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USER EDUCATION AND LIBRARY USE IN COLLEGES OF EDUCATION IN ABIA AND IMO STATES

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Abstract

In this study, the researcher attempted to relate user education programmes of ASCETA and AIFCE with library use. Validated structured questionnaire and interview schedule were used to collect data. The research answered four (4) research questions and tested one hypothesis. Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at 0.05 level of significance. Data on the research questions were analyzed using mean scores and frequency tables. Findings revealed that: the user education programme of ASCETA and AIFCE is structured in the form of library orientation, library tour, bibliographic instruction and user awareness. Findings showed that user education enhances library use even though the programme is impeded by a lot of problems which include lack of/or inadequate fund, inadequate library staff to cope with the amount of work involved, inappropriate provision for the user education course on the time table, among others. A moderate positive relationship was found to exist between user education and library use. It is recommended that adequate fund should be provided to enable user educators acquire the necessary equipment for teaching user education, adequate staff to carry out the amount of work involved in user education should be employed, etc.

Introduction

In Nigeria, colleges of education are part of what are usually referred to as the higher education or tertiary education system. They are centers of learning, teaching and research. In order to achieve their aims as centers of learning, teaching and research, it has become imperative for any established college of education to have and own a library. Any library established, maintained and administered by a college to meet the information needs of its staff and students is known as a college library. One of the major objectives of college libraries is to ensure that their collections and services are designed to meet the objectives and information requirements of the parent institution (National Commission for Colleges of Education; 1994). In order to fulfill this objective, the college library provides services usually referred to as reader services. These services are meant to bring the library, its services and its personnel into direct contact with the library users.

Atkin (cited in Arua and Chikezie, 2006), defined library use as the act of perusing the library stock, asking for assistance from library staff, actually finding information of value, borrowing a book in the library, studying one's own material in the library, coming into the library or merely meeting with friends in the library. Library use is also used to refer to the

holding of library borrower's card and using or not using it. It is not exclusive to one of the above-listed activities, rather a combination of any two or more, or all of those and perhaps several others. Unlike the libraries of old which were satisfied with their role as "custodians" of library materials, the present day libraries, especially academic libraries, are saddled with the responsibility of information provision and effective access to information materials. The significance of the library in the academic life of the students lies on the degree of effective and efficient use of the library and its resources (Garba; 2004). The failure of a patron to use the library in a result-oriented way wastes the resources of the library.

Oyesiku (2000) pointed out that effective use of library by staff and students is expected to be the principal objective of establishing libraries in academic institutions. To achieve this objective, the librarians have to instruct the students on how to use the library. They have to familiarize the students with the techniques of library use and information retrieval. This is known as user education. User education encompasses all types of activities designed to teach users about library services, facilities, organization, resources, and search strategies in order to equip them with the basic skills to enable them to make optimal, efficient and independent use of information resources and services available in a given library (ALA;1989, Akimbola; 2007, Ogunmodede and Emeahara; 2010). It is simply a planned process and technique that is aimed at equipping library users with the basic skills to enable them optimally use resources available in a given library or libraries. Guiding users on how to use the library has become necessary because of the tremendous increase in volumes of publications as well as the resulting complexity of libraries and methods by which literature is organized and disseminated.

User education ranges from basic information on the college, up to the more formal structure and systematized programmes of instruction. With varied degrees of effectiveness, these forms of user education (whichever is adopted) aim at teaching library users how to make optimal use of the library and its resources, through the acquisition of skills in identification, location, retrieval and exploitation of information resources. With the establishment of NCCE and the standardization of the NCE programme, user education has been integrated into the curriculum of colleges of education. The course is a general studies course titled, "Introduction to Library Studies", and has the weight of a credit hour. The objectives of the course as outlined in NCCE Guidelines (1994) are:

- a) to make students aware of the available and scope of library's resources and services.
- b) to ensure those students are aware of and can effectively use information resources and retrieval techniques, which can assist in their learning and future careers.
- c) to contribute to the personal and intellectual development of the student including his ability to continue autonomous learning outside the formal education context.
- d) to enable students to control and structure the varied information available and regularly used by them to solve academic and later professional problems.

Although the course is taught with the aim of achieving the objectives above, studies carried out by Unomah (1985), Robertson (1992), Abubakar (2003) and Okonkwo (2004) have shown that even in colleges of education where students receive this basic education on how to use the library, several students were found to be ignorant of the basic idea of how to register as library members. Some were even unaware of the fact that books could be borrowed, while some others found it relatively hard to retrieve the information they needed.

In effect, therefore, this particular study is tailored towards relating user education with students' use of Abia State College of Education (Technical), Arochukwu (ASCETA) and Alvan Ikoku Federal College of Education, Owerri (AIFCE) libraries.

