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5-14-2013

User Education in Federal University Libraries: A study of Trends and Developments in Nigeria

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User Education in Federal University Libraries: A study of Trends and Developments in Nigeria.

Abstract

Purpose: The paper aims at investigating how user education is organized, coordinated and implemented in South East Nigeria Federal University Libraries. It also addresses the challenges encountered by academic librarians in the process and itemizes the strategies for enhancing user education.

Methodology: Survey method was adopted and the instrument for data collection was a questionnaire. Population of the study was twenty-six and. twenty-six copies of the instrument were administered. All the copies were returned and were found usable. Descriptive statistics involving frequencies, percentages and mean scores were used for data analysis

Findings: Only one university library did not have user education policy but all of them had written objectives. User education lectures were compulsory and credit bearing. Responsibility for delivering user education lectures differed among university libraries. Coordination and implementation of user education studies were centered in the university library but the university libraries differed in the manner in which coordination of library user education was handled. Course-related and course-integrated instructions were the means of delivering user education lectures and an examination taken by students before the end of the session was the only means of evaluation of library user education. Hands-on demonstration using workstations, online resources and online databases were not being used during lectures.

Practical Implications: Students were not exposed to the current ICT technologies of accessing and retrieving information resources. So, their approach to library usage remained mainly traditional

Originality/Value: The value of this paper lies in the identification and recommendation of available critical ICT-enabled library services which could provide students with current approaches to library use. It articulated various categories of evaluation of both the course content and course lecturers in order to improve both the quality of the content of the course and the erudition of the academic librarians

Keywords: Academic librarians, coordination, evaluation, Federal University Libraries, implementation, libraries, planning, South East Nigeria, user education**.**

Paper Type: Empirical.

User Education in Federal University Libraries: A study of Trends and Developments in Nigeria.

Introduction

Library instruction can be traced back to the 1800s in American academic institutions and back to the 1600s in Germany. (Salony,1995) . This was corroborated by Tiefel (1995), when he stated that the earliest evidence of library instruction was found at Harvard College in the 1820s and that most early academic librarians were professors with part-time library appointments .These professors taught the use of libraries for academic purposes in institutions such as "Harvard, Indiana University, and Columbia." (Tiefel, 1995:318) . The expressed enthusiasm gave vent to the establishment of an ad hoc Committee on Bibliographic Instruction by the Association of College and Research Libraries (ACRL) in1971. The Committee published the first bibliographic instruction guidelines (Donnelly,2003) ACRL also established instruction standards which required college libraries to provide information and instruction such as reference and bibliographic services, course-related and course-integrated instruction and hands-on active learning orientation to users, (Donnelly, 2003).

User education has been variously defined. Fleming,(1990), described it as various programmes of instruction, education and exploration provided by libraries to users to enable them make more effective, efficient and independent use of information sources and services to which these libraries provide access. Tiefel (1995), broadly defined library user education as library instruction which teaches users how to make the most effective use of the library system. Wisconsin Library Association (2010) states that "user education is also known as library orientation, bibliographic instruction, training library instruction and information literacy" The author defines user education as various programmes applied by librarians to make users become effectively knowledgeable in the use of library resources so as to inculcate lifelong learning. Robertson (1992) says that since the 1970s library user education has been increasingly recognized as an integral part of a student's academic career. **.** Importance of user education cannot be over-emphasized as it is believed that improving users' knowledge of their libraries' collection and services could be a motivating factor for more usage and more demands on the library. The statement is corroborated by Nithyanandam et al (2006). They stress that it improves the image of the library and if combined with training, could be the best way to implement Ranganathan's five laws of library science.

Need for User Education.

With the rapid development of ICTs, accessing and retrieval of information from libraries are becoming complex. Inability to find necessary information delays research or decisions. Lack of awareness of information leads to duplication of effort. It therefore behooves on librarians to educate library users (students) on how to locate needed resources bearing in mind that they come from different cultural backgrounds and they have varying levels of library skills. Information generation is growing exponentially and information is packaged in various formats.(**Edem, Ani, and . Ocheibi, 2009 : The Free Library, 2010 and** Nithyanandam et al: 2006) It therefore becomes imperative that users should be taught how to evaluate information. Referencing, citation and compilation of bibliographies are competencies which must also be imparted to students by librarians, if the students are expected to produce quality research materials and continue with life-long learning/education. User education improves visibility and status of academic librarians and libraries.

