



IJMSBR

<https://www.ijmsbr.com/>

Impact Factor: 6.049

Users Education and Students' Utilization of Library Resources in University Libraries in South-South, Nigeria

Author Details: Iyishu, V. A. Ph. D (Cln)

Department Of Library and Information Science Cross River University of Technology, Calabar
Iyishuictoria@gmail.com

Abstract

This study titled user education or library skills and students utilization of library resources in university libraries in South-South, Nigeria sought to find out whether user education variables of orientation of new students, and instructions on bibliographic tools, influence the students use of library information resources in university libraries in the South-South of the country. Literature was reviewed according to the variables of the study. An ex-post design was adopted for the study. Using the stratified random and accidental sampling techniques, a sample of 1,995 undergraduates was drawn for the study. A structured questionnaire titled User Education and Students' Utilization of Library Resource (UESULR) was developed for data collection to achieve the purpose of this study. Two hypotheses were postulated and tested with the use of ANOVA, statistical methods at .05 level of significance. Two null hypotheses were rejected which imply that user education in the variables of orientation of new students, instruction on bibliographic tools, influence students' utilization of library information resources. The study concluded that user education is important for students in universities in South-South Nigeria and that the skills taught is necessary for accessing information, and for retrieval propose. The study recommended among others that University libraries should be established with an up-to-date information resources and relevant services as a criteria for the approval of any university programme. They are also to maintain a current and up-to-date journals collection.

Keywords: User Education, Students' Utilization, Library Resources, University Libraries, South-South Nigeria.

INTRODUCTION

In Nigeria, University libraries serve as a centre for academic activities and a hub for teaching and learning. Aligned with the goals, objectives and programmes of its parents' institutions, the library selects, process, organize, store information bearing resources and disseminates same in all disciplines to promote teaching, learning and research. The achievement of educational goals requires students' utilization of library resources. This includes all the benefits enjoyed in the library by users, whether assisted by staff or not, to meet their information and academic needs (Jonah, 2016).

Utilization of library resources logically embraces every activity enjoyed by any library user. This includes services offered by library staff for the benefit of the users and the institution. Proper exposure of users to library routine assists every user to enjoy the full services offered by the library. It removes the barriers of locating information resource as well as increase the speed upon which the needed information can be retrieved (Khan, 2018).

Information has penetrated almost every aspect of human endeavor and societal activities; its growth has been on the rise in the past few decades. The rate of the growth has been so vast and had long reached the stage of explosion. The library role of acquiring, organizing and dissemination of information saddle it with additional responsibility of explaining its working to the newly admitted students under the programme

generally known as User education, Library skills or Use of library and communication skills (Aina, 2004). Providing user education equips users with the knowledge to use basic bibliographical tools, textbooks, electronic sources, audio-visuals as well as materials known to be reference in nature. Users acquaint themselves with the complexities around the library when introduced to it at their entry point of serious academic work in universities and other tertiary institutions.

The library, by its nature is supposed to be a centre for academic activities. Its function and services attract users voluntarily and most often unsolicited because of their quest for information. However, contrary to the views above, the researcher observed that some information. However, contrary to the views above, the researcher observed that some students do not visit or use the library throughout the entire period of their study in the university. Others visit the library only when they have the need for socialization or in need of the library clearance which is a requirement for every graduating student to submit at the point of exit from the university. Students' utilization of library resources is a very important subject whose absence could delineates volumes of library materials as waste, predicting that untapped knowledge are stored away in pages of papers and other library resources. Unutilized library resources become institutional monuments laying waste in many libraries, and leaving library administrators with no other option than maintain such for the patronage of some insignificantly few users. Popoola (2008).

Utilization of library resources by members of the academic community is the main reason for the establishment of academic library in every university in the country generally and in the Sout-South in particular. In most cases, libraries are blamed and accused of inability to provide users with all the informational, cultural, educational and recreational needs, while on the other hand the library seem to put blames on its users for lacking the know-how and skills to go about their searches for information which sometimes results in the duplication of other researchers' ideas. Frustration resulting from users' inability to retrieve needed information resource seems to tilts students into the choice of hiding, misfiling, and placing of printed resource that is o benefit to them on the wrong-shelve. Stealing and mutilation of records becomes common (Nkanu, 2016).

User education which was originally designed to impact skills for students' utilization of library resources seem to be characterized with certain instructional based problems, such as students' introduction to be characterized with certain institutional based problems, such as students' introduction to use of library skills in an over-crowded classrooms/lecture halls. The number of students' intake ratio in most universities is high, with static and decreasing library facilities and staff. This constitutes hindrance to some extent. Allocation of less or fewer credit-hour for the instructions, and the epileptic power supply noticeably inherent in universities libraries could contributes to lesser usage of informational resources by users who are in need of personal study, research and other academic purposes.

As a planned activity aimed to teach users necessary skills on how to optimally utilize library resources, User Education Programme had to be a matter of argument by authors. The Association of College and Research Libraries (2007) recognizes the various models currently existing within the profession for developing instruction skills such as library use courses at schools, workshops, seminars, conferences and computer-based instruction, but argues that only research could determine the need for and impact of instructional techniques.

Today, with the introduction and application of ICT in all aspects of library services, greater attention is becoming focused on how to equip users with new and relevant Information Literacy Skills as opposed to the traditional methods. Academic librarians, as professionals, and lecturers in this field teaches students the use of internet platforms to empower students in becoming knowledgeable in using e-books, audio-visuals, electronic and reference resources in the library. These enables students engage in a self-directed learning; as a continuum of skills, behaviours, attitudes and values which enable them to navigate the ever-changing information arena. For instance, students who participates in library guided tour adjusts better and quickly, gain ideas about the library facilities, and its environment, they are introduced to the different sections of the library, get familiar with the staff and library management, and occasionally pay visits to other neighboring libraries. (Aina 2004; Ogunmodede, Adio & Odunola, 2011).

Universities in South-South Nigeria apply a classroom lecture method within a structured academic curriculum, a credit-learning course included in the General Studies Programme. User Education has been integrated into the academic curriculum with a 2 credit-hours' rating. The library in conjunction with the university provides series of topics for the instructions. The objective of the course is to teach students the skills that will enable them explore the resources of the library and more importantly, to assist the students in the research methodology course, which is a compulsory course for all undergraduates' programmes.

To create the understanding of an in-depth knowledge of the activities carried out by librarians in the library and to enable students develop the ability to identify, search, locate, access, evaluate and efficiently use information resources of the library for their academic performance and research development, information literacy in ICT becomes necessary to their advantage. Academic libraries are known to place great emphasis on the need for users to acquire literacy skills that will enable them search for information independently on any discipline using both traditional and electronic methods of access.

Students' under-utilization of Library resources had been a concern to the libraries over time which may be as a result of the increasing number of students craving for university education regardless of age, affiliation or status. This development seem to increased the pressure on libraries on finding appropriate techniques of impacting user education skills to students not minding their number over the years.

Mos recently, a particular focus of inquiries has been on how user education can play a role in deciding its influence on students' utilization of library resources. Library processes may be for a prospective and new user to easily comprehend how to use available resources in the library (Aina, 2004, Nkanu, 2005, & Iyishu, 2016).

The motivation of this study is centered on the basis that school librarians who teach use of library in secondary schools has not positively impacted on the students in their formation years. Thereby giving reason for students' lack of skills in the use of catalogue, indexes and abstracts to locate scholarly resources at their entry into the university Okorodudu (2012). In this regard, the researcher was motivated to carry out this study to find out if user education or library skills taught to students in universities has any significant influence on students' utilization of library resources in universities in South-South Nigeria.