Statement of the Problem

The more the increase in research and scholarly publications, the more the problem of accessing the information needed by the users. Studies have shown that many students do not know how to go about searching for information to satisfy their information needs; they lack the basic skills and competencies required for the utilization of library and information resources on their entrance into institutions of higher learning. Furthermore, a good number of them have never even been to a library before. The result is that they find it difficult to make use of the library resources. The effective use of library by patrons is expected to be the principal objective of establishing libraries in academic libraries. The problem of this research, therefore, is to obtain reliable -cum - empirical data/results that can relate user education with students' use of college libraries.

Research Questions

- i. What is the structure of user education programme in the college libraries under study?
- ii. To what extent has the user education improved students' use of the library?
- iii. What are the impediments to user education in the college libraries under study?
- iv. What ways can be used to improve the user education programmes of the libraries under study?

Hypothesis

There is no significant relationship between user education programmes in Abia State College of Education (Technical), Arochukwu (ASCETA) and Alvan Ikoku Federal College of Education, Owerri (AIFCE) and library use by their library users.

Scope of the Study

This study covers two colleges of education in Nigeria; one in Abia State- ASCETA, and the other in Imo State- AIFCE. It focuses on the organization of user education programmes by the libraries of these colleges and their impact on users' utilization of the resources.

Theoretical Framework

The essence of user education is to equip library users with the skills and awareness to become independent and efficient library users. Uhegbu (2009) opined that the theory that better fits any research that bothers on provision of user education with the purpose of teaching the user to learn the ways of making better use of a library is "Theories of learning". Theories of learning address how people learn. There are three main categories or philosophical frameworks under which learning theories fall (Wikipedia: 2008). They are behaviourism, cognitivism and constructivism. However, for the purposes of this study, only behaviourism will be discussed.

The behaviourists see learning as connections or associations between the individual and his environment. It is, therefore, referred to as stimulus – response (S - R) learning. They see learning as the acquisition of new behaviour through conditioning. There are two types of conditioning (Wikipedia; 2008): classical conditioning and operant conditioning or instrumental learning.

Classical Conditioning: Classical conditioning is a form of learning where the behaviour becomes a reflex response to stimulus (Myers; 2008). Some of the principles involved in classical conditioning which can be applied to this study are: stimulus generalization, inhibition and extinction. Stimulus generalization refers to the fact that people as well as other organisms do not always discriminate between stimuli that are similar. This implies that once user education has been imbibed, the user can apply the skills acquired to any library and get a positive result. Inhibition may be defined as a process by which a stimulus blocks a response that would have occurred (Nnachi; 2003). It could be external or internal. The attitude of students to user education can hinder or enhance their acquisition of skills in library use. This means that the user educator has to make the programme interesting to the users. Extinction refers to the process of weakening or disappearance of a learned response by which the conditioned response (CR) is repeatedly presented without the unconditioned stimulus (UCS) leading to the discontinuation of the CR. This implies that the user educator could break or modify bad habits of the users by conditioning and reconditioning. This is especially useful for the impartation of library rules and regulations.

Operant Conditioning: Operant conditioning can be defined as that form of learning where there is reinforcement of the behaviour by a reward or punishment. Some of the principles involved in operant conditioning which are useful to this study are: shaping and reinforcement. Shaping is a strategy of positively reinforcing behaviours that successfully become more similar to desired behaviour while reinforcement states that responses that produce reinforcement will increase in strength while those that produce punishment will decrease. The implication of this is that a user who has skills in library use will tend to use the library more frequently, since he is not frustrated by not being able to locate the material he wants. He will derive joy using the library and will also know the value of the library. Furthermore, user educators should facilitate students' use of the library by giving them assignments that would require their using the library.

The application of the learning theories reviewed above will greatly improve user education and use of libraries in institutions of higher learning.

Research Methodology

The research design adopted for the study is comparative survey. The population of the study included one thousand, five hundred and forty-six (1,546) registered student users, the two college librarians and five user educators of the two college libraries. Yaro Yamane statistical formula was used to determine the sample size from the population. Simple random sampling technique was used to select the actual respondents among the student users and this resulted in a sample size of three hundred and eighteen (318). The breakdown of this figure is shown in the Table below:

Table 1: Distribution of the sample size according to the institution

Items	ASCETA	AIFCE	Total
Students	144	174	318
College librarians	1	1	2
User educators	2	3	5

Source: Staff of ASCETA and AIFCE libraries

Note: the two college librarians were also interviewed as user educators

Validated structured questionnaire and interview schedule were used to collect data. The research answered four (4) research questions and tested one hypothesis. Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at 0.05 level of significance. Data on the research questions were analyzed using mean scores and frequency tables. Furthermore, the rule for data acceptance or rejection using the four-point scale was: Strongly agree (SA) = 4 Points; Agree (A) = 3 Points; Disagree (D) = 2 Points while Strongly disagree (SD) = 1 Point

The mean was calculated as:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$$

Based on the mean of 2.5, the decision was that any item with a mean score of 2.5 and above was accepted as “Agreed” (A) while any item with a mean below 2.5 was considered as “Disagreed” (D).

Data Presentation and Analysis

The presentation and analysis were done bearing the research questions and hypothesis in mind. Data from the two libