# Understanding Psychology and The Library as Partnership in The Academic Success of Students

**Philip Kuro Ikiyei (Ph.D)**
Department of Counselling and Educational Psychology,
Niger Delta University, Wilberforce Island,
Bayelsa State, Nigeria.
08130786838. philipikiyei@gmail.com

https://doi.org/10.56201/ijssmr.vol.12no11.2026.pg104.112

***Abstract***
*This paper presents the place of psychology as a course of study and its intertwined relationship with the academic libraries in schools. The work is an overview of some psychological variables that aid students' academic success at all levels of education. Emphasis is further laid on the role of the library in students' academic resourcefulness. The study is a purposive, one that relied on relevant literature as a primary source to illustrate the significance of books and other library resources to the academic endeavor of students. The theoretical concepts of Jean Piaget and Jerome Bruner, forms the background upon which library usage can be encouraged among learners. Students require critical thinking skills and personal experiences for discovery and problem-solving. Beyond considering psychology as the scientific study of human behaviour, the researcher explored the relevance of key variable such as motivation and interest in assisting students come out of their academic and mental health challenges like stress, anxiety and depression that affects students' optimal performances in school. The library, no doubt has been a supportive companion and a pillar to students' academic success in many dimensions contributing to learners intentional behaviour to meet their objectives. Collaboration among various stakeholders including teachers, psychologist, counselors and librarians is suggested in the interest of students' growth and mental development. Libraries, certainly helps in building student's confidence and creates a sense of belonging as they interact in the safety of a siren academic environment. Few suggestions are equally recommended.*

***Key Words:*** *Academic Success, Behaviour, Library, Psychological Variables, Students.*

## Introduction

The art of learning is so interdependent to the extent that knowledge acquired from one discipline could account as a useful resource to another aspect. This appears to be the core reason for the inseparable relationship between understanding psychology and the library in the academic success or progress of the learner at every level of schooling. This uncommon relationship is developed on the solid foundations both contribute to the cognitive and emotional well-being of students. The cordiality of this established mutual trust is strengthened on the premise that psychology systematically helps society understand human behaviour and its mental processes in a variety of ways including how humans learn; their perceptions and the methods by which they respond to stress. On the other hand, libraries prioritize meaningful opportunities through which man acquires information and literacy. A blend of psychology and library utilization can generate seem less academic success for not just students but all of

humanity without discrimination to race or tribe. A critical observation of the duo helps society to appreciate the complex functioning of the information processing dynamics in man, and its sophisticated support to intellectual advances over the centuries.

**Theoretical concepts for the use of library**

Jean Piagets cognitive theory especially at the concrete operational stage and beyond emphasizes the ability for young people to be a

**The Concepts of Psychology and Library**

Like many other disciplines, psychology has different definitions. It is defined as a study of human behaviour with the intent of understanding, predicting and controlling behaviour according to Denga (2005). Behaviour can be understood as the actions or reactions of a person in response to the external or internal situations in the environment (stimuli). Behaviour is mostly influenced by the nature of the person and the nature of the situation. Behaviour has several dimensions that are important to mention. These among others include:

i. Frequency – how often the behaviour occurs.
ii. Duration – how long the behaviour lasts.
iii. Intensity – how strong the behaviour occurs (vigor).
iv. Latency – this is the time from when a stimulus presents itself, to when a new behaviour follows.

The Indeed Career Guide Editorial team (2025) maintains that psychology generally helps society to understand the nature of human behaviourr which is anything a person does and psychologists can observe, record and measure. Psychology makes available, insights concerning how man behviours, takes care of stressful situations, as well as engineers the learning processes. On the other hand, libraries which are store houses for books, and information of various sorts according to Fehintoluwa and David (2017) holds enormous resources that students need to access for academic excellence. Malgwi and Tong (2009) defined a library as a vital instrument for self-education. They maintained that the place of library and the role it plays in the context of education for national development has been recognized by education policy makers. Their conclusions are that efforts by governments to promote education and literacy in Nigeria have failed because there was no provision for school libraries in the implementation of these programmes. Also, Gudeahn (2024) cited the Online Etymology Dictionary, (2017) as defining a library as a "place for books". Gudeahn went further to submit that books do not just help humans' mental capacity building currently, but support the patrons (people who use library resources) by reducing their stress levels up to 68% if they can concentrate to read for just 6 minutes. This position is equally supported in the findings of Roff Farrar, (2021). A calm and siren environment can be made available by a literacy rich environment for patrons of all ages to utilize. The positive roles which libraries play in the development of a literate citizenry could hardly be over emphasized. Reading can enable a man in one rural community to mentally travel for miles globally without departing from the vicinity of their locality. Libraries, without been sentimental, in the dynamics of the globalization ere fulfills the information and knowledge seeking desires to every strata of society without dis discrimination to a persons' economic status. Libraries are vital companions for promoting learning and establishing links for creativity and technology driven community. Libraries in the 21$^{st}$ century can no longer be perceived as the homes where dusty books are been dusted by librarians without esteem.

Based on the role's psychology play in the cognitive and emotional development of society generally and to students in particular, a partnership with the libraries will motivate students to strive towards success in their academic endeavors.

**Theoretical conceptions**

There are several theoretical conceptions related to the place of learning and the library. However, this work used two of these. The first is that of Jean Piaget. Jean Piaget's theory of Cognitive learning emphasized the ability of young people to be able to read materials that are at their age level. Mahwasane (20216), citing Egesimba et al (2011) stress that a functional library with relevant information, which is at the level of learners, lays' an important role in the child's learning, starting from as early as pre-school to secondary school levels. Piaget draw these conclusions because from about the age of eight (8) age and above, learners can be able to read, think logically, they can also differentiate between different letters and see similarities in texts or letters. This theory is significant and related to the present work in that, every learner learns' according to their developmental stages and levels. Quality libraries and librarians can make possible reading materials that will motivate a student at every stage to obtain academic success. The second theory that has a close link with the present study is the one presented by Bruner (1986). Bruner' learning and development theory maintained that thinking and reasoning are two in-separable concepts that have to do with a child's development. His theory stated that most children encounter or pass through three developmental stages. These stages are the Inactive, Iconic and Symbolic stages. The inactive phase is described more as the 'hand to mouth' coordination time (Mahwasane, 2016). The second stage, happen to be the iconic stage is when a growing e. the infant begins to place meaning to past experiences he or she had gone through as they can remember the same. The last stage which is the symbolic stage is the highest level of thinking and assimilation when the child gives names to objects within their environments. It is at the symbolic stage that children/learners being to work independently on their own with much support. The theory emphasizes that learners learn more through discovery method, been active in the process to get results or outcomes during learning; it is a technique aimed at problem-solving rather than relying on others for assistance. For Bruner, learners must from the beginning of the learning processes develop skills that will support them to address or overcome challenges through creativity, inquiry, and critical thinking. In achieving learning goals therefore, a learner who aims to succeed must consciously develop curiosity, innovation and a dogged creative ingenuity. The relationship between Bruner's theory and present work is predicated on the bases that for students to have positive educational outcomes, the library and its' resources are vital tools. The school teachers and other instructors can support their students excel in literacy, reading, information, and communication skills. The various sectors of the school must work together as a family to help the learner in their ability to become critical thinkers, make informed decisions, know where to get and study meaningful information and build a sustainable knowledge-base for the learners. The discovery approach of learning opens the doors of libraries to students to search for books and other materials with meaning to improve their reading comprehensions, vocabulary, grammar usage and writing styles according to Simisaye and Quadri (2010 in Mahwasene (2016).

**Psychological variables affecting academic success of students**

All disciplines that had to do with people, one way or the other identify the significance of other disciplines in understanding human behaviour. In schools, students encounter various growing concerns that could affect their academic and mental well-being. Among many other situation's students experience in school according to Alabi (2025) include stress, anxiety, and depression, which no doubt could affect their academic and mental health's optimal task performance. A kin observation reveals that student's encounter academic pressures, financial difficulties, social isolation, as well as lack coping strategies. These issues negate students' ability to pursue their courses with vigor while in school. At school, most students experience course work overload; increased academic demands, some face constant threats from their

lecturers about examinations, they may also experience sleep deprivation due to late night studies, lack of motivation with their studies and parental pressure with respect to their academic success; all of these could result into some debilitating challenges to their mental well-being. It is suggested that when these issues are not attended to adequately or promptly and put under control, a student might experience anxiety disorder, impulse control, addiction disorders, and personality disorders. Others may suffer obsessive-compulsive disorders and post-traumatic stress which certainly will affect their academic performances. Scholars like Brown and Taylor (2021) had emphasized that when these issues are not addressed and copying strategies proffered promptly, the outcomes may translate to poor academic performances and cause major mental health challenges for students. Excessive stress can have detrimental effect on learning and psychological well-being (Lakshmi, 2017). Other sad realities students undergo include monotonous teaching methods, limited interactions and insufficient opportunities for active learning in school.