Statement of the problem

Library users within the university community need information for a variety of purpose but have limited skills in utilizing the available resources, as this may not have been discussed extensively in their academic course curriculum. Information explosion and technological advancements observed in the past few decades has affected library users to some extent. Library users seem not to be conversant with library resources; to responsibly search, locate, identify, recognize, evaluates, or use the knowledge found from the array of information resources already organized for use.

Preliminary observations has indicated that many students seem to lack the basic skills and competencies required for utilization of information resources especially on their entrance into institutions of higher learning. If the situations goes unchecked it may result to a permanent poor utilization of the library resources which invariably may cast the future of undergraduates into educational doom and poor academic productivity. This situation does not stop at this alone; but may affect the future of the students, the economy and the country.

It has also been observed that the fast speed to which students need to draw information from a wider range of sources and the frustrations caused by several failed attempts compels them to patronize commercial vendors and cyber-cafes even at the glare of same material used by such centers; was being made available in the library electronically or in prints. Nevertheless, students may as a result lose some important skills and behaviour which could have assisted them in: production of good research, good writing presentation of seminar papers, good performance in class assignments and projects and developing the requisite skills for accessing and using library catalogues, bibliographies, internet sites, online databases, special collections, reference materials,

audio visual resources, electronic resources, textbooks and ease of retrieval of available library materials in general.

The Federal Government of Nigeria has through the National University Commission's Benchmark for Minimum Academic Standards (NUC 2007) stipulated that universities in the country should teach Library Use Skills to all undergraduate, at their point of entry into the university. Numerous researchers have sought for solutions and made recommendations towards solving this problem, despite the spirited efforts, there appears to be congenial poor utilization of library resources in universities, South-South Nigeria, as this is manifested on library porters; statistics. This situation is worrisome and constitute a set back to the wholesome objectives of any university. The researcher observes with dismay, that poor utilization of library resources is still persistent among undergraduates in university libraries in South-South, Nigeria hence; at this point lots of posers have to come into play. To investigate if methods adopted for teaching of library use skills or user education could have impeded students' utilization of library resources (reference, audio-visual, electronic and textbook) and to what extent (High, average or low).

1.4 Purpose of the study

The main purpose of this study was to examine the influence of user education on students' utilization of library resources in University libraries in South-South, Nigeria. Specifically, the study sought to:

1. Investigate the influence of library orientation for new users on students' utilization of library resources.
2. Examine the influence of instructions on bibliographic tools on students' utilization of library resources.

1.5 Research question

The study was guided by the following research questions:

1. What is the influence of library orientation for new students on students' utilization of library resources?
2. To what extent do instructions on bibliographic tools influence students' utilization of library resources?

1.6 Statement of hypotheses

The following hypothesis was formulated to guide the study:

1. Library orientation for new students does not significantly influence students' utilization of library resources.
2. Instructions on bibliographic tools do not significantly influence students' utilization of library resources.

LITERATURE REVIEW

This chapter deals with the review of related literature. This was discussed under the following sub-headings:

- 2.1 Library orientation for the new students and students' utilization of library resources
- 2.2 Instruction on bibliographic tools and students' utilization of library resources

2.1 Library orientation for the new students and students' utilization of library resources

Orientation programme for new students play a very important role in students' utilization of library resources. User Education is a compulsory university's programme for all first-year undergraduates, as directed by the National University Commission: a bench mark for minimum academic standard. Prospective and new library users are inducted through talks, displays, seminars, workshops, or power point presentation of the entire library (Click, 2007).

Lamprey (2013) conducted a study titled Promoting effective use of library resources and services through orientation exercise, at Kwame Nkrumah University of science and technology library, Kumasi, Ghana. The purpose of the study included the identification of strategies for promoting the use of library resources, the access methods, identification of associated problems relating to the adopted methods and to make recommendations for effective use of KNUST Library resources and services. The method applied was both primary and secondary. The primary method included the use of files and interviews with library staff who are especially the senior/management personnel. While the secondary was the observation methods done through an

unstructured record of events as it unfolded itself for 2 semesters. On orientation, Lamptey (2013) identified the major problem of KNUST as that of poorly organized library user education for the freshly admitted students whose population was on the rise every academic session and taught by a handful of Librarian who were considered inadequate when compared to the present needs of users. The study revealed that lectures, orientation and guided tours had assisted the users to easily find and effectively maximize the use of the resources in their library. The author recommended the consistency in the allocation of funds accrued to university which must be in lines with the provision for fund allocation of 10 percent general university finances.

Inyang and Lawal, (2013) saw library orientation as an agency for both welcoming and marketing activity. They further posited that librarians and users are into a symbiotic relationship which extends to departments, faculties, and the University community in general. Inyang and Lawal stressed that the library can be showcased as instrument for promotion of knowledge, a plethoric of network, diversified in all disciplines and saddled with the responsibilities of impacting of useful skills on users to use their most valued resources and retention of same despite the many lines of search agencies such as the private information bodies and cyber cafes. While Nithyanandam, Kanniyappan, Arul Dhanakar and Rajasekar (2006) posited that library orientation is a way of familiarizing new students with the complexities of university library facilities. The librarian and his associates usually conduct library orientation and slots are provided for his or her deputy to give talk during the university-wide orientation.

Eneh and Ezegwu (2013) conducted a study on application of library orientation and students' utilization in South-East University Libraries and was found to have 100.00 percent application of term paper writing and one-on-one approach secured 50.00 percent application each. Other methods of delivering user education such as hands-on instruction in computer laboratory and work-book exercises were not used by any of the universities in the study. These Nwosu's findings agree with Cox and Jantti (2012) study in Babcock University in which both library orientation and use of library course lecture had respondents' rating of 42.24 percent each to secure first position of the best approach through which respondents learnt how to use the library. In the same vein, one-on-one talk approach secured 24.13 percent rating and was placed fourth. Term paper writing was not part of the approaches investigated.

The findings of the study differed slightly from those Julien, Leckie and Haris (1996). In their study, library orientation was second with a score of 84.00 percent followed by point of use (one-on-one) instruction with 75.30 percent; classroom lectures secured fourth position with a score of 72.20 percent. Hands-on instruction in computer laboratory was placed eight with a score of 43.20 percent, succeeding it was term paper writing with a score of 21.60 percent. Workbook exercises which had a score of 8.00percent which was the last approach through with respondents appreciated how to use facilities in the library.

Ashoor (2005) conducted a study on the forms of library orientation programmes offered by academic libraries at the King Fahed University for Petroleum and Minerals in Saudi Arabia. The researcher emphasized the need for four components in the library instruction programme, namely library orientation programme; library tour for graduate and new faculty members; education programme and a course on scientific research skills.

Sharma (2007) conducted a study using library orientation as a variable, the purpose of the study was to examine users to know their views about library collection, timings, rules and regulations and services of a public library under title "User's Survey of Delhi Public Library Karol Bagh Branch", Questionnaire was used as a data gathering instrument. It was concluded that through orientation, majority of users were familiar with opening hours, rules, staff, facilities and services of the library, and to some extent with its collection. It was further found that maximum use of library was made by students, therefore special emphasis were needed to meet their information needs.

Similarly, King and Tenopir (2013) asserted that library management through their public services division should engage a broad user orientation programme, so that users especially students will be acquainted with the needed knowledge on the use of the libraries, its tools and information therein. These according to the authors will hitherto improve the pattern upon which the students use the information/collection of the libraries.

From their assertion above, it is imperative that well planned and articulated library institution program to be put in place by the library for its clientele which ultimately serves as a catalyst for improving the information/collection/resources of the students.

Bavakutty (2005) carried out a study to examine library orientation and the use of libraries resources of colleges affiliated to University College of Calicut, Kerala. Opinions of 404 students were collected and analyzed. The results revealed that, the students of government colleges were using libraries mainly for things outside their study needs, whereas those of private colleges were using libraries for curricular purpose. Esses (2014) conducted a study on the opinion of undergraduate students to ascertain the relationship between library orientation programme and use of Ahmadu Bello University Library, Nigeria. The result revealed a significant relationship between library orientation and library use. The Authors also concluded that through library orientation programme, large number of users 80 percent visited the library frequently. Majority of them were visiting to study, using library books. Only 10 percent users were found to never have visited the library while lack of needed books in library was one of the causes for not visiting.

Delia, Auman, Marilyn, and Laspinas (2015) study aimed to determine the performance of orientation and instruction vis-à-vis the utilization of resources at Colegio Del Santo Nino Library. The study used the descriptive normative survey method. This method is greatly valuable in providing facts of which scientific judgement is based and also played a part in the development of instruments to assess programs and services. The results showed that pupils' performance in the library orientation and utilization was Below Average except for the area on the parts of the book which was Above Average. On the other hand, the utilization of resources such as books, periodicals, non-print resources was overall noted as Less Utilized. However, the relationship between performance and utilization was not significant.

Library orientation is a welcoming activity and often forms part of the university's orientation programme for first year students. According to Agyen-Gyasi (2008) the major challenge facing KNUST library is how to organize user education more effectively given the rise in student numbers, the limited number of professional staff and the advent of electronic resources which has changed the information landscape. However, in 2006/2017, the KNUST Library introduced video presentation into user education, with a recorded version of the orientation programme for new students, in the form of a DVD that replaced the lecture. The aim was to find ways of better educating fresh students on the use of the library. Resource persons in the recorded orientation included are the University Librarian and heads of the Cataloguing, Lending, Serials, Reference and Research, and Electronic Information Departments. It is in line with this that the library has made proposal to the Academic Board for the introduction of information literacy skills for first year students in Knust (Aenkorah-Marfo and Teye, 2010).

Singh (2012) carried out a study on "Orientation programme and Use of College Libraries by Faculty Members of University of Delhi". The Study asserted that through orientation programme, users were familiar with library resources such as; textbooks which were most frequently used resource, this was followed by reference books and general books. It was also revealed that the journals and textbooks were not considered very adequate. The researcher recommended that the faculty members need to computerize their libraries to meet up with readers needs.

In a study conducted by Bem-Bura (2015), on students' perception of library orientation programme in Benue State University Makurdi. A case study research design was employed, with a sample size of 100 drawn with the use of simple random sampling technique. The instrument for data collection was questionnaire and was analyzed with the use of frequencies and mean. The findings of the study showed that students of the university benefited from the activities of the orientation programme through rules and regulations guiding the library and its facilities and introduction of students to the available information resources was on a very high extent. The study also reported that some students of the Benue State University Makurdi saw library orientation programme as a programme that transmit knowledge and information search skills while others saw it as time wasting. In order to change the negative perception of students of the programme, the study recommends that time is a very crucial tool to consider in everything we do therefore more time be given to library orientation programme so that more awareness will be created by the librarians when the programme is organized. It is on

this premises that Okpakele (1999) pointed out that user education programme at the university of Ilorin has brought positive changes to students' behaviour towards library use education.

2.2 Instructions on bibliographic tools and students' utilization of library resources

Excellent learning resources are critical to society for the economic, social, cultural and intellectual benefits they bring. Every stage of the learning process depends on the efficient and effective flow of information. Libraries are usually located within the center of a university campus, and are always available for use whether for teaching or for studying, it is a quiet place for study.

In the Standards for Libraries in Higher Education by Association of College and Research Library (ACRL) (2007), it is stated that the library should establish, promote, maintain and evaluate a range of quality services that support the institution's mission and goals. The need for thorough user education programme according to Edem and Lawal (1996) is for effective use of the library resources because of exponential growth of published materials in various fields of academic studies, through teaching students' instructions on bibliographic tool. The growth in published materials (particularly in the science and technology) requires that scattered information in various formats be properly disseminated through user instruction. Katz (1990) stated that bibliographic sources are primarily, reference works ranging from bibliographies, indexes to encyclopedia and directories. Sources for bibliographic citations that lead to other materials according to Katz are most important, hence there is emphasis on materials that provide them, for example indexes. According to American Library Association, (ALA) (2011), bibliographic instructions tool enables users to define the required information, its site, its evaluation, and its usage. Bibliographic education enables users to define the required information, its site, its evaluation, and the right usage. Accordingly, Ilo and Idiegbeyan-Ose (2011) described bibliographic tool as a sure method through which users overcome the use of library phobia.

Santa (2014) investigated on information literacy skills with bibliographic instructions and practice in higher institutions, asserted that information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. To be information literate, a person must be able to recognize when information is needed and with bibliographic instruction has the ability to locate, evaluate, and use effectively the needed information.

Mukesh and Anjan (2013) investigated bibliographic instructions and utilization of library resources among undergraduate students of Tezpur University. 200 questionnaires were distributed among students of Tezpur University. 79.5 percent (159) library users responded; where 32.07 percent (51) respondents visited Central library in Tezpur University every day to borrow materials which they had already known the authors and title. It was found that 82.39 percent (131) users borrowed textbooks, (79.87 percent) (127) consulted journals and 75.47 percent (120) read newspapers to meet their information needs. Library is playing vital role to met multidimensional demands of students, and research scholar for information and knowledge. It is felt that bibliographic instruction is necessary to help library users meet their information needs and make users utilized the available library resources and services.

In basic online searching, databases constitutes the information usually searched by users. database is a collection of related files which may be bibliographic, full-text, or numeric. Bibliographic databases such as Library and Information Science Abstracts (LISA), Library Literature, etc., provide details like author, title, year of publication and other publication details, while full-text databases contain the complete text, word by word copy of the original document e.g., journal articles or encyclopedias. Numeric databases usually contain statistical data, hence they are sometimes called databank. To search these databases through online searching, a user must have access to certain equipment that would enable the user to search information in the databases online. The user needs to link his/her computer terminal with the host computer terminal containing the databases the user wishes to search, that is the computer terminal of the user and the host computer containing the databases must be linked.

Naser (2004) in his study on the Supporting Role of the Educational Bibliographic Tools Instructions in Academic Libraries for the Scientific Research, revealed the effects of these instructions in increasing libraries usage and improving students research skills. The author listed the following purpose of the educational bibliographic instructions in academic libraries as: (a) to support scientific research through description of the scientific research process; (b) to provide students with good ideas about information sources; (c) to develop students skills in information organizing; and (d) to ensure the understanding of ethical and legal matters such as authorship and publishing rights. Naser furthered that one way to demonstrate that the library adds value to the educational programme is to encourage students to use the library bibliographic materials for completing course assignments. Students no longer learn the way others did in the olden days of prints media and are radically changing. It was discovered that the change is increasing and has been technological, in the sense that the format in which information is recorded has changed over past few years.

In a research conducted by Iheaturu (2003) on “Assessing the impact of bibliographic instruction at the Federal University of Technology Owerri, Imo State”, the researcher attempted to find out competency in the use of library as a result of the instructions. A structured questionnaire and interviews was used. The researcher concluded that the impact of the instruction was very minimal and unsatisfactory with many of the students now knowing how to use the key library retrieval and information tools. The study therefore recommended more time be allotted to it and that the instructions should be made result-oriented to help balance attention to both the knowing and practical aspects of those instructions. According to him, for a student to claim competency in the use of information resources, he/she should not only have the knowledge but also possess requisite skills in terms of understanding of procedure/techniques to search and use information source and resources.