Objectives of Library User Education

Every university library prides itself of the usability of its resources and to ensure that these resources are effectively utilized calls for library user education. To remain focused, there is the need to state objectives of the instruction. In this connection, Tiefel (1995) stated that objectives of library instruction were established as early as 1881 when they were used for clarification of instructional goals at the American Library Association Conference. Tucker, (1979) as cited in Tiefel (1995, 2-3) listed three important objectives. They were:

1 To enable students to develop the art of discrimination so as to be able to judge the value of books and develop critical judgment;

2. To enable students to become independent learners--to teach themselves

3. To enable students to continue to read and study – to become lifelong learners

Components of Library User Education

Specific components of user education have been variously described by authors such as, Donnelly (2003), Sheridan Libraries, (2011), and Ogunmodede and Emeahara (2010) as:

1. General orientation, library talk and library tour given to new students
2. Introduction of new students, some of whom have never made use of well established libraries, to the complexities of university library facilities.
3. Librarians familiarizing users, who have little or no information seeking skills at all with a broad range of library resources in order to develop library skills,.
4. Librarians educating users on how to access resources manually through a card catalogue or electronically using on-line public access catalogues

5. Librarians educating students through credit -earning course work.

The first and the fifth components are the concerns of this paper and they fall in line with Bhatti's (2007) thinking when he posits that for students to become truly information literate, the best way is to integrate user education programmes into the university's core curriculum**.** This aspect of user education has gained prominence. In Nigeria, University of Nigeria Nsukka Libraries were the first university libraries to extend the concept of user education to a regular credit carrying course of lectures.(Obi and Okoye,2011) In 1972, a course of lectures in "Use of the Library" was started as a part of the General Studies course in Use of English Unit.. Lectures in "Use of Library" were developed and delivered by university library staff on both Nsukka and Enugu campuses. They formed an integral part of General.Studies "Use of English". In 2007, "Use of Library'' metamorphosed into "Use of Library and Study Skills" in compliance with the revised "Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities" (Okojie, 2007) It was coded General Studies Programme 111 (GSP111) and it was a two-unit credit course taught by librarians. The course is examinable and compulsory for all first year students. It is a requirement for graduation. Later, other universities in the country started own programmes which codes were not very different from that of University of Nigeria Libraries. For instance at Babcock University in Nigeria , the library's approach to providing user education to first year students, " included a two-unit course for the teaching of "Use of library", orientation for freshmen and one on one guidance at the library. The course is taken during the students' first year and it is also a requirement for undergraduate students' graduation" (The Free Library, 2010: 5). The University of Ibadan implements a one-unit credit Use of Library course for all students (The Free Library,2010). At Ladoke Akintola University of Technology Library (LAUTECH) Ogbomosho, "Use of library" course, code-named Library 101, started as a unit credit course which was later changed to zero unit course in 2001. Although it is a zero unit course, it is compulsory and a requirement for graduation from the institution" (Ogunmodede and Emeahara, 2010 : 4). In Ghana, at Kwame Nkrumah University of Science and Technology (KNUST) Library, library user education programme is "centrally coordinated at the main library by the lending librarian. Until 2005/2006, it had two parts: a lecture followed by orientation/guided tours. The lecture is given by the University Librarian" (Agyen-Gyasi, 2008 :4) The method of delivering these lectures, such as classroom lectures, individual instruction and orientation are still very prominent. However, in the developed countries like America and Canada, due to increased technological sophistication, the mode of delivering of these lectures is changing from the traditional lecture method towards the teaching of critical evaluation of sources/information , research strategies, individual instruction and course integrated lectures.(Julien, Leckie and Harris, 1996) Rowe's survey (1994) of Florida academic libraries identified strong focus on electronic searching, and a renewed interest in offering credit courses and research skills during library instruction. It was also noted that emphasis was being placed on subject specific library instruction. Appreciating course-integration in library user education, Nithyanandam et al, (2006) posit that user education ought to be course-integrated as much as possible into the different parts of each study programme. Moreover, librarians and lecturers in co-

operation with each other should teach the courses. Library instructions could be course-related, course-integrated or by individual instructions.

