individual's life. Psychological Capital is a higher core construct which meets all the inclusion criteria to be categorized as a positive behaviors (Luthans, 2002b) The criteria require that constructs are measurable, open to development, linked to performance. Psychological capital consists of four components namely: Hope (Snyder, Renad & Sigmon, 2002 b) self-efficacy (Bandura, 1997), Resilience (Masten & Reed, 2002) and optimism (carver & Scheler, 2003). Each of these components has strong theoretical fundamentals in clinical and organizational psychology. Psychological capital first appeared in the literature in 2002 (Luthans 2002), and is defined by Luthans, et al. (2007) as an individual's positive psychology state of development that is characterized by having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks, making a positive attribution (optimism) about succeeding now and in the future, preserving toward goals and when necessary reading paths to goals (hope) in order to succeed and, when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success . Oreally (2016,) is of the opinion that Psychological capital is both who you are (Luthans and Youssef, 2004), and from a developmental perspective who you are becoming

Strength of Psychological Capital Theory

1. The theory uses what we know about human behavior through the science of positive psychology to implement changes in attitude and behavior
2. Psychological capital uses empirically based research methods to enhance performance and then access the outcome.

Matlagn et al (2020) describes psychological capital as intellectual satisfaction which empowers the person's behavior towards the ability to face problems during their work. Psychological capital is also defined as “an individual's positive psychological state of development characterized by

1. Having confidence (self-efficacy) to take on and put in necessary effort to succeed at challenging tasks
2. Making a positive attribution (optimism) about succeeding now and in the future
3. Persevering towards goals and when necessary, redirecting paths to goals (hope) in order to succeed and
4. When beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success” (Luthans et al 2007).

According to Kutan et al (2015), psychological capital is a positive and developmental state of individual. Positive psychological capital deals with who you are and more importantly who you are becoming (Luthans et al 2004) also focuses on strengths of individuals and characteristics which can be changed and developed as a result of experience and training. Positive psychological is showing self-confidence in the face of challenging tasks and having positive beliefs to succeed in the future

Lok-Sinkuar et. al. (2018) opined that concept of psychological capital that comprised of four major components namely, hope, self-efficacy, resilience and optimism has gained increasing attention in organizations behavior, psychology and education literature recently and that psychological capital is not only important for better attainment of students' academic result but also serve as important psychological resources for the future career success. A variety of individual differences, covering both cognitive and non-cognitive factors (e.g., personality traits, stress and social support) have been identified as important determinants of academic achievement among students. (Lok-Sinkuar, 2018), that the introduction of psychological capital provides new insight in evaluating students' academic outcomes, in addition, psycho is a state like positive psychological resources that can be developed, which contrast to trait like personality variation, which are relatively stable over time and not subject to change.

Luthans et al (2014) emphasized that the study of psychological capital should be extended to the academic setting as four psychological capital components (self-efficacy, hope, resilience, and optimism) have critics functions in predicting students' academic success (Wang, et al 2014) studies show that effective development of psychological capital is able to build up students positive learning behavior and eventually imitate positive students' academic achievement. Effective development of psychological capital needs to be executed in the right context and it involves training in diverse and specific skills and behavioral patterns, this development contributes to the formation of positive thinking patterns and can change and replace individuals previously ingrained beliefs and perception. This type of shift requires an open and positive environment in which new ideas and plans and a sense of control are accepted (Luthans & Youssef-Morgan 2017).

Components of Psychology Capital

Luthans et al (2014) emphasized that study on psychological capital should be extended to the academic settings as the four psychological resource components (I.e. self-efficacy, hope, resilience, and optimism) have major functions in influencing students' academic success, effective development of psychological Capital is able to build up students' academic achievement Wang, 2014).

Therefore, the four components of psychological Capital shall be discussed below
According to Lok-Sinkuar et al (2018),

1. Hope: Is the process of thinking about one's goals, along with desire to move towards those goals and the ways to achieve those goals and the ways to achieve them. Students with high hope experience and low level of anxiety in test taking situations are likely to set higher goal and attain higher academic achievement. Adamu, D.

(2022). Explained that hope is defined as a cognitive destination and a state of motivation that includes the individual's belief in his ability and possessing the necessary capacity for planning and continuous work to achieve its goal. He opined that hope is a multi-dimensional variable that affect success at the academic level and constituted an imitation for the individual to persevere and initiate diligence. Furthermore, hope is said to be a psychological preparation and a preparation that directs the individual towards his goal and gives him/her the desire and urgency in order to achieve the goals and the expectation of success (Hussein and Abdullah, 2015). Evidence in, Lok-Sinkuar et al (2018) showed that more hopeful college students tend to perform better academically than those students that are less hopeful. Dixson et al (2017) found that individuals with high hope have a strong involvement in the internal learning process compared to those who have low hope. Hope is multi-dimensional variables that affects success at the academic level, and constitutes a motivation for the individual to persevere, initiate and diligence. Hope is an important concept in managerial psychology, it is what makes the conditions of the individual possible (Joudeh & Abu Jarad, 2011). Hope is defined as a cognitive destination and a state of motivation that includes the individual's belief in his ability and possessing the individual perceives, which helps and provides him with motivation to find the means and methods that enable him to achieve the goals he desires (Rahim & Abdel-Hafez).

Hope is a psychological preparation and a cognitive preparation that directs the individual towards his goals, and gives him the desire and urgency in order to achieve the goals amid the expectation of success in that (Hussein & Abdullah, 2015). It is possible to confuse hope with optimism. Hope is described as a pathway to achieving the goals and Snyder et al. (1991) described hope as a motivational state which has two dimensions, agency and pathways. Agency is a determination that directs the goals while the pathway is described as a plan to achieve desired goals. In a large scaled concept building study and research in 2000, Rick (2014), identified three fundamental concepts and dimensions of hope to be agency, pathways and goals. Goals are the main desire to be attained. Under the light of these information, optimism as distinct from hope is defined as an explanatory style to expect good and positive results (Rick, 2014).

2. Self-Efficacy: This is described as the person's confidence or belief in his own capabilities in creating the inner motivation, leveraging the cognitive resources and establishing necessary yet relevant action to perform a particular task in a specific context effectively and successfully (Lok-Sinkiar, 2018). Meanwhile, individual's academic self-efficacy is portrayed through their confidence in completing academic tasks or to achieve academic goals successfully. Romle et al (2015) supports the correspondence between self-efficacy and academic performance among university students. Adamu (2022) asserts that self-efficacy refers to effectiveness of the individual in facing new challenges and situations and ability and his belief that he can handle the challenges, self-efficacy represent the general belief of people whole

they show their performance and make a sense beyond the actual abilities that heads to complete task (Hmiecki & Carr , 2017).

The concept of self-efficacy is one of the perceived concepts in management psychology, as Bandura referred to it in his theory of social cognitive learning. Self-efficacy refers to the effectiveness of the individual in facing new challenges and situations, his awareness of his abilities and experiences and his belief that he is sufficient to face problems and challenges (El,Talla, et al., 2020). Self-efficacy is one of the basic determinants of personality, and one of its important functions, as it expresses the striving for the achievement of goals (Sadiq & al-Najjar, 2017). Self-efficacy is also one of the variables associated with positive psychology, as it expresses the ability of the individual to complete the work that he performs, the ability to build healthy relationships and enjoy good mental and physical health (Bandura, 1997). Self-efficacy is the perception of the individual and the judgement he makes about his abilities to recognize and accomplish actions that require the achievement of clear types of performance. El, Shobaki, et al., (2020) emphasized the individuals beliefs about his ability to influence others, and these beliefs represent an important variable related to the individual's behavior. It is the confidence of the individual inherent in his abilities during new situations with many unfamiliar demands (Ibrahim, 2017). Self-efficacy represents the general belief of people while they exhibit their performances and makes a sense beyond the actual abilities that lead to complete tasks (Hmieleski & Carr, 2017). It can be said that high self-efficacy can influence motivation in both positive and negative sides. People who are self-confident know how to improve their motivation.