According to Kumara and Talawar (2009), who examined the usage of reference sources in a study titled “Use of References Sources in University Libraries of Karnataka. Data were collected using questionnaires and response rate was 73.28% for the total distribution. It was revealed that there was a growing interest in reference sources among users in university libraries. A small percentage of users made use of bibliographies and directories as compared to the use of dictionaries, encyclopedia and yearbooks. In consonance to the study, Sangam and Hadimani (2014) carried out a study on “Use of Online Public Access Catalogue by the Research Scholars in Karnataka University Library, Dharwad”, Online Public Access Catalogue by research scholars was used. The authors examined the user’s frequency of use and purpose of consulting OPAC, is in locating books, OPAC for periodicals and other reading material, time spent in using it, approaches followed to locate material, assistance from library staff in using OPAC. Some users suggested up to date library guides explaining how to use the catalogue, a very vicious indicating that bibliographic tools instructions was not grounded and users were not properly inducted through such.

Kumbar and Lohar (2007) conducted a study on “Use of Periodical Literature in the University of Agricultral Sciences in Daharwad. The authors assessed the extent of use of periodical literature by agriculture scientists. Data were collected with the use of questionnaire. The sampling technique adopted was the random sampling technique. The study revealed that 74.35 percent respondents scanned the current issues of the journals to keep themselves updated with latest developments. Majority of the users considered print journals as better version than electronic journals, as 74.36 percent chosen print journals and 25.64 percent opted for electronic version. The researcher concluded that proper display of periodicals, informing users about recent arrivals and effective reprographic service are the best ways to serve the users and be encouraged to make use of library resources.

Sujatha and Mudhol (2008) carried out a study on “Use of Information Sources at the College of Fisheries, Mangalore, India”, to study the impact of bibliographic instruction and use of different types of information sources by teachers/scientists, research scholars and post-graduate students. The results of the study revealed that from the knowledge gained from bibliographic instructions, about 88.9 percent users were able to use information sources for thesis/project work, and 87.6 percent used for ongoing research work. Majority of the respondents comprising 79.0 percent browsed the internet for subject specific information websites and 75.3 percent for international/regional institution websites. E-mail was the most frequently used electronic information source followed by web resources. Kumar (2009) noted that bibliographic instruction is one of the

strategies that libraries can use to convert non-users into habitual users by molding and equipping them with relevant skills, knowledge and attitudes that can reduce the discrepancy between the knowledge and use of collections.

Moyane, et al., (2015) on evaluating user education programmes for postgraduate students in the School of Management, Information Technology and Governance at the University of KwaZulu-Natal, shows that, about 93 percent of the student affirmed that they are capable of searching a few databases themselves with the help of bibliographies. They are aware that there are many more databases available to them than those they are currently using. With regards to searching information from the library catalogue, 55 percent of the respondents indicated that they are capable of conducting these searches independently. On the other hand, 45 percent of postgraduate students indicated that they still depend on subject librarians for assistance with information searching. As indicated by Ogunmodede, Adio and Odunola (2011), user education is a necessity because the average user may not easily comprehend how to use available information resources effectively. The purpose of user education is not to perpetuate dependency, but to develop independent and resourceful users.

Amad and Haridasan (2006) stated that, before librarians plan user education programmes, they should determine the information needs of users, and then determine how much users know about information organization, access and use. One of the coordinators stated that “if students acquire sufficient knowledge and skills for information searching and retrieval, they are likely to become active and independent learners with improved academic performance and research output. Hence in the study of Muesh and Anjan (2013), on the use of library resources and information seeking behaviors among undergraduate students of Tezpur University. 200 questionnaires were distributed among students of Tezpur University. 79.5 percent (159) library users responded where 32.07 percent (51) respondents visited Central library, Tezpur University every day for borrowing library books. It was found that 82.39 percent (131) users borrowed textbooks, 79.87 percent (127) consulted journals and 75.47 percent (120) read Newspapers to meet their information needs.

RESEARCH METHODOLOGY

This chapter presents the methodology that was adopted by the researcher in the process of gathering data required for the study. The methods are discussed under the following sub-headings:

- 3.1 Research design
- 3.2 Area of study
- 3.3 Population of the study
- 3.4 Sampling technique
- 3.5 Sampling
- 3.6 Instrumentation
 - 3.6.1 Validity of the instrument
 - 3.6.2 Reliability of the instrument
- 3.7 Procedure for data collection

3.1 Research design

The research design that was adopted for this study was ex-post facto research design. The research design was adopted because the events (variables under study) were already in existence, before the researcher thought of carrying out the study (Kerlinger 1986; Isangedighi, Joshua, Asim & Ekuri, 2004). By further explanation, there was no manipulation of the independent variables to produce an effect on the dependent variable. The researcher was investigating an already existing user education that could promote students' utilization of library resources in university libraries in South-South Nigeria with a view to finding out how the independent variables affected the dependent variable used in this study.

3.2 Area of the study

The study area is South-South, Nigeria which covered all academic libraries within the South-South zone of Nigeria. South-South is located between latitude 4⁰ to 8⁰ North of the equator and longitude 5⁰ to 10⁰

East of the Greenwich meridian. The area is bounded to the East by Republic of Cameroon, to the South-West by Ondo State, to the North-West by Kogi and Benue States, and to the South-East by Imo State respectively.

The area comprises six (6) states namely; Akwa-Ibom, Bayelsa, Cross-River, Delta, Edo and Rivers State. South-South Nigeria has one hundred and nine (109) Local Government Areas and an estimated population of almost 25million people. The 2006 census presented the population to be 21,014,655 million people. There are about thirty-five (35) different ethnic groups, two hundred and ten (210) dialects, spread across the three thousand five hundred (3,500) communities, Usen, (2003); ANYIRA (2011).

3.3 Population of the study

The population of this study was made up of all undergraduates who are registered library users in 2016/2017 session in the universities South-South Nigeria selected for the study. These are University of Calabar library, Cross River State University of Technology Library, University of Port Harcourt Library, Rivers State University of Science and Technology library, Federal University Otuoke, Library, and Niger Delta University Library. The information was obtained from the official documents according to the statistics in the individual university library for 2016/2017 academic session where 39,908 users were found to have been registered as library users. The breakdown of the population is shown in Table 1.

3.4 Sampling technique

The sampling techniques used for this study were stratified random sampling and accidental sampling techniques. The states where the universities' libraries are situated formed the strata. The 'hat and draw' approach was applied to determine the percentage for the total number of Federally and States-owned university libraries used for the study. The technique was also accidental because only the elements which were within the reach of the researcher were considered as respondents to the questionnaire. Hence registered library users that the researcher met at the point of administering the research questions were the ones that the researcher considered as appropriate respondents for this study. The researcher did so by visiting each university library and personally, with two trained research assistants and colleagues administered the instruments according to the number of registered library users per selected university libraries in South-South Nigeria.

3.5 Sample

The sample for this study consisted of 1,995 registered library users within the selected university libraries in South-South Nigeria. The number constitutes 5 percent of the study population from the selected university library. Essentially, these are undergraduates students engaged in different academic programme and have been introduced to the use of library. The detail of the sample distribution according to the institution is presented in Table 1.

3.6 Instrumentation

Questionnaire was used as the instrument for data collection and was tagged Library User Education and Students' Utilization of Library Resource Questionnaires (LUESULRQ). The questionnaire was divided into three sections; A, B and C. Section A was used to seek cooperation and information in respect of the students' demographic or personal data, the assurance on confidentiality of their responses. This includes their ages, sexes, year of study, school/department and the name of their library.