Based on the above challenges, Rani (2017) had submitted that many psychological traits could necessitate a students' information seeking behaviour in other to overcome unpleasant academic experiences. These traits include motivation, thinking, perception, memory, interest, cognitive schemes, emotions and personality traits. An individuals' level of motivation could catapult the zeal or drive in him to work towards success.

**The library as positive support partner for students' success**

The library as positive support partner for students' success hinged on five personality variables. These are according to Fehintoluwa and David (2017) openness, conscientiousness, extraversion, agreeableness and neuroticism. Openness is seen from a library users' attitude to appreciate art, adventure, new ideas and imagination. Conscientiousness stands for a students' ability to show self-discipline and aim for achievement. Extraversion implies a patrons' level of social energy and the desire to seek the company of others through interactions. Agreeableness is a student's tendency to be compassionate and cooperative towards other. Finally, neuroticism is the tendency to easily experience negative feelings such as anger, anxiety, or depression. All things being equal, the first four personality traits could support learners positively while neuroticism may lead to negative tendencies that could result to failure or school withdrawal. The above worrisome trend, where academic tasks may cause depression or failure for students is the area were the library staff can come in timely to support students' academic success, manage their mental health and moderate their well-being while facing their studies. Most modern libraries are designed as "learner centered". Such libraries are focused learning-centers with support that practically create spaces to promote intentional learning (Bond, 2020) and (Zheng; Zeng, Huang, et al 2024). Intentional learning stands for an individuals' self-determined attempt to learn. It is learning with intrinstic vision, commentment and goals. Such learning is not accidental in terms of its outcomes. Intentional learning is facilitated through a thinking procedure (commonly referred to as cognition). It is learning that comes from the inside. Libraries no doubt provide this physical learning space that promotes conscious ready learning habits among students aimed at accomplishing academic tasks.

In contemporary times, libraries have become a major contributor or avenue for enhancing positive mental health of students, this reserved academic space render these services via their rich collections. Libraries in no little ways render assistance for teaching, research and learning to be facilitated. Beyond ensuring the availability of reading services, they stand as beacons of information dissemination, appear as a catalyst of referencing and a dynamic stronghold for instructional assistance to learners. Libraries, has over time been a melting pot for socialization and literarily healing instrument to many who source or desire them (Ayub, et al, 2023). Libraries play today wear new faces and can no longer be termed physical collections for books

alone, they quietly serving in many respects of attending to students' mental health and well-being that help students benefit to quality learning, research and productiveness.

Academic stress is a major contributor to mental health issues among students. A meaningful time spent in an academic library is crucial in reducing stress (Miller and Murillo, 2021). Libraries know for discharging this responsibility by providing adequate research assistance, aiding citation management and organizing time management workshops for their patrons. As students earnestly search through the shelves of reading materials in academic libraries, the answers to the questions that had perturbed them and created restlessness are indirectly doused, there by addressing stress and anxiety as the focus on their studies. The library in this respect, serves as a refuge for cure and care of students' academic challenges (Ikiyei, 2014).

Libraries as a support for learning, teaching and research (Edem, Ani and Ocheibe, 2009) can be regarded as the 'heart of any academic institution'. A school's quality could therefore be measured by the services provided by the library since its functions are quite unique to the achievement of the schools' academic goals. In one study carried out by Borgel (2006), the scholar established the link between school libraries and students learning outcomes that were defined in a multidimensional context. Using data provided by the students themselves. Findings of the study revealed that school libraries were perceived as providing 'helps' in dynamic ways that appeared to have a transformative effect on the quality of students' learning. Both school libraries and librarians were viewed as playing and active role in the learning process. The study revealed that 99 percent of the students surveyed believed that school libraries helped them become better learners.

Most academic libraries deliberately extend theirs of reading for their patrons (students) once it is their examination times. They ensure this is done based on the knowledge that most learners may require additional time and space for academic study time and concentration. Furthermore, libraries had also ensured as part of the help strategy they incorporate wellness programs that can support their students. Smith and Pietraszewski (2019) had pointed clearly to some of these support mechanisms to include therapy dog visits, mindfulness sessions and relaxation events. All of these events are aimed at de-stressing the learner for optimal performance while attending to their academic rigors. In the same regards, libraries ensure that peer-group activities for recreations, academic discussions, are held were young people are been mentored by experts in different fields in a safe environment. According to Cunningham and Walton (2016), one place where students could avoid noise and unnecessary distraction and settle down to meditate, concentration and reflect mentally is the library environment. They can engage themselves in such facilities to venture into academic activities that also create relaxation and pass-time like playing word puzzle and listen to calm music. Academic libraries had been centers of socialization as students from diverse backgrounds converge for multiple reasons especially, reading, research and recreation. It is one place where issues related to cognition, critical thinking and human capacity development takes center stage instead of sentiments and discrimination along tribal or ethnic barriers.

Elaturoti (2000) emphasized that a library is a center for recreation. He called the school library a refuge, a meeting point for all readers in search of adventure and building the future. The researcher, described school libraries as a tree where children who wish to climb high in the process of discovering life, go to. In view of its fundamental position in human quest and advancement, libraries help in the up-lift of the goals of students' achievement and improvement of their quality of life. They help shape their behaviour in plenty respects which doubtlessly is the emphasis psychology also seeks to direct. Libraries help man cultivate a path for self-actualization and discovery.

Today, libraries have gone digital and are a source of profound support to students' academic advancement. Digital libraries otherwise called E-libraries had made learning borderless. With

the availability of networks and a student's ability to acquire data irrespective of his or her geographical location, students can access self-help tools through various academic sites and learn virtually. Additionally, many students who are shy at seeking help directly had found relief through multiple integrated chat services for educational counseling purposes and mental health related knowledge. Learners had broadened their research scope beyond physical textbooks only. Browsing the web had aid students' quest for information seeking and, in most instances, made learning reachable with ease. Although the disadvantages of the misuse of article intelligence are obvious, E-libraries are essential hubs for not only academic success but galvanizers of student's knowledge seeking behaviours.

Finally, as posited by Soria, Fransen and Nackerud (2017), the library is providing essential services to learner that, are not only helping them achieve improved results enabling them to remain at school without facing attrition. The library is a major key for creating a sense of belonging to students. Beyond providing students with an enabling environment for the use of databases, e-journals, or printed collections, which appear seemingly to be short-term benefits; it's longitudinal effects make students to develop confidence in themselves that they are scholars and indeed belong to the academic community be it at the primary, secondary or tertiary institutional levels.

**Conclusion**

One can conclude by stating that the integration of a proper knowledge of psychology and the academic library possibly at an early stage of learning can in multiple respects advance students school learning success. As much as psychology addresses the methods by which human behaviour can be learnt and adjustments made timely to shape their future from stress; the role of the academic library is to facilitate the planning and implementation of learning programs that will help equip students with skills necessary to succeed in a constantly changing social and economic environment. Once it is effectively combined, students will essentially acquire skills to critically analyze issues, be better informed, solve societal multifarious problems and communicate their level of understanding with the world around them. Information acquired through reading is a fundamental catalyst for character development and the making of a student's brighter tomorrow.

**Suggestions**

1. Educationists and education policy experts should introduce concepts of psychology and the use of library facilities to learners early (possibly from Pre-Nursery school level) to spice learner interest in reading.
2. Well-equipped academic libraries, stalked with quality materials, should be established in every local government in Nigeria. This will promote early reading culture among learners as they will identify learner-centered libraries where they can develop their mental capacities timely.
3. Libraries should be quiet, safe and environmentally designed spaces that can motivate learners to always seek information from them.
4. Not only should the staff be adequately prepared and taught about the psychological factors that satisfy patrons of the library; they should also be personally equipped with skills in interpersonal skills on how to manage various human traits of those patronizing academic libraries.
5. Libraries should no longer be stereotyped as homes for stalking old books and informative materials only but as hubs for cultural revival, recreational centers for enhanced learning and mental well-being of both students and society at large.

6. Welfare issues of the library staff should be a priority for the government. This is the best method to reinforce their zeal to promote learning and to satisfy the desires of information seekers.
7. Governments at both the states and federal levels can also establish mobile libraries that can reach remote communities to ensure inclusivity of learner in the rural/remote communities.
8. Finding solutions for enhanced academic success of students needs an integrated approach and team work, where there should be collaborations among psychologists, social workers, school counselors, librarians and mental health professionals. Students' mental well-being is critical for their academic growth and requires urgent attention for school administrators to address.
9. At schools, teachers and lecturers can create library-based assignments that can motive students to continually seeking required information from the libraries as a way to engage students patronize the library.
10. Students should be given intentional orientation lectures concerning improving the use of libraries for research upon admission in to schools. Such research instructional skills will boost their zeal and interest to identify with the library as an important agent of learning and academic success.