They choose challenging tasks to extend their performance and motivate themselves against the obstacles faced while working for accomplishing goals. Ozkalp (2009) believed that self-efficacy is not related to the competences on individual's capabilities; on the contrary, it is related to the belief on personal abilities. These people who are self-confident can choose and develop the way to enable to attain their goals (Capara & Cervone, 2013). Self-efficacy can be thought of as an inner agent to direct people and effectively execute different tasks and roles in their life. The individuals' self-efficacy is an important basis for determining the level of his motivation, his level of psychological health, and his ability to attain personal achievement. The level of self-efficacy affects the quality of the activity that the individual choose, its quantity, and the amount of effort that he exerts in these activities to complete the tasks assigned to him, and he has capabilities and methods to resist challenges (El, Shobaki, et al., 2020).

3. **Resilience:** The process of coping with disruptive, stressful or challenging life events in a way that provides the individual with additional protection and coping skills than prior to the disruption that results from the event” (Lok-Sinkuar, 2018) Academic resilient students would get good grades even if they are experiencing the adversity of poverty Luthans et al (2015), reports that resilience is the positive psychological

capability that allows individuals to face or recover positively from adversity , uncertainty, risk or failure. Students with high resilience might achieve positive learning outcomes constant challenges to complete their studies (Brewer et al 2019). Cassidy (2015), analyses studies on resilience in academic settings and identified significant difference between resilience and non-resilient students, the author argued that resilient students are more likely to be successful in completing assignment thus decreasing the risk of failure. Resiliency is defined as a tendency to recover from misfortune or disappointing process and it allows people to optimistically look at the overwhelming situation. Luthans et al. (2014) demonstrated that resilient people can change for the better through the complexity. Resiliency has a reactional character that affects people to orient to the all kinds of situations faced in their life. Ozkalp (2019) regarded this term as a complex life process for the people which include endurance, tolerance, reactions, flexibility and psychological pressure.

Psychological resiliency is characterized as an ability for bouncing back, focusing on the goals and successes (Richardson, 2012). Similarly, Luthans et al., (2006) supports that psychological resiliency is the coping skills of people in case of uncertainty, negative situations, and obstacles and according to Cetin, et al., (2011) it contains in itself the other components of hope, self-efficacy and optimism. Masten (2011) posits that resiliency has three manageable, developable components such as asset factors that increase the level of personal resiliency, risk factors which guides to lower levels of resiliency, and influence processes. Masten also highlights that resilient people are able to succeed and learn something in mischance.

4. **Optimism:** Refers to the individuals perception of the possibility towards a positive outcome (Thomson, Lemmon, & Walter 2016) In a study among medical and engineering students, Singh and Jhass (2013) revealed that improvement in optimism can reduce the anxiety level of their studies and subsequently improve their academic performance , in other words, Optimism state is positively associated with students' academic performance or achievement, Furthermore, (Singh and Jha (2013)) in Scheiee and carver (1993) defined optimism as a generalized expectancy that good as opposed to bad outcomes will generally occur when confronted with problems across important domains, it is a strong expectation that despite the inevitable setbacks , frustration, events and experiences will turn out all right. They opined that generally optimism is used to denote a positive attitude and is a part of positive psychology and that though optimism can be temperamental that is some people by nature are more positive about life, at the same time it can also be learned with the right type of experiences. Optimism can be defined as a psychological intension and expectation to hope the best possible and positive outcome, which can positively influence people's mental and physical health. This gives individuals a chance to make their life easier and leave out of stress. Optimist's distance themselves from depression and hopelessness. Keles (2011) put forward that optimist managers and sales representatives are much more successful than pessimist ones while playing their trade (Seligman, & Schulman, 1986). Optimists people expect that positive situations

will happen while pessimists are expecting that negative things will take place (Scheier, Carver & Bridges, 2011).