Section B is comprised of items designed to evaluate the research variables. It has six items that measure the various approaches adopted for imparting library use skills. This includes variables such as orientation programme for new students, bibliographic tools instructions, (ICT). Each of the sub-section had a total of five specified variables of interest relating to library role on students' education and skills development. For the two variables, a four-point modified Likert type scale was used with options ranging from Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D) for the user education part.

The Strongly Agree (SD), Agree (A), Disagree (D) and Strongly Disagree (SD) were scaled for part C which is the part of students' utilization of library resources and the variables considered to provide

information were subdivided. This brought to ten the total number of variables considered for the study in the contents of the questionnaire. The respondents were expected to place a tick (✓) against any of the options, as applicable to them. The subjects rated themselves at different dimensions that included library programmes introduces to enable the effective usage of its resources such as reference resources, audio-visual resources, electronic resources and textbooks. The researcher generated the items that constitutes this questionnaire from the reviewed literature, and also from interviews.

3.6.1 Validity of the instrument

To ensure that the items selected for inclusion in the questionnaire were capable of eliciting the relevant responses needed to measure the variables of the study, the researcher perused many literatures during the development of the instrument, most especially in the area of user education and resources utilization for the purpose of getting a good grasp of related ideas associated with the topic of the research. She presented the designed questionnaire to her supervisor first for face validation and to three experts in Measurement and Evaluation to check for appropriateness of the items, content coverage, clarity of language and the suitability of the items. Recommendations made by the experts was basically on reorganization of the items numerically which were duly affected.

3.6.2 Reliability of the instrument

To determine the reliability of the instrument which is the extent to which the instrument measures with consistency or its stability, and for the purpose of ascertaining its reliability especially in the area bordering on user education and students' utilization of library resources, a trial testing was done using fifty (50) registered library users from University of Uyo Library, Uyo who were not part of the real study. The Cronbach Alpha Reliability Co-efficient (r^{kk}) method was used to determine the reliability estimate of the instrument. After the administration of the questionnaire on fifty respondents, the retrieved copies were coded. The instrument was administered once to the respondents. This result of the reliability test is shown in Table 2.

TABLE 1: Distribution of the Population and Sample of the study

University	Population	Sample 5%
Federal University		
University of Calabar Library	4,158	208
University of Port Harcourt Library	6,000	3000
Federal Univrsity Otuoke Library	2,430	121
State University		
Ignatius Ajuru University of Education Library	18,200	910
Cross River University of Technology Library	2,670	133
Niger Delta University Library	6,450	322
Total	39,908	1,995

Source: Records of registered library users from each library obtained from the Office of the office of the offices of the various University Librarians, for 2016/2017 academic session.

TABLE 2: Cronbach alpha reliability coefficient of the instrument (N=50)

Variables	No. of items	$\bar{X}$	SD	Cronbach coefficient
Library orientation for new students	5	18.78	1.40	0.82
Bibliographic instruction	5	16.58	2.24	0.75
Reference resources	5	16.38	2.42	0.81
Electronic resources	5	18.16	1.43	0.80
Audio visual resources	5	15.74	2.70	0.76
Textbooks	5	18.16	1.38	0.84

3.7 Procedure for data collection

The data used for this study was obtained directly from respondents selected for the study through the use of questionnaire designed for data collection. The researcher visited the six University libraries selected for the study and administered the questionnaire personally with the help of two trained research assistants. Accidental sampling was used to administer the instrument. Out of 1,995 copies of questionnaires administered, only 1,983 copies were successfully retrieved from the sampled University and were used as sample for the study.

3.8 Procedure for data analysis

The method of data analysis depends on each hypothesis using Statistical program package for Social Sciences (SPSS) and a coding schedule for computer data analysis. All hypotheses were tested at .05 level of significance.

Hypothesis one: Library orientation for new students does not significantly influence utilization of library resources. (Reference, audio-visual, electronic resources and textbooks)

Independent variable: Library orientation for new students.

Dependent variable: Students' utilization of library resources (low, moderate, high)

Statistical technique: ANOVA

Hypothesis two: There is no significant influence of bibliographic tools instructions on students' utilization of library resources. (Reference, audio-visual, electronic resources and textbooks)

Independent variable: bibliographic tools instructions.

Dependent variable: Students' utilization of library resources (low, moderate, high)

Statistical technique: ANOVA

RESULTS AND DISCUSSION

This chapter deals with the result of the statistical analysis of data gathered for this study as well as their interpretation and discussion.

4.1 General description of variables

The main independent variables for this study are:

Library orientation for new students

Instructions on bibliographic tools

The main dependent variable is students' utilization of library information resources in terms of Reference, audio-visuals, electronic materials, textbooks and total utilization of library information resources. The mean and standard deviation of the major variables are calculated and presented in Table 3. A total sample of two hundred and sixteen (1983) students was used for the study.

TABLE 3: General description of data (N=1,983)

Variables	$\bar{X}$	SD
Library orientation for new students	18.7398	1.42837
Instructions on bibliographic tools	16.5303	2.16031
References	18.1977	1.37780
Audio-visual	15.7948	2.54004
Electronic resources	18.1326	1.36300
Textbook	17.6172	1.76387
Total utilization	69.7932	5.03465

The result in table 3 shows the mean and standard deviation of the main variables of the study.

4.2 Presentation of result

In this section, each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

4.2.1 Hypothesis one

There is no significant influence of Library orientation for new students on students' utilization of library information resources.

The independent variable in this hypothesis is library orientation for new students, while the dependent variable is students' utilization of library information resources. The dependent variable had five components in this study, namely, reference, audio-visuals electronic materials, textbooks and total utilization of library information resources. The scores obtained from the respondents were split into the three categories of library orientation for new students. The highest score a respondent was expected to have is 24, lowest 6 and the average score was 12. Any respondent who score 11 and below was below the average and was considered to be low, between 12 and 18 scores were within the average and were seen as moderate while those with the score of 19 and above were above the average and these were considered to be high. The statistical analysis technique deployed to test this hypothesis was one way analysis of variance. (ANOVA). The results of the analysis are presented in Table 4 and 5.

TABLE 4:

Descriptive statistics of the influence of library orientation for new students on students' utilization of library information resources (N=1,983) descriptive statistics of the influence of library orientation for new students on students' utilization of library resources (N=1,983)

Students' utilization	Orientation	N	Mean	Std. Deviation
References	1.00	576	18.4653	1.05937
	2.00	827	18.2527	1.31216
	3.00	580	17.8534	1.65325
	Total	1983	18.1977	1.37780
Audiovisual	1.00	576	15.8827	3.02504
	2.00	827	15.8827	1.88071
	3.00	580	16.3966	2.65416
	Total	1983	15.7948	2.54004
Electronic resources	1.00	576	18.6372	1.01567
	2.00	827	17.9069	1.42947
	3.00	580	17.9069	1.43587
	Total	1983	18.1326	1.36300
Textbook	1.00	576	17.4946	1.31631
	2.00	827	17.4946	1.94436
	3.00	580	17.6414	1.86848
	Total	1983	17.6172	1.76387
Total utilization	1.00	576	69.9410	5.06170
	2.00	827	69.6010	4.41332
	3.00	580	69.9207	5.78342
	Total	1983	69.7932	5.03465

Table 5:

Analysis of variance of influence of library orientation for new students on students' utilization of library resources (N=1,983)

Utilization	Variation	Sum of squares	Df	Mean square	F-ratio	Sig.
References	Between Groups	112.479	2	56.240	30.508*	.000
	Within Groups	3650.030	1980	1.843		
	Total	3762.509	1982			
Audiovisual	Between Groups	525.300	2	262.650	42.411*	.000