IJSSMR

**References**

Alabi, R. (2025). The role of academic library in supporting students' mental health in Nigeria: A review of Literature. *Journal of Health Information Research, 2(1); 10 – 19. https://credence-publishing.com. doi.http://doi.org/10*.

Ayub, A.; Olalekan, I.M.I and Yusuf, K.S. (2023). Assessment of effective library and information services in promoting mental health awareness among undergraduate students of Federal University Gusau. *International Journal of Advanced Research in Multidisciplinary, 3(2); 1 – 13. https://alhikmahuniversity.edu.ng*.

Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K-12: A systemic review. *Computer Educ; 151:103819. https://doi.org/10.1016/j.compedu.2020.103819*.

Borgel, G. (2006). School libraries play an active, transformational role in students learning and achievement. *Evidence-based library and information practice 1. http://ejournals.library.ualberta.cal/index.php/EBLIP/article/view/91*.

Brown, L. and Taylor, R. (2021). Addressing students' mental health through academic libraries: A review of program and services. *Journal of Academic Library Research, 47(2); 150 - 165*.

Bruner, J. (1986). *Actual minds: Possible Worlds.* Cambridge. MA; Harvard University press.

Cunningham, H. and Walton, G. (2016). Informal peer support in academic libraries: A tool for mental health resilience. *Journal of Information Literacy, 10(2); 30 – 44.*

Denga, D.I. 2005). *An introduction to foundations of education.* Calabar: Clear lines publications Ltd.

Edem, N.; Ani. O. and Ocheibi, S. (2009). Students' perceived effectiveness in the use of library resources in Nigerian universities. *Education Research and Review, 4; 322 – 326.*

Elaturoti, D.F. (2001). Confernce communiqué. Annual conference of the Nigerian School Library Association, ASL News Letter. *http://www./as/.org/Nigeria.2007.html*.

Fehintoluwa, E.O. and David, O.O. (2017). Psychological factors and the use of E-library resources among undergraduates in South-West Nigeria. *Library Philosophy and Practice (e-journal). http://digitalcommons.un/.edu/libphilprac/1542*.

Gudeahn, O. (2024). Shh: This is a library: The library as pillar of community wellness. *academicmemories.com.*

Ikiyei, P.K. (2014). The influence of students' satisfaction with educational services on their academic marginality and antisocial behaviours in Bayelsa State, Nigeria. *Unpublished Doctorate degree thesis. Submitted to the Department of Educatioanal Foundations, Guidance and Counselling,* University of Calabar, Calabar, Nigeria.

Indeed Career Guide Editorial Team (2025). Types of human behaviour in psychology. *indeedcareerguide.offline.indeed.com.*

Lakshmi, U.S. (2017). Contemporary issues in educational psychology: Challenges and future perspectives. *Scholarly Research Journal for Humanity Science and English Language, 4(23); 6692 – 6704. www.srjis.com.*

Malgwi, P.A. and Tongi, I. (2009). The role libraries in achieving the objectives of Nigeria's Vision 2020 in the pace of 21st century. *International Journal of Research in Education, 6; 103 – 110.*

Mahwasane, N.P. (2016). Theories of learning usage of library resources. *Journal of Social Sciences, 49(1,2); 111 – 122. doi:10.31901/24566756.2016/49.1.2.15*.

Miller, R. and Murillo, N. (2021). Reducing academic stress through library-led workships. *Journal of Library Administration, 61(3); 189 -203.*

Roff Farrar, A. (2021). Novels and neurons: the very real science of biliotherapy and the fascinating ways that reading can change our brains for the better. *www.panmacmillan.com/blogs/lifestyle-wellbeing/mental-healthbenefits-reading-bibliotherapy*.

Smith, A. and Pietraszewski, B. (2019). Therapy dogs in the library: A study on stress relief and student engagement. *Journal of College Student Development; 60(5); 575 – 582.*

Soria, K.M. (2017). The impact of academic library resources on undergraduates' degree completion. *College and Research Libraries; 78(6). Crl.acrl.org./index.php*.

Zheng, Z.; Zeng, M.; and Huang. W. and Sun, N. (2024). The influence of university library environment on student interactions and college students learning engagement. *Humanities and Social Science Communications, 11(385); https://doi.org/10.1057/s41599-024-02892-y*.

IJSSMR