Findings found that psychological capital in high school students and undergraduates has a direct association with academic performance Carmona-Halty et al, (2018), Liao & Liu, (2016) psychological Capital was also found to have association with learning empowerment (You, 2016) study engagement (Ahmed et al 2017) and academic adjustment and student well-being (Datu & Voldez, 2016) many studies and researchers have linked component of Psychological to the academic outcome of students. Psychological capital or positive psychology can be defined as the processes by which positive attitudes, feedback and criticisms contributes to the functioning and development of an individual, group or corporations (Cavus & Kapusuz, 2015). Psychological capital has been discovered to influence the use of library resources in that it is encourages self-confidence and expectation in undergraduate student's ability to use library resources. Psychological capital denotes the positive mental state that is visible in personal stages of growth and development of a person that is, characterized by hope, resilience, optimism and efficacy. Psychological capital is a human resource power that can be overcome the challenges of today and the future with its openness to development as a high-level positive structure. Individuals with high esteem and confidence are more likely to be productive in their endeavors.

According to Avey et al (2010), the four major components of psycap are efficacy, hope, optimism and resilience and all the four are closely related to attitudes and emotions of individuals, which might affect their behavior or behavioral dispositions. These four core constructs of psycap are the fundamental characteristics needed to form a psychological capital structure for a good template in the current study. Efficacy is a belief and self-confidence in an individual's personal abilities, optimism is a positive expectation or anticipation beyond the normal ability of an individual while hope is a state of mind or aspiration towards a good and resilience is concerned with positive eagerness and ability to bounce back from adversity or any challenging situation. Psychological capital is majorly concerned with improving an individual and in this case, final year undergraduates personally and prepare them professionally. According to Nolzen (2018), psychological capital (psycap) describes an individual's psychological capacity that can be measured, developed and managed for performance improvemet. The higher order contract companies, the psychological resources, self efficacy, hope, optimism and resilience work attitude, behaviours and other outcomes. By analyzing and structuring the existing literature on psycap, it was identified that, it is increasingly becoming an essential and integral part of motivation for undergraduates globally and locally.

Positive psychology emphasizes on exploration of gains and values of human psychology to flourish human life quality and bring human's optimal potential to a full play (Adamu 2022). Kong et al, (2018) affirms that this hastens the need to understand the influencing and influenced factors for psychological capital in relation to, in this context, undergraduates and its effect on their academics. Psychological capital is an important psychological resources and it refers to a positive psychological state that is manifested in the process of individual

growth and development (Liu et al, 20150). Self-efficacy is a positive belief in one's work ability to deal with challenging task; hope is a positive motivational state directing perseverance towards goals and pathways; optimism refers to an explanatory style regarding self-attribution for positive events, while resilience is an individual positive capacity to bounce back from a challenging situation to attain success (Luthans et al, 2007)

Psychological Capital and the Use of Library Resources by Undergraduates

Students with self-efficacy, an aspect of psychological capital, must assess available resources to be able to thrive academically. At the same time, available resources not optimally utilized reduce the worth of efforts used in getting the resources (Stella and Joseph, 2017). Therefore, establishing the correlates of psychological capital and use of library resources by undergraduate students. The evidence of proper teaching and adequate learning should manifest in students' academic achievement. Academic achievement is the hub around which teaching and learning revolve and should be the target of every student enrolled on any academic programme. Students' efforts and commitment towards their academic endeavours are rudiments of academic success. For students to achieve maximally, they need to cultivate the personal resources and attributes necessary for undertaking academic tasks and responsibilities. Without determination coupled with matched personal resources, students could feel encumbered and end up not achieving maximally in their studies as required. That is to say that, for students to be motivated to achieve maximally in academic.

