



Impact of Users' Education on Library Use Skills of Undergraduates in Selected Federal Universities in South-West Nigeria.

Dr. Edwin I. ACHUGBUE

Associate Prof.,
Department of Library and Information Science,
Delta State University,
Abraka, Delta State, Nigeria.
edwin12ng@gmail.com

Ojo ADEYEMI

Postgraduate Student,
Department of Library and Information Science
Delta State University, Abraka, Delta State, Nigeria.
luwabunmi2019@gmail.com

Oluwabunmi Oluwaseun ADEYEMI

Assistant Lecturer,
Department of Library and Information Science,
Rufus Giwa Polytechnic.
Owo, Ondo State, Nigeria.
luwabunmi2008@gmail.com

Abstract

The study examined the impact of users' education on library use skills of undergraduates in selected federal universities in South-West, Nigeria. The study employed the survey type of the descriptive research design. The population of the study is 4126 undergraduates drawn from the registered 200 level undergraduate library users of the three (3) selected Federal Universities in South-West Nigeria. The sample size of the study is 351 undergraduates, which constitute 8.5% of the entire population. The study adopted the simple random sampling technique. 351 copies of the questionnaire were administered, out of which 332 (95%) were returned and analysed using simple percentage, frequency count, mean and standard deviation. The findings of the study revealed that the types of library use skills instruction provided to the undergraduates among others are: bibliographic instruction, library orientation, library guide, guided library tour, a course on compulsory use of the library, library newsletter, library blog. Also, the study showed that to a high extent library use skills enhance the use of library resources by undergraduates. It was recommended that University management should support the librarian in the teaching of library use skill by equipping them with adequate facilities in the classrooms and attaching unit to the course with compulsory nature of a pass in the grading system.

Keywords: Library use skills, Users education, Federal University, Undergraduates, Nigeria.

Introduction

The library's information resources are intended to be used, but availability does not imply utilization, as libraries that are not used are as good as dead. The accessibility of library resources fosters the utilization of library resources. Onye (2016) observed that the library's objectives may not be realized until its resources reach optical capacity and are used by faculty and students who rely on its information resources for various purposes. According to Gbemi-Ogunleye (2016), one of the numerous ways to determine the viability and usefulness of a library in a university is to use its resources and services, as this influences the academic performance of undergraduate students in their academic pursuit. This demonstrates the significance of library use to undergraduate students. As a result, in order for undergraduates to continue to use libraries, academic libraries must develop a strong collection of information resources in both physical and digital formats to meet their users' knowledge needs (Olofinsawe & Oyeniya, 2010). Academic libraries, in this regard, provide understanding and material resources for teaching, learning, and research. Furthermore, academic libraries are quickly supporting and encouraging the adoption of new teaching and learning exercises. Undergraduates must have access to necessary information materials for libraries to be seen as effective information centers (Adeoye & Popoola, 2011). The library is the university's information service delivery arm, which can be complicated at times. The complexity of the library system necessitates a set of skills by undergraduates in order to effectively and efficiently use those information resources, which necessitates training undergraduates (library skill) in library use. However, users may find it difficult to consult the catalogue in order to retrieve, identify, access, and efficiently use information on the library shelves for learning, teaching, and research (Omeluzor, Akibu, Dika&Ukangwa, 2017).

Library use skills are a set of abilities that allow a person to make efficient and effective use of a library resource. Chalukya (2015) alluded to library use skills as "training which empowers library users with the skills to enable them to be independent and sophisticated users of libraries and their resources". It also encompasses all activities involved in showing users how to make the most effective use of library resources, services, and facilities, such as formal and informal instruction provided one-on-one or in a group setting by a librarian or other staff member. Library use skills also include bibliographic instruction, library orientation, library instruction, evidence-based learning, problem-based learning, and other skills that enable a user to identify, locate, search, retrieve, and use information resources (Omeluzor, Akibu, Dika &Ukangwa, 2017; Spenser, 2003). The operation of library materials will not reach its optimal state unless the intended users

are properly educated on how to use the library resources effectively and efficiently by integrating library use skills into university general courses to educate undergraduates on how to go about the search for their information needs. Library skills open the door to information for students, information searchers, and users across disciplines, exposing them to the world of knowledge. It teaches users, such as students, when information is needed and how to find, evaluate, organize, and efficiently create, use, and communicate it, fostering and sustaining lifelong learning (Rasaki, 2008). Despite the role of library skill in promoting library resource utilization, challenges such as underutilization of information resources, how to organize library skill more effectively, and the limited number of professionals limit it (Agyen-Gyasi, 2008).

The library is a vital facility for enhancing learning, teaching, and research, and it is established to promote intellectual excellence as the hub of all academic activities. As a result, effective use of library information resources is critical to students' overall academic achievement. However, research has revealed that there is a global decline in the use of library materials, which has resulted in an increase in library non-users (Kiilu & Otike 2016). Also, judging from observation it could be seen that majority of students do not make effective use of the library's information resources. Could this be due to insufficient library use skills or a lack of appropriate users' education for obtaining useful information on library resources? As a result, this study investigates the impact of users' education on library use skills of undergraduates in selected federal universities in South-West, Nigeria.

Objectives of the Study

This study was guided by the following objectives:

1. Determine the types of users' education taught to undergraduates at the selected Federal universities in South- West Nigeria.
2. Determine the extent to which library use skills improve library resource use.
3. Investigate the impact of users' education on library use skills of undergraduates.

Literature Review

As a consequence of the increase in published works in all areas of human endeavor, university libraries are challenged with the difficulties of explosion of data. This phenomenon has

necessitated the acquisition of all information materials and their organization for user access by libraries. One method of encouraging active use of books and other materials stored in university libraries is to teach library users, particularly undergraduate and graduate students, how to retrieve information from readily available resources (Edem & Lawal, 1996, Aliyu, 2011).

The challenges of information confront university libraries as a result of the increase in publications in all fields of human endeavor, university libraries are challenged with the challenges posed by information explosion. This phenomenon has forced libraries to acquire and organize all information materials for user access. Teaching library users, especially undergraduate and graduate students, how to acquire information from available resources is one way to encourage productive use of books and other items stored in university libraries (Edem & Lawal, 1996, Aliyu, 2011). According to Ogbomo (2023)) stated that academic libraries are information centers founded to support their parents institution in the area of teaching, learning and research. Students within early stages of their university education, according to Affia (1983) in Aliyu (2011), are regularly oblivious of or unable to recognize the importance of the library. This assertion appears to go against tertiary institutions' goal of establishing libraries. The institution of a library in any academic setting was done with the goal of giving information resources to meet the high demand for information among academic environment members. As a result, both the management and individual library users value the GNS (Library and Information Science) course in any Nigerian tertiary institution of learning for its contribution to providing students with the desired knowledge of how to find information from the library (Aliyu, 2011).

The goal of the GNS program, according to Ottong and Ntui (2010), is to assist undergraduates understand how to utilize a library and even become capable for their lifelong education. According to the findings of the study, three-quarters of the respondent agreed with Unuabor & Oseghale (2018) in their study revealed that the most significant way the user education has impacted the undergraduates was that, it helped them to become independent learners. As per Komolafe-Opadeji (2010), undergraduates in the life science field of study engaged in more information seeking actions as a result of learning about library activities, which requires complete use of library indexes such as card catalogues and online catalogues.

Unuabor & Oseghale (2018) further stated that a good user education program is an aspect of user' education that referred to all preparations given library users in order to have access to library resources and services independently for their academic success. Ogbomo (2023) noted that user

education is the organized process of instructing individuals on how to use the resources available in the library effectively and efficiently. The library offers library use education to ensure that users understand the usage of the library. This assists the user to make the best use of the library's resources. This is because library processes can be so complicated that the average user will not understand how to use the available resources. With the introduction of Information Technology (IT), that has penetrated nearly all library activities, it is critical to describe the procedure of a library to a new patron in detail if library resources would be maximally utilized.

The ultimate goal of a librarian is for users to be able to use all of the materials of a library effectively. In Aliyu (2011) Fjallbrant (1990) describes the idea as "the teaching of those abilities that will allow students to discover and use materials effectively, as well as build confidence in using the library". Its goal is also to familiarize users with the use of library materials. Similarly, in Aliyu, (2011), Fleming (1990) described library use education as "different programs of instruction, education, and investigation provided by libraries to patrons in order to enable them to make proper, effective, and self-reliant use of information resources and services to which these libraries help in providing access." Undergraduates in Nigerian tertiary institutions are taught how to use libraries in various ways so that users know where to go for information which includes library orientation. Agyeiku (2022) noted that library orientation is one of the ways University of Education, Winneba library introduces new students to its collections and access to its resources. Library orientation enables the library to sensitise the newly admitted students and create adequate awareness about the available resources and services of the library to meet and satisfy the needs of the users (Manuwa, Agboola & Adiku (2018). Therefore, without library orientation, it may be difficult for users to identify, locate information resources and find their way in the library. Most higher education students today find it challenging to search the variety of information sources, which leads to a low recognition for the library and its resources, which makes a significant contribution to their inability to undertake real research or, at best, in becoming poor library users. Making a concerted effort to comprehend and comprehend the library is thought to finally allow the person to advance to his or her maximum capabilities. This is crucial because it will enable man to make an effective contribution and positively to the overall progress of society (Ogunmodede & Emeahara, 2010).