Electronic resources	Within Groups	12262.166	1980	6.193		
	Total	12787.465	1982			
	Between Groups	207.380	2	103.690	59.085*	.000
Textbook	Within Groups	3474.739	1980	1.755		
	Total	3682.119	1982			
	Between Groups	26.068	2	13.034	4.203*	.015
Total utilization	Within Groups	6140.422	1980	3.101		
	Total	6166.490	1982			
	Between Groups	525.565	2	262.283	1.037*	
	Within Groups	50186.664	1980	25.347		
	Total	50239.229	1982			

* .05; critical F2, 1980

Table 4 shows the sizes, means and SD for the three group of respondents based on the levels of their Library orientation for new students. The actual results of ANOVA that compared the three group mean values are shown in Table 5. The comparison yielded F-ratios of 30.508, 42.411, 59.085, 4.203 and 1.037 for References, audio-visuals, electronic materials, textbooks and total utilization of library information resources respectively. The F-ratios (for References, audio-visuals, electronic materials, textbooks and total utilization of library information resources) are significant at .05 level of significance, with 2 and 1980 degrees of freedom. With these results, the null hypothesis is rejected in each of the five instances of References, audio-visuals, electronic materials, textbooks and total utilization of library information resources. This implies that there is a significant influence of library orientation for new students on students' utilization of library resources in the five aspects of Reference, audio-visuals, electronic materials, textbooks and total utilization of library information resources.

In order to understand the pattern of the significant influence of library orientation for new students on students' utilization of library resources of Reference, audio-visuals, electronic materials, textbooks and total utilization of library information resources, a post hoc multiple comparison analysis was carried out using Fisher's least significant difference (LSD) test. The results of these analyses are presented in table 6.

4.2.2 Hypotheses Two

There is no significant influence of instructions on bibliographic tools on students' utilization of library resources.

The independent variable in this hypothesis is Instructions on bibliographic tools, while the independent variable is students' utilization of library information resources. The dependent variable had five components in this study, namely, Reference, audio-visuals, electronic materials, textbooks and total utilization of library information resources. The highest score a respondent was expected to have is 24, lowest 6 and the average score was 12. Any respondent who score 11 and below was below the average and was considered to be low, between 12 and 18 scores were within the average and were seen as moderate while those with the score of 19 and above were above the average and these were considered to be high. The statistical analysis technique deployed to test this hypothesis was one-way analysis of variance (ANOVA). The results of the analysis are presented in Table 6 and 7.

Table 6:

Descriptive statistics of the influence of instructions on bibliographic tools on students' utilization of library resources (N=1,983)

		N	Mean	Std. Deviation
References	1.00	262	18.6565	.621980

	2.00	1059	17.2880	1.11747
	3.00	662	19.4713	.71186
	Total	1983	18.1977	1.37780
Audiovisual	1.00	262	14.4695	1.97616
	2.00	1059	15.5609	2.23793
	3.00	662	16.6934	2.86265
	Total	1983	15.7948	2.54004
Electronic resources	1.00	262	18.3435	.621980
	2.00	1059	17.8517	1.59800
	3.00	662	18.4985	1.02576
	Total	662	18.1326	1.36300
Textbook	1.00	262	16.7634	1.47953
	2.00	1059	17.3456	2.07367
	3.00	662	18.3897	.75966
	Total	1983	17.6172	1.76387
Total	1.00			
Utilization		262	68.2328	1.51468
	2.00	1059	68.1341	5.21331
	3.00	662	73.0650	3.93714
	Total	1983	69.7932	5.03465

Table 7: Analysis of variance of influence of instructions on bibliographic tools on students' utilization of library resources (N=1,983)

Utilization	Variation	Sum of squares	Df	Mean square	F-ratio	Sig.
References	Between Groups	2005.313	2	1002.656	1129.788*	.000
	Within Groups	1757.196	1980	.887		
	Total	3762.509	1982			
Audiovisual	Between Groups	1052.637	2	526.319	88.805	.000
	Within Groups	11734.828	1980	5.927		
	Total	12787.465	1982			
Electronic resources	Between Groups	183.812	2	91.902	52.018*	.000
	Within Groups	3498.307	1980	1.767		
	Total	3682.119	1982			
Textbook	Between Groups	664.205	2	332.102	119.507*	.000
	Within Groups	5502.285	1980	2.779		
	Total	6166.490	2	332.102	119.507	.000
Total utilization	Between Groups	10639	2	5319.633	265.982*	.000
	Within Groups	39599.964	1980	20.000		
	Total	50239.229	1982			

Table 11 shows the sizes, means and SD for the three groups of respondents based on the levels of their instructions on bibliographic tools. The actual results of ANOVA that compared the three group mean values are shown in table 12. The comparison yielded F-ratios of 1129.788, 88.805, 52.018, 119.507 and 265.982 for References, audio-visuals, electronic materials, textbooks and total utilization of library information resource

respectively. The F-ratios (for References, audio-visuals, electronic materials, textbooks and total utilization of library information resources) are significant at .05 level of significance, with 2 and 1980 degrees of freedom. With the results, the null hypothesis is rejected in each of the five instances of Reference, audio-visuals, electronic materials, textbooks and total utilization library information resources.

4.3 Discussion of findings

This section is concerned with the discussion of findings that emerged from the results of the analysis. The discussion is presented in accordance to the variables of the study.

4.3.1 Orientation programme for new students and students' utilization of library information resources.

The result of the first hypothesis study indicated that, Orientation programme for new students significantly influenced students' utilization of library information resources. The finding is in line with Agyen-Gyasi (2008) who identified the major problem of KNUST as that of poorly organized library user education for the freshly admitted students whose population was on the rise every academic session and taught by a handful of set Librarians he considered it inadequate when compared to the present needs of users pertaining to the advent of electronic resources/ICT era. They recommended among other things the consistency in the allocation of funds accrued to the University which must be in line with the provision for fund allocation of 10% general university finances. On whose case the library would be able to meet its financial obligations comprising of staff, resource acquisition and other users' needs. They asserted that, for sometimes now, KNUST Library organized library familiarity for all new students in the form of lectures followed by orientations and guided tours to the various departments in the library. The study revealed that lectures, orientation and guided tours had assisted the users to easily find and effectively maximize the use of the resources in their library.

Inyang and Lawal, (2015) also saw library orientation as an agency which could be used for both welcoming and marketing activity. Describing the link, that librarians and users are into a symbiotic relationship which extends to departments, faculties, and the University community in general. They further stressed that the library can be showcased as instrument for promotion of knowledge, a plethora of network, diversified in all disciplines and saddled with the responsibility of impacting useful skills on users to use their most valued resources and retention of same despite the many kinds of search agencies such as the private information bodies and cyber cafes. In their 5 dimensions of marketing strategies for library and information resources/services, User Education was proven and rated as the highest marketed dimension among others adopted to bring back/retain users by 85.87 percent. It was followed by authored and users linked by librarians whose scores were 84.6 percent, and closely followed by provision of prints and non-prints resources by 82.81 percent, then 77.83 percent was rated as self-directed users who were moderated by staff and then collect collection covering knowledge of subject are of the institution at 58.82 percent. 1,804 registered library users formed the population of the study with a sample of 500 whose questionnaire return rate was 221.

The methodology adopted for the study was a survey research design with simple random sampling techniques. It was revealed that due to the adopted dimensions of marketing, strategies applied by librarians, the clientele use of library resources can be heighten, they recommended that the institution's management should strive to quickly bring back users through their adherence to users suggestions with the aim to reflect the information age and break the barrier of time and space which can be conquered with regards to the searches and the utilization of information resources in libraries.