Psychological capital (PsyCap) could be defined as positive psychological resources of an individual (Rani & Chaturvedula, 2018). It can also be defined as one's resources and a person's positive view of his potential and ability to responsively manage and impact on his environment (Ahmed et al., 2017). PsyCap is concerned with the development of an individual's positive psychological state needed to dispose of one into action. It serves as a positive catalyst and an asset in an individual. PsyCap is a relatively new construct which drew much attention from scholars and researchers mostly in the organizational setting. Many studies such as Etodike et al. (2020) and Ikwuka et al. (2020) have demonstrated that students' cognitive task accomplishment could be stimulated; hence, psychological capital may be devised for this purpose also. For instance, teachers' attitude was found to be powerful psychological capital motivating the use of ICT. PsyCap as used in this study is a multi-dimensional construct with four components. The components of PsyCap are primarily: self-efficacy, hope, resiliency and optimism. These components are the key factors needed to form a PsyCap structure in a student. Self-efficacy has been defined as the confidence in one's ability to carry out the necessary actions required to produce the desired result (Ezurike et al., 2019). Optimism implies making a constructive ascription about being able to succeed now and in the future (Anierobi & Unachukwu, 2020; Datu et al., 2018). Resilience results from one's ability to adapt and persevere to achieve desired result when confronted by challenging situations in any area of one's life (Unachukwu, et al., 2020). Hope is defined as being proactive about the future, formulate a plan for a set goal, devise strategies and work towards achieving the set goal (Grobler & Joubert, 2018).

Answering research question one on what is the relationship between psychological capital components (self-efficacy, optimism, hope, resilience) and library resources use by students. Findings from the study of Anierobi, et al (2021) revealed the association of psychological capital components on library resources use. It revealed that psychological capital components have a positive relationship with use of library resources. Findings revealed further that self-efficacy made the highest contribution to the prediction of use of library resources by students and followed by others. Findings revealed that the components of psychological capital (self-efficacy, optimism, hope, resilience) have a significant joint influence on use of library resources. The combination of the components of psychological capital accounted for 95.6% of the total variance on use of library resources among the students.

Results from the study of Onivehu (2020) shows that majority of the respondents rated themselves within the high level of psychological capital, some of the respondents had average levels of psychological capital while lower percentage of the respondents had low levels of psychological capital. Thus, it could be inferred that majority of the respondents had a moderate level of psychological capital. In addition, there was a significant positive correlation between resources use influencing academic performance and all of the predictor variables (hope, optimism, self-efficacy and resilience) with the exception of self-efficacy which was negatively correlated. Likewise, self-efficacy had a negative correlation with all of the other predictor variables, which in turn had a positive correlation with each other.

Methodology

This study adopted theoretical method by gathering information from secondary sources such as journals, Texts and other materials from where literature was extracted for the study.

Conclusion and Recommendations

The study revealed the influence of psychological capital on the use of library resources by undergraduates. The result of the study provided theoretical evidences on the influence of psychological capital on use of library resources of undergraduates in Ogun state, Nigeria. The study found that textbooks were the most used library resource and used more frequently than other types of library resources. The study concluded that the psychology capital was high. The study also concluded that psychological capital had a positive and significant influence on use of library resources by undergraduates in universities in Ogun State, Nigeria. It was discovered that the level of psychological capital of the undergraduates in Ogun State was high.

Based on the above, the study recommends the following:

1. Library management can adopt a more strategic approach to know their users' perceptions in other to serve the undergraduates well in universities in Ogun State.
2. Universities should regularly evaluate the quality, adequacy, and use of their library's information resources in other to meet up to standard

The library management should sustain the high level of psychological capital of undergraduates in universities in Ogun State by improving relevant information resources and befitting services

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