In their survey of Canadian Academic Libraries, Julien, Leckie and Harris (1996) indicated that while the lecture method was moving towards individualized, hands-on training, ,none of the libraries had written objectives of their user education programmes. While less than half of these libraries evaluated their programmes, library user education was not always obligatory and not offered in all courses. Library user education (Use of library instruction) has been accepted as librarians' professional responsibility, but has it kept pace with the rapidity of change occurring globally in academic libraries? This is the thrust of this investigation. Henceforth, user education, library user education, library user instruction, library instruction, use of library instruction or use of library and study skills instruction are used interchangeably.

Statement of the Problem.

Studies conducted by Ormondroyd (2003), Ojedokun and Lumande (2005),Bhatti (2008), Nithyanandam et al (2006) and Imo and Igbo (2011) have shown that course-integrated library instruction is very useful in instilling library skills into undergraduate students and that it does enhance their performances. Beneficial as they are, there are no policies and objectives which guide library instruction in some university libraries (Nithyanandam, 2006 and The Free Library, 2010). The problem of this study therefore is to find out how library instructions are planned, organized and delivered to undergraduate students by librarians in Nigerian universities.

Objectives of the Study

The objectives of the study are to:

1. find out how user education is implemented
2. find out how user education is organized
3. identify the challenges encountered by librarians in conducting user education programmes
4. Identify the strategies which could be used to overcome the challenges.

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Scope of the Study

The study is limited to academic libraries in South East Nigeria

Literature Review

Nature of instruction

Librarians are becoming more concerned with the quality and depth of the instructional programs they are offering students. Joan (2003) argued that traditional programs have included workbooks and credit courses (most often general in scope and not subject related) or course-related. (Kohl & Wilson, 1986) suggested that the more traditional forms of course-related instruction paid inadequate attention to the differences in discipline organization and rely too heavily on a basic research strategy that failed to change from one course to the next. There is a paradigm shift from these forms of bibliographic instruction (traditional forms) to a course-related and course- integrated library instruction. In the developed counties, librarians are finding ways to integrate library instruction into existing courses in a manner that makes library resources and the methodology for finding them an essential and basic component of the course.

In this era of information explosion and ICT revolution, librarians have realized that bibliographic instructions are inadequate to provide students with research fulfillment and lifelong learning. They viewed. course-integrated instruction as one of the most effective user education methods. (Ormondroyd, 2003, Nithyanamdam et al 2006. Bhatti, 2007 and The Free Library (2010). However, a complication of course-integrated instruction, which they acquiesced to, was the requirement for faculty cooperation and the faculty member's authority to decide when instruction would be given and who would receive it. In this scenario, librarians have limited control over course-related instruction. Three methods of delivering user education have been identified. They are course related/bibliographic/traditional instruction, course-integrated and individual instruction..

Course-related instructions

They are instructional programmes and generic information skills which are taught to students by librarians. They may include workbooks and credit courses which are often general in scope and not subject-integrated. They concentrate mainly on bibliographic details. (Ormondroyd, 2003). With advances in technology, use of information and communication technology has become a component part of the course content. Misuse, mishandling and general abuse of library resources gave vent to the introduction of the course in some libraries, as in LAUTECH. (Ogunmodede and Emeahara, 2010). They are less intense than course-integrated instructions. Majority of "Use of Library "courses in Nigerian University libraries fall into this category

Course-integrated instructions

. Course-integrated library instruction (lecture) requires collaboration between academic librarians and the faculty academics in planning and executing research assignments as well as delivering lectures to students (Ormondroyd, 2003, Nithyanandam, 2006 and Imo and Igbo, 2011). It also requires that the librarian thoroughly understands the goals of the course and must have a basic knowledge of the subject matter. In this connection, any faculty lecturer could provide topics in any discipline for course-integrated library instruction on request. Topics could

range from instruction on how to use the databases available for a particular field, or Internet portal such as Access to Global On-line Research in Agriculture,(AGORA) or an electronic agricultural library in CD-ROM such as The Essential Electronic Agricultural /Library (TEEAL) for research in agriculture. It could also be on how to use online public access catalogue (OPAC) or how to use the Internet for research. Each of these instructions could take place in a library computer laboratory. However, course-integrated instruction has its challenges.