Research Method

The descriptive survey research design was used in this study. This study's population consists of 4126 undergraduates drawn from the registered 200-level undergraduate library users from Federal University of Technology Akure, Federal University of Oye-Ekiti, and University of Ibadan. A total of 351 undergraduates were chosen at random to represent the sample size, and 332 copies were retrieved and found to be usable for the analysis, accounting for 95% of the questionnaires. The data collected were analysed using descriptive statistics which include percentage, frequency count, mean and standard deviations.

Results

Research Question One: What are the types of users' education provided to the undergraduates in the selected Federal universities in South-West Nigeria?

Table 1: Types of users' education Provided to the Undergraduates

Users' Education	SA	A	D	SD	\bar{x}
Bibliographic instruction	159	154	15	4	3.41
Library orientation	147	162	12	11	3.34
Guided library tour	126	151	41	14	3.17
Library guide	113	181	34	4	3.21
One-on-one mentoring	89	150	81	12	2.95
Library newsletter	85	166	65	16	2.96
Course on compulsory use of the library	95	166	61	10	3.04
Library blog	65	162	88	17	2.83
Video conferencing	82	124	107	19	2.81
Aggregate Mean = 3.08, Criterion Mean = 2.50.					

Table 1 reveals the types of users' education provided to the undergraduates in the selected Federal universities in South-West Nigeria. Based on the above table 2, the study shows that bibliographic instruction is accepted with the mean (\bar{x}) value of 3.41, library orientation is accepted with the mean (\bar{x}) value of 3.34, library guide is accepted with the mean (\bar{x}) value of 3.21, guided library tour is accepted with the mean (\bar{x}) value of 3.17, course on compulsory use of the library is accepted with the mean (\bar{x}) value of 3.04, library newsletter is accepted with the mean (\bar{x}) value of 2.96, one-on-one mentoring is accepted with the mean (\bar{x}) value of 2.95, library blog is

accepted with the mean (\bar{x}) value of 2.86, and video conferencing is accepted with the mean (\bar{x}) value of 2.81. Since, the mean value of the grand mean (\bar{x}) \geq the criterion mean (\bar{x}) (i.e. $3.08 \geq 2.50$), the study shows that the types of users' education provided to undergraduates in the selected federal universities in South-West, Nigeria include bibliographic instruction, library orientation, guided library tour, library guide, one-on-one mentoring, library newsletter, course on compulsory use of the library, library blog and video conferencing.

Research Question Two: To what extent do library skills enhance the use of the library resources by undergraduates?

Table 2: Extent to which Library Skills Enhance the Use of Library resources by Undergraduates

Statements	VHE	HE	LE	VLE	\bar{x}
Made me into regular library user	165	134	29	4	3.39
Conscious of available library resources/services	160	140	21	11	3.35
Aware of the range of library resources and services	142	131	44	14	3.21
Enjoy using library resources and services	154	134	32	12	3.30
Love for books	157	119	52	4	3.29
Know how information materials are organized	135	141	45	11	3.20
Able to identify/use reference books	154	121	51	6	3.27
Can use catalogue and other retrieval tools	146	129	49	8	3.24
Capacity to research any problem	132	152	38	10	3.22
Can learn independently	149	144	30	9	3.30
Control/structure information to resolve academic problems	135	140	52	5	3.22
Can use information resource/retrieval techniques	130	151	39	12	3.20
Have knowledge of/obey library rules and regulations	155	142	22	13	3.32
Know the value of the library	174	119	31	8	3.38
Library instruction helps me to identify books on the shelves in my study range	154	136	40	2	3.33
I am able to easily make use and retrieve information in the library	145	150	35	2	3.32
I can cite and reference information materials	142	116	67	7	3.18
Library instruction boosts my reading skill	143	139	41	9	3.25
My academic work has tremendously been enhanced	150	149	26	7	3.33
Aggregate Mean = 3.28, Criterion Mean =2.50					

Table 2 reveals that the aggregate mean of 3.28 is higher than the criterion mean of 2.50, which indicates that to a high extent library skill enhance the use of the library resources by undergraduates in the selected Federal Universities in South-west, Nigeria.

Research Question Three: What is the effect of users' education on library use skills of undergraduates?

Table 3: Effect of users' education on library use skills

Statements	SA	A	D	SD	\bar{x}
Know the layout of the library and its materials through the library orientation programmes	155	148	24	5	3.36
Use the library catalogue to locate and retrieve library materials	118	194	19	1	3.29
Use reference materials	142	129	57	3	3.24
Cite authors	117	151	51	13	3.12
Use computers in locating and retrieving information	124	123	77	8	3.09
Get first-hand information about the library by the use of a library guide or handbook	118	167	41	6	3.20
Locate and use the materials of the library by the use of directional signs	118	156	53	5	3.17
Be kept current and also aware of rules and regulations of the library through the use of the notice board	149	136	44	3	3.30

Aggregate Mean = 3.22, Criterion Mean = 2.50

Data in Table 3 reveals information on the effect of users' education on library use skills of undergraduates in selected federal universities in South-west, Nigeria. As revealed in the Table, the aggregate mean of 3.22 is higher than the criterion mean of 2.50, this implies that users' education affect library use skills of undergraduates in selected federal universities in South-west, Nigeria in several ways. It was concluded that library use skills enabled the undergraduates to know the layout of the library and its resources ($\bar{x}=3.39$), keep the undergraduates current and aware of rules and regulations of the library ($\bar{x}=3.30$), use the library catalogue to locate and retrieve library materials ($\bar{x}=3.29$), use reference materials ($\bar{x}=3.24$), get first-hand information about the library ($\bar{x}=3.20$), locate and use the resources of the library ($\bar{x} =3.17$), cite authors ($\bar{x} =3.12$), and to use computers in locating and retrieving information ($\bar{x}=3.09$).

Discussion of Findings

The investigation shows that the types of users' education provided to undergraduates in the selected federal universities in South-west, Nigeria are: bibliographic instruction, library orientation, library guide, guided library tour, course on compulsory use of the library, library

newsletter, one-on-one mentoring, library blog, and video conferencing. This finding corroborate the findings of Aziagba & UIzoezi (2010) that reported in their study that all universities in Nigeria makes provision for library skill instruction for fresh students and it is mostly done through library orientation talk or library tour. This implies that in Nigerian higher institution of learning there is clear awareness of the need for library use skill. The finding also buttressed that of Ogunmodede & Emeahara (2010) which found that students in Nigerian tertiary institutions are introduced to the use of library in one way or the other, so that the users might know what to make use in their quest for information.

The finding revealed that to a high extent library use skills enhance the use of library resources by undergraduates. Majority of the students affirmed that library use skills has turned them into regular library user, help them to know the value of the library, aware of available library resources, make them improve tremendously in their academic work and help them to learn independently. This is expected since the objective of users' education is to equip library users with skills and knowledge to become independent and efficient library users. The finding is in agreement with the study of Maduako (2013) which revealed that user education received by the students improve their use of institution library in so many ways; turned them into regular users, made them to be aware of available library resources and services, help them to recognize reference materials and their usage

The finding of the study revealed that users' education have positive effect on the library use skills of undergraduates. This findings corroborates the findings of Manuwa, Agboola & Adiku (2018) who found out that library orientation has positive effect on the library users and their use of library information resources.

Conclusion

Arising from the findings, it was concluded that university libraries serve as the backbone of all academic activities by acquiring, processing, and making library resources available to undergraduates at higher education institutions in South-West Nigeria. However, the amount of users education that undergraduates are exposed to, such as bibliographic instruction, library orientation, library guide, and a course on compulsory library use, determines how much of the available resources in the library are used. Furthermore, the study found that library use skills

significantly improve undergraduate students' use of library resources. As a result, library use skill influences undergraduates' use of library materials in federal universities in South-West Nigeria.

Recommendations

Following the study's findings, the following recommendations were made:

1. University administration should assist librarians in teaching library use skills by providing adequate classroom facilities and attaching a unit to the course with the mandatory nature of a pass in the grading system.
2. With the introduction of Information Communication Technology (ICT) in libraries, librarians should equip themselves with ICT skills to improve their delivery of library use skills for effective utilization of library resources.

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