Nithyanandam, Kanniyappan, Arul Dhanakar and Rajasekar (2006) also posited that it is a way of familiarizing new students with the complexities of university library facilities and explained that the librarian and his associates usually conducted library orientation and slots are provided for his or her deputy to give talk during the university-wide orientation. Bavakutty (2005) carried out a study to examine library orientation and the use of libraries resources of colleges affiliated to University College of Calicut, Kerala. Opinions of 404 students were collected and analyzed. The results revealed that, the students of government colleges were using

libraries mainly for things outside their study needs whereas those of private colleges were using libraries for curricula purpose.

Bem-Bura (2015) also showed that students of the university benefited from that activities of the programme such as rules and regulations guiding the library and its facilities. It also showed that the introduction of students to the available information resources was on a very high extent. The study further reported that some students of the Benue State University Makurdi saw library orientation programme as a programme that transmit knowledge and information search skills while others saw it as a time waste. In order to change the negative perception of students on the programme, the study recommend that time being a very crucial tool to be considered in everything we do therefore more time should be given to library orientation programme so that more awareness will be created by the librarians each time the programme is organized.

Orientation programme for new students play a very important role in students' utilization of library resources. Library User Education is a compulsory university's programme for all first-year undergraduates, as directed by the National University Commission: a bench mark for minimum academic standard. Prospective and new library users and inducted through talks, displays, seminars, workshops, or power point presenting the entire library.

4.3.3 Instructions on bibliographic tools and students' utilization of library information resources.

The result of the second hypothesis indicated that, instructions on bibliographic tools significantly influenced students' utilization of library information resources. The findings is inline with the view of Jonah (2016) who stated that bibliographic sources are primarily, reference works ranging from bibliographic citations that lead to other materials according to Katz are most important, hence there is emphasis on materials that provide them, for example indexes. Naser (2004) also, in his study on the Supporting Role of the Educational Bibliographic Tools Instructions in Academic Libraries for the Scientific Research, revealed the effects of these instructions in increasing libraries usage and improving students research skills.

Mukesh and Anjan (2013) investigated bibliographic instructions and utilization of library resources among undergraduate students of Tezpur University. 200 questionnaires were distributed among students of Tezpur University. 79.5 percent (159) library users responded; where 32.07 percent (51) respondents visited Central library in Tezpur University everyday to borrow materials which they had already known the authors and title. It was found that 82.39 percent (131) users borrowed textbooks, 79.87 percent (127) consulted journals and 75.47 percent (120) read newspapers to meet their information needs. Library is playing vital role to meet multidimensional demands of students, and research scholar for information and knowledge. It is felt that bibliographic instruction is necessary to help library users meet their information needs and make users utilized the available library resources and services.

In basic on-line searching, databases constitute the information usually searched by users. A database is a collection of related files which may be bibliographic, full-text, or numeric. Bibliographic databases such as library and Information Science Abstracts (LISA), Library Literature among others, provide details like author, title, year of publication and other publication details, while full-text databases contain the complete text, word by word copy of the original document example, journal articles or encyclopedias. Numeric databases usually contain statistical data; hence they are sometimes called databank. To search these databases through on-line searching, a user must have access to certain equipment that would enable the user to search information in the databases on-line. The user needs to link his/her computer terminal with the host computer terminal containing the databases the user wishes to search, that is the computer terminal of the user and the host computer containing the databases must be linked.

Kumbar and Lohar (2007) also revealed that 74.35 percent respondents scanned the current issues of the journals to keep themselves updated with latest developments. Majority of the users considered print journals as better version than electronic journals, as 74.36 percent chosen print journals and 25.64 percent opted for

electronic version. The researcher concluded that proper display of periodicals, informing users about recent arrivals and effective reprographic services are the best ways to serve the users and be encouraged to make use of library resources.

Information literacy assessment in recent years been focused on the relationship between information literacy and students' engagement, students' use of library, loan of books use of e-resources and learning and attainments. Guidance in the use of library resources and services was necessary to help students to meet their information needs. It was also found that journals, text book and lecture notes were the most popular sources of information for the students. It was suggested that the latest edition of text book and reference materials should be added to the library collection and users should be guided to use the resources of the library.

Libraries are created to serve users. It plays the role of an information center which provides all kinds of learning resources. Excellent learning resources are critical to society for the economic, social, cultural and intellectual benefits they bring. Every stage of the learning process depends on the efficient and effective flow of information. Libraries are usually located within the center of a university campus, and are always available for use whether for studying or learning. It is a quiet place to study.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is a summary and conclusion. The chapter is presented under the following sub-headings:

- 5.1 Summary of the study
- 5.2 Conclusion
- 5.3 Recommendations

5.1 Summary of the study

The main thrust of this study was to examine the influence of user education on students' utilization of library resources in University libraries in South-South, Nigeria. To achieve the purpose of this study the following hypotheses were formulated to guide the study.

1. Orientation programme for new students does not significantly influence students' utilization of library resources. (reference, textbooks, audio-visuals, and electronic materials).
2. Instructions on bibliographic tools does not significantly influence students' utilization of library resources. (reference, textbooks, audio-visuals and electronic materials).

Literature review was carried out accordingly. Ex-post facto design was adopted for the study. This research design was used for study because it was considered appropriate because the researcher has no direct control over the independent variable and also there was no manipulation of the independent variables to produce an effect on the dependent variable. A sample of one thousand, nine hundred and eighty-three (1983) respondents was used for the study. The sample was selected through stratified random sampling and accidental sampling techniques. The questionnaire was the instrument used for data collection. The reliability estimate of the instrument was established through Cronbach Alpha reliability method.

One way analysis of variance (ANOVA) and multiple regression analysis were the statistical techniques employed to the hypotheses under study. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that, orientation programme for new students, and Instructions on bibliographic tools, significantly influence student's utilization of library information resources. Based on the findings of the study it was recommended among others that students should make frequent use of the library so as to be acquainted with the facilities and services available in the library.

5.2 Conclusion

Based on the results of the study, the following conclusions were reached.

1. Orientation programme for new students significantly influence students' utilization of library information resources.
2. Instructions on bibliographic tools significantly influence students' utilization of library information resources.

5.3 Recommendations

On the findings of this study, the following recommendations were made:

1. University libraries should be established with up-to-date information resources and relevant services as a criterion for the approval of any university programme, and maintain current and up-to-date journals collection.
2. Instructional programme should run for both first and second semesters and it should be an independent credit carrying course under Gender Studies Programme in all universities.
3. Librarians should be familiar with users and their preferred format of information resources not just to acquire them for the sake of popularity trends but for the purpose of catering for library users needs.