. Ideally lecturers ought to be much more proficient in information retrieval and library orientation so that they can actively use the library as a resource in their teaching. However, this is not always the case, which can be difficult to admit.(Nithyanandam et al, 2006). There are shortcomings in the pedagogic competence of librarians, whose education has so far included little training in teaching skills. Faculty members resent collaborative teaching with librarians.(Imo and Igbo,2011). Mellon (1983) cited in (Ormondroyd, 2003) viewed total integration as indeed desirable, but would be difficult to achieve since, "faculty do not view librarianship as an intellectual discipline equivalent to their own. [They] feel that the existing course-related library instruction is sufficient to meet student needs" (Mellon, 1983). It is time consuming and moreover, libraries must offer much broader selection of courses for lecturers. . If the subject area is a fairly new one for the librarian, he/she may find it necessary to sit in on a number of the lectures and do at least some readings for the course. (Ormondroyd, 2003). Colleagues at the reference desk may become resentful when the students in the course ask specifically for the librarian associated with that course. Course-integrated instruction has its benefits also.

The University of Illinois, Urbana-Champaign, found that students whose introduction to the libraries was through such an approach did a "statistically significant better job of accessing and using library resources" (Ormondroyd, 2003: 4). The approach relates research needs of a class with the way library materials in that discipline are structured and thereby improves coursework performance of that class. Through this approach, performance of students in such courses has also improved in Cornell University. (Ormondroyd, 2003 :4). Because it is more intense than course-related instruction and involves the student in library research at a much deeper level, course-integrated library instruction allows for a more cognitive approach to research methodology

Individual Instructions.

Nithyanandam et al (2006) describe individual instruction as a situation where faculty and students may request an appointment with the user education Librarian for assistance in learning new sources and skills. They posit that such instruction has proved beneficial to faculty writing dissertations or those preparing a literature review for grant applications or students writing lengthy and complicated research papers.

Orientation

Orientation as part of use of library course is part of a university's programme for first year students. It involves library talk, library tour of various library units, provision of library guide to each first year student, displays, seminars, workshops, and power point presentation of library tour. Agyen-Gyasi (2008) sees library orientation as both a marketing and welcoming activity while Nithyanandam et al. (2006) posit that it 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 the librarian or his deputy to give talk during the university-wide orientation in Babcock University Library (The Free Library,2010). Many libraries worldwide provide a number of electronic resources which are made available to students for free. (The Free Library, 2010)

Planning Of User Education

Fidzani (1995) as cited in The Free Library (2010) noted that to plan is to ensure that an organization would be able to achieve set goals and objectives. Accordingly the purpose of user education, to plan is to outline the activities needed to provide optimum user performance enhancement by the library. Generally, libraries provide support services to the institutions they serve. These services are packaged in such a way that they promote the vision and mission of their institutions. In this connection, commitment to educate their students in the efficient and effective use of library resources both within the library of their institution and from external sources takes pride of place. Nithyanandam et al. (2006) and The Free Library (2010) posit that written policies and objectives of user education provide a basis for self evaluation. They stressed that libraries'. written objectives for instruction should be derived from the written profiles of the information needs of their students They also observed that since universities have unique identities, each university library must design its own course to meet the immediate needs of its students as well as fit into the university teaching programme. Course contents have to be reviewed regularly. Kumar and Phil (2009) opine that use of sign posts and library guides play crucial roles during students' orientation

Implementation of Library User Education

At University of Albany libraries, User Education Unit coordinates the Libraries' formal program of instruction. These include: " University Library (UNL) 205 and 206, one credit Information Literacy courses, support for other Information Literacy courses on campus, course-related instruction, classes on electronic databases and other research tools, Internet instruction and orientation tours. It also coordinates the development of printed brochures, bibliographies, and instructional material designed for self-instruction in using the libraries" (Jacobson, 2010: 01). In John Rylands University Library of Manchester,(JRULM) orientation programmes consist of two days of scheduled electronic demonstrations and library tours. " Students are given information leaflets and they also receive a demonstration of the library's web site and an introduction to the library's services, resources and information pack" . (Bhatti, 2007 :06). "Induction programmes are organized by a subject specialist or a user

education librarian in consultation with the academic staff. The user education programme is arranged on a departmental or faculty basis. Attendance to the programme is compulsory and it is listed in the students' timetable." (Bhatti, 2007 :05) Students benefit from course-related library instruction in (JRULM).

Methodology

The study was a descriptive survey designed to obtain data which would describe available trends in library user education in South East Nigeria.
Population of the study consisted of academic librarians who participated in teaching library user education at Federal Universities in South East Nigeria. There was only the coordinator at Federal University of Technology, Owerri, FUTO (1).; three (3- a coordinator and two other academic librarians) at Michael Okpara University of Agriculture, Umudike (MOUAU) ; one (1- the coordinator) at Nnamdi Azikiwe University, Awka (NAU) and twenty-one (21- the coordinator and twenty other academic librarians) at University of Nigeria Nsukka. (UNN). This gave a total of twenty-six (26) which formed the population for the study.
A questionnaire which was constructed by the researcher was validated. Its reliability was estimated using Cronbach's alpha formula. It was found to be 0.76. The questionnaire had two sections. Section A was based on respondents' demographic information while section B which was based on library user education was subdivided into ten (10) units. Units one to eight were based on yes or no answer while units nine and ten were based on a four point scale of : SA=Strongly Agree; A= Agree; D=Disagree and SD= Strongly Disagree. Thirty (30) copies of the questionnaire were administered to the respondents. This was done in order to take care of any more academic librarian who might be engaged in the conduct of library user education in any of the universities before the retrieval of the instrument. Twenty-six copies of the questionnaire were completely filled and returned giving a response rate of 86.67 percent. All retrieved copies of the questionnaire were found usable. Analysis of data was done using percentages and mean scores. Percentages of 50 and above were accepted and mean scores of 2.5 and above were also accepted.

Findings/Results

Characteristics of Respondents

1.1 Gender of respondents consisted of 14 males(53.85%) and 12 females (46.15%). There were two (7.69%) Bachelor of Library Science; nineteen (73.08%) Master of Library Science and five (19.23%) academic librarians who had Ph.D. in Library Science.
1.2 Their professional experience showed that seven (26.92%) had 1-5 years ; four (15.39%) had 6-10 years; five (19.23%) had 11-15 years; 5(19.23%) had 16-20 years ; two (7.69%) had 21-25 years; one (3.85%) had 26-30 years ;two ((7.69%) had 30 years and above professional experience.
1.3 Their ranks showed that there were seven (26.92%) Assistant Librarians ; no Librarian II ; two (7.69%) Librarian I ; 8 (30.77%) Senior Librarians ; 8 (30.77%)

Principal Librarians and one (3.85%) Deputy University Librarian who participated in the research study.

Library User Education

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. Availability and Domiciliation of User Education

All the university libraries under study (100%) offered library user education as part of General Studies Programmes and the use of library course component of the programme was domiciled in the library. The finding agrees with Agyen-Gyasi (2008) and Tiefel (1995) who argue for user education at all levels due to changes in technology which have created an urgency to teach users how to become more effective, efficient and independent in their information searching. Many authors such as Tiefel (1995), The Free Library (2010) and Jacobson (2010) stress that the course is domiciled in the library.

Library orientation and classroom lectures were found to have (100.00%) application while term paper writing and one-to-one approach secured (50.00%) application each. The former three aspects were adopted in UNN and MOUAU while the latter was used in UNIZIK and MOUAU respectively. Other methods of delivering user education such as hands-on instruction in computer laboratory and work-boopk exercises were not used by any of the universities in this study. These findings agree with The Free Library''s (2010) study in Babcock University in which both library orientation and use of library course lecture had respondents' rating of (42.24%) each to secure first position of the best approach through which respondents learnt how to use the library. In the same study by The Free Library (2010), one-to-one talk approach secured (24.13%) rating and was placed fourth. Term paper writing was not part of the approaches investigated by The Free Library (2010). Findings in this study differed slightly from those of Julien et al. (1996). In their study, library orientation was second with a score of (84.00%) followed by point of use (one-to-one) instruction with (75.30%) ; classroom lectures secured fourth position with a score of (72.20%). Hands-on-instruction in computer laboratory was placed eight with a score of (43.20%), succeeding it was term paper writing with a score of (21.60%). Workbook exercises which had a score of (8.00%) was the last approach through which her respondents appreciated how to use facilities in the library.

Are Library User Education Lectures Compulsory and Credit-Bearing?

Lectures were compulsory for all first year students. The course was also credit-bearing in all the universities under study. The findings are consistent with those of Free Library (2010) and Jacobson (2010) who express that library user education is compulsory and credit-bearing at Universities of Ibadan, Babcock and Albany respectively.

Responsibility for Delivering User Education Lectures.

Responsibility for delivering user education lectures at FUTO and MOUAU was vested in classroom lecturers at the School of General Studies and academic librarians in the University Library. At UNN and UNIZIK , academic librarians in the university library taught the lectures. The literature also showed variability with regard to delivery of library user education. At Kwameh Nkrumah University of Science and Technology (KNUST) , Agyen-Gyasi (2008) says that lecture is given by the University Librarian at the Fresh Students' Orientation but the rest of the programme lies with the Lending Librarian. The Free Library (2010) states that at the University of North Florida, the Reference Department's User Education Programme provides students, staff and Faculty of the university with training on how to use the library efficiently.

User Educatiion Policy and Objectives

It was found that only FUTO, UNIZIK and UNN had user education policy but all the libraries had stated objectives. It was also found that only MOUAU did not include one of the objectives which sought to teach students how to critically evaluate the quality and usefulness of information. The findings agree with Nithyanandam et al (2006), The Free Library (2010) and Fidzani (1995), all of who posit that written policies and objectives on user education provide a basis for self evaluation.

Co-ordination and Implementation of Library User Education.

University libraries agreed unanimously that orientation programme was conducted for first year students during the first to fourth week of the academic year but differed in the manner in which library user education was coordinated. At MOUAU and UNN , user education librarian was the central coordinator, while at UNIZIK and FUTO, the University Librarian was in charge. Agyen-Gyasi (2008) posits that at KNUST, the lending Librarian is the central coordinator while Jacobson (2010) states that coordination is centered in the library at University of Albany.

Categories of Use of Library Lectures

All the university libraries adopted course-related instruction as a means of delivering library user education. In addition, MOUAU also applied course-integrated instruction in delivering user education. Individualized instruction was not applied by any of the university libraries studied. Findings in this study corroborates Nithyanandam et al (2006)'s view that course-related and course-integrated instructions are among effective methods of delivering library user education.

Evaluation of Library User Education

Findings revealed that library user education proogramme was evaluated in all the university libraries through an examination which was taken by students

before the end of each session. Findings in this study support Wilson (1997) who observes that library user education could be evaluated through an examination which is taken by students before the end of each session.

Table 1: Mean Responses on Challenges to User Education

S/N	Challenges	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_4$	$\bar{X}_g$	Remarks
1	There is lack of user education policy	3.00	4.00	2.33	2.81	3.04	Accepted
2	Stated objectives of the library user education are not available	3.00	4.00	2.67	2.43	3.03	`√
3	Cooperation from the Faculty teaching staff is lacking	3.00	4.00	3.00	2.86	3.21	√
4	There is inadequate number of professional staff to conduct user education	4.00	4.00	1.67	2.71	3.10	√
5	Very limited time is allocated to the programme	1.00	2.00	2.00	2.47	1.87	Rejected
6	Library user education is not compulsory in some institutions	3.00	3.00	3.00	2.57	2.89	Accepted
7	Course content of user education is not often reviewed	3.00	3.00	3.00	2.81	2.95	√
8	Library user education course is not credit-bearing in some institutions	3.00	3.00	3.00	2.62	2.91	√
9	There is inadequate library resources (print and non-print materials) to carry out the progrmme	2.00	2.00	2.00	2.76	2.19	Rejected
10	There is lack of funds to support the programme	4.00	3.00	3.33	3.33	3.42	Accepted
11	There is inadequate ICT facilities	4.00	3.00	3.00	3.10	3.23	√
12	Librarians are not knowledgeable in modern ICT literacy	3.00	3.00	2.67	2.71	2.85	√
13	Practical use of the internet to conduct researches is not demonstrated during library instruction	4.00	4.00	3.33	2.91	3.56	√

Key :

$\bar{X}_1$= Mean for UNIZIK

$\bar{X}_2$= Mean for FUTO

$\bar{X}_3$=Mean for MOUAU

$\bar{X}_4$= Mean for UNN

$\bar{X}_9$=Mean of Means/Grand Mean

Table 1 showed that lack of user education policy was accepted as a challenge. However, rejection shown by MOUAU stemmed from the fact that the university had no user education policy and therefore believed that lack of user education policy could pose no challenge to library user education. Its acceptance confirms the findings from the literature such as Nithyanandam et al (2006), The Free Library (2010) and Fidzani (1995), all of who state that written policies and objectives on user education provide basis for self evaluation and commitment to educate users. Respondents agreed that lack of stated objectives was a challenge to user education. However, even though UNN library had been operating user education with written stated objectives, it rejected the idea. Rejection could stem from the belief that as long as there was user education policy, absence of stated objectives would pose no challenge. The finding conforms to those of Fidzani (1995) and Tiefel (1995), all of who state that establishment of user education objectives clarify instructional goals. Non-cooperation from Faculty teaching staff was accepted as a challenge. It affirms the assertion in the literature such as those of Imo and Igbo (2011), Agyen-Gyasi (2008) and Godwin (2003) who observe faculty resistance to collaboration with librarians in teaching user education as a challenge. Inadequacy of the number of professional staff to conduct user education lectures was accepted as a challenge. However, MOUAU rejected it as a challenge. Their rejection could stem from the fact that they were conducting user education with only three academic librarians. Acceptance is consistent with the findings of Edem, Okon and Ochelbi (2009) and Agyen-Gyasi (2008) whose major problem is how to organize user education more effectively given the limited number of professional staff. Very limited time allocated to the programme was rejected as a challenge by the respondents. The finding agrees with available literature such as The Free Library (2010), Jacobson (2010) and Babcock University (2007) all of which never revealed lack of time as a challenge to execution of user education. Acceptance of Non-obligation of library user education as a challenge agrees with Bhatti (2008), Edem, Ani and Ochelbi (2009) and The Free Library (2010) all of who recommend strongly that user education should be made compulsory and reveal that the course is obligatory for the purpose of meeting institutional goals. Respondents accepted non review or seldom review of the course content as a challenge. This finding supports those of Bhatti (2008) and Jacobson (2010) all of who believe that assessing and revising the instructional content can update and promote user education activities. Respondents accepted non-credit bearing of library user education course as a challenge The finding supports those of The Free Library (2010), Jacobson (2010) and Julien (1996) all of who posit that credit-bearing “Use of Library” course fosters information literacy. Inadequacy of

library resources was rejected as a challenge. However, the mean score for UNN accepted inadequate library resources as a challenge to user education. The variability in responses to library resources is directly related to the size of each institution. It is indisputable that UNN is the largest and the most populated among the four institutions. Rejection of inadequate library resources as a challenge to user education contradicts Nithyanandam et al (2006) and Agyen-Gyasi (2008) all of who posit that increase in information need of libraries has out-matched available library resources, making inadequacy of library resources a challenge to user education. Lack of funds was unanimously accepted as a challenge. It conforms to the observation of Edem, Ani and Ochelbi (2009) and Bhatti (2008) all of who posit that scarcity of funds and provision for library expenditure are among problems facing user education. Inadequate ICT facilities was also accepted as a challenge by the respondents. Their acceptance agrees with the findings of Agyen-Gyasi (2008), Nithyanandam et al (2006) and Edem et al (2009) all of who express that inadequate workstations and information technology pose a considerable challenge to librarians' effort to provide effective user education. The statement that librarians are not knowledgeable in modern ICT literacy was accepted by the respondents. The finding agrees with that of Agyen-Gyasi (2008) who suggest training and re-training of librarians. Respondents unanimously accepted non-practical demonstration of internet use during user education as a challenge. Their acceptance affirms The Free Library (2010) and Agyen-Gyasi (2008) views that there is lack of practical demonstration of online resources and databases during library user education.

Table 2: Mean Responses on Strategies to Enhance Teaching of Library User Education

S/N	Strategies	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_4$	$\bar{X}_g$	Remarks
1	There should be library user education policy	4.00	4.00	3.67	3.52	3.80	Accepted
2	Stated objectives of the library user education should be available	4.00	4.00	3.00	3.38	3.60	`√
3	Cooperation with the Faculty teaching staff should be encouraged	4.00	3.00	3.33	3.38	3.43	√
4	Adequate number of professional staff should be available to conduct user education lectures	4.00	3.00	3.00	3.52	3.38	√
5	Enough time should be allocated to the programme	4.00	4.00	3.67	3.57	3.81	√
6	Library user education should be compulsory in all higher institutions	4.00	4.00	3.33	3.67	3.75	√
7	Course content of library user	4.00	4.00	3.33	3.67	3.75	√

	education should be often reviewed						
8	Library user education course should be credit-bearing in all tertiary institutions	4.00	3.00	3.67	3.62	3.57	√
9	There should be adequate library resources (print and non-print materials) to carry out the progrmme	4.00	3.00	3.00	3.57	3.39	√
10	There should be adequate funds to support the programme	4.00	3.00	3.00	3.52	3.38	√
11	Adequate ICT facilities to run the programme should be provided	4.00	3.00	3.00	3.62	3.41	√
12	Librarians should be trained in modern ICT literacy	4.00	4.00	3.33	3.62	3.74	√
13	Practical use of the internet to conduct researches should be demonstrated during library instructions	4.00	4.00	3.33	3.38	3.68	√

Key :

$\bar{X}_1$= Mean for UNIZIK

$\bar{X}_2$= Mean for FUTO

$\bar{X}_3$=Mean for MOUAU

$\bar{X}_4$= Mean for UNN

$\bar{X}_g$=Mean of Means/Grand Mean.

Table 2: Respondents accepted all the listed strategies unanimously. Their acceptance confirms the fact that academic librarians who participated in the study needed training and re-trainning especially in ICT application to user education delivery. The findings confirm Agyen-Gyasi (2008)'s view that librarians who participate in delivering user education courses should undergo training and re-training periodically.

Conclusion.

From the findings of the study, it is concluded that Library User Education Lectures were compulsory and credit-bearing in the university libraries investigated Responsibility for delivering user education lectures differed among the universities. Some of the university libraries in South East Nigeria did not

have written user education policy but all of them had written objectives. While the university libraries agreed unanimously that co-ordination and implementation of library user education were centered in the library, they differed in the manner in which co-ordination was done. Course-related and course-integrated instructions were the means of delivering library user education lectures. Evaluation of library user education course was done in all the university libraries through an examination which was taken by students before the end of each session.

Recommendation

As a result of the findings and conclusion, it is recommended that:

- Since many ICT technologies have been introduced and adopted into library profession, academic librarians involved in the teaching of user education should undergo training on E-learning periodically
- . All university libraries in S.E.Nigeria should evaluate the course content of their user education instruction periodically in order to update and improve their knowledge in modern use of ICTs in library operations. Other methods such as evaluation of course objectives can be helpful.
- .A method of evaluating the course lecturers by asking the students to assess teaching methods and capability of the academic librarian in delivering the lectures, can also be adopted.
- .An examination which was taken before the end of each session was the prevalent method of assessing how students had appreciated the course. Other means of assessment such as workbook exercises and tests on reference resources can be of great benefit to students.
- . More workstations should be installed so that as many students as possible could benefit from the practicum
- . Hands-on demonstrations of online resources and online databases should be part of lecture delivery method. A situation where practical aspects of librarianship are taught theoretically do not help easy assimilation
- Library expenditure should be provided for by respective university administrations.
- .Academic librarians should encourage collaboration with Faculty lecturers in the delivery of user education by exploiting a situation in which faculty lecturer introduces a subject and the academic librarian provides various searching methods for retrieving information on the subject.

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