REFERENCES

- Agyen-Gyasi, K. (2008). User education at the Kwame Nkrumah University of Science and Technology (KNUST) Library: Prospects and challenges. *Library Philosophy and practice (electronic journal)* paper 193. Available at: <http://unllib.unl.ed/LPP/agye-gyasi.htm> Accessed on November 25 2017.
- Ahenkorah-Marfo & Teye, M. E. (2010). Sustaining Information Delivery: The experience of Kwame Nkrumah University Library Kumasi, Ghana. *Journal of Inter-library Loans*. 10, 207-220.
- Ahmad, S. O & Haridasan, Y. A. (2006). Faculty awareness and use of library information products and services in Nigerian university. *Library Progress (International)*, 1 (2) 127-137.
- Aina, L. O. (2004) *Library and Information Science Text for Africa*. Ibadan: Third World Information Services Limited.
- Anyira, G. (2011). Information Technology: Whither Nigerian Libraries and Documentation Centre. *Leading Libraries & Information Centre I* (2), 27-35.
- Ashoor, M. (2005) "Information literacy: A case study of the KFUPM library", *The Electronic Library*, 23 4, pp.398-409. <https://doi.org/10.1108/02640470510611463>.
- Association of College and Research Libraries (2007). Research and Scholarship Committee. *Research Agenda for Library Instruction and Information Literacy*. <http://http://www.ala.org/ala/arc/bucker/is/lsccommittees.html> Retrieved 5/2/2017.
- Bavakutty, M. and Abdul-Majeed, K. C. (2005). *Methods for measuring quality of libraries*. New Delhi: EssEss Publication, 81-82.
- Bem-Bura, A. (2015). Students' Perception of Library Orientation Programme in Benue State University, Makurdi, *Journal of Innovative Education* 4 (3), 22-24.
- Click, A. B. (2017). Academic Library Services on International Branch Campuses @ <https://pdfs.semanticscholar.org>.
- Delia, E., Auman, Marilyn, Laspinas (2015) Pupil's Performance in Library Orientation and Instruction vis-à-vis Utilization of Resources, *Asia Pacific Journal of Education, Arts and Sciences*, Cebu Normal University Cebu City Philippines, 2 (2).
- Edem, U. S. & Lawal, O. O. (1996). Towards improved User Educational Programme in Nigeria University Libraries. *African Journal of Library, Archival and Information Science*, 6 (1), 31-36.
- Eneh, A. C., & Ezegwu, P. C. (2013). Availability and skills acquisition of information and communication technology (ICT) by the librarians of three university libraries in Edo State. *Library and Information Practitioner: Journal of Nigerian Library Association, Cross River State Chapter*, 6 (2), 551-554.

- Essess, U. C. (2014). Effect of Library Instruction on satisfaction with the use of library and its services: a study of undergraduate students in five universities in the southern part of Nigeria: *European Scientific Journal*, 10 (13), 57-68.
- Iheaturu, A. S. (2003). Gender differences in Information Retrieval Skills and use of electronic resources among professional in South-Western Nigeria. *International Journal of Library and Information Science*, 5 (7), 208-215.
- Ilo, I. & Idiegbeyan-ose, J. (2011). Library user education programme for covenant university freshmen: impact, challenges and possible solution. *Journal of Information Studies*, 11 (3), 7-12.
- Inyang, O. G. & Lawal, O. O. (2015). Information and marketing strategies that can bring back users. *Journal of library and information technology trends*. 1 (1), 57-71.
- Isangedighi, A. J., Joshua, M. T., Asim, M. E. & Ekuri, E. E. (2004). Fundamentals of Research and Social Sciences. Calabar: University of Calabar Press.
- Iyishu, V. A. (2016). Effective utilization of library resources: Quality services in academic libraries. Author House, Bloomington.
- Jonah, E. A. (2016) Library Use Education and Student Utilization of Library Resources in Polytechnics in South-South Nigeria. Unpublished Master's degree thesis in the department of Library and Information Science, University of Calabar.
- Julien , H., Leckie, J. G. I. & Harris, R. (1996). Changing technologies in Canadian academic library user education. Available at [http://www.caais.acsi.ca/proceedings1996/Julien 1996. pdf](http://www.caais.acsi.ca/proceedings1996/Julien%201996.pdf) Accessed on November 25 2017.
- Katz, L. C. (1990). The effects of integrating information literacy into science instruction on seventh-grade students' problem-solving and academic achievement. IEEE International Conference on *Advanced Learning Technologies*. 4-6 July 2015.
- Kerlinger, F. N. (1986). *Foundations of behavioural research* (3rd Ed.). New York.
- Khan, M. S. I. (2018). Electronic Information Resources Access and Use. @ <https://www.inforsocietytoday.org/digitalinformation-system/electronic-information-resources-access-and-use.html>.
- King, T. & Tenopir, K. (2013). Information Literacy Education among faculty and students: The Role of Laz Otti Memorial Library, Babcock University, Nigeria. *Information and Knowledge Management*, 5 (5), 2224-5758.
- Kumar, B. R. (2009). User education in libraries. *International Journal of Library and Information Science: Andhra Pradesh, India*, 1 (1), 1-5.
- Kumara, K. & Talawar, T. (2009). Seeking online information sources among science faculties of developing countries. *Annals of Library and Information Studies*, 49, (3), 73-87.
- Kumbar, M. & Lohar, M. S. (2007). Use of Library Facilities and Information Resources in Sahydari Colle, *Annals of Library and Information Studies*, 49, (3), 73-87.
- Lamptey, R. B., Boateng, M. S. & Antwi, I. K. (2013). Motivation and Performance of Librarians in Public Universities in Ghana, *Library Philosophy & Practice*. 2, 25.
- Moyane, N. E. & Krysak, N. (2015). Information literacy opportunities within the discovery tool environment. *College & Undergraduate Libraries*, 19 (2&4).

- Mukesh, I. & Anjan, N. (2003). Information literacy and student engagement: what the national survey of student engagement reveals about your campus. *College & Research Libraries*, 64 (6), 480-493.
- Mukesh, I. & Anjan, N. (2003). Information literacy and student engagement: what the national survey of student engagement reveals about your campus. *College & Research on Humanities and Social Sciences*, 5 (14), 110-213.
- Naser, B. (2004). The design and assessment of a proposed library training unit for education graduate students. *Internet Reference Services Quarterly*, 1 (5), 227-242.
- National University Commission (2007) Benchmark for minimum academic guidelines. NUC, Abuja.
- Nithyanandam, K. Kanniyappan, E. Arul Dhanakar, M. V. & Rajasekar, V. (2006). User education programmes and academic libraries. 4th International Convention Caliber-2006, Gulbargar, 2-4 February, © INFLIBNET Centre, Ahmedabad Available at: <http://schodhganga.inflibnet.ac.in/dxml/bitstream/handle/1944/1331/50.pdf?sequence=1>, Accessed on November 30 2017.
- Nkanu, W. O. (2005). Information Policy: AN index for regulating for the provision of library services in Nigeria. *The Researcher Journal of Nigeria Educator Research Reporters Association*, 8 (1), 121-135.
- Nkanu, W. O. (2016) The importance of library in the attainment of educational goals. (In) Use of Library: A textbook for students in tertiary institutions. Frontier Digital Press: Calabar.
- Ogunmodede, T. A., Adio, G & Odunola, O. A. (2011). Library use education as a correlate of use of library resources in a Nigerian University. *Library Philosophy and Practice (e-journal)*, Paper 604. (Online). <http://digitalcommons.unl.edu/libphilprac/604>.
- Okpaleke, J. S, (2002). Effect of the classroom instruction programme on undergraduate library exploration at the University of Ilorin. *The International Information and Library Review* 30 (4), 275-287.
- Popoola, S. O. (2008). The use of information sources and services and its effect on the research output of social scientists in Nigeria Universities. *Library Philosophy and Practice*. Available: <http://www.webpages.uidaho.edu/-mbolin/Popoola.htm> (accessed Nov. 2016).
- Sangam, B. U. & Hadimani, H. C. (2014). User education in Agricultural Science University libraries in India with special reference to South India. *Library Philosophy and Practice*.
- Santa, J. (2014). Critical information literacy: Implications for instructional practice. *The Journal of Academic Librarianship*, 32 (2), 192-199.
- Sharma, S. C. (2007) "Status of engineering college libraries in Haryana: A survey", *ILA Bulletin* 37 (201) 101-106.
- Singh, D. K. (2012). Impact of information technology and role of libraries in the age of information and knowledge societies. 6th International CALIBER – 2008. 28-29 February & 1 March. University of Allahabad, Allahabad: INFLIBNET Centre. 28-34.
- Sujatha, D. & Mudhol, A. (2008). Awareness and use of library information resources and services in Osmania University, Hydrabad. *International Journal of Library and Information Studies*, 2 (3), 42-54.
- Usen, O. A. (2003), "Evaluation of library users' instruction". *College and Research Libraries*. 40 (4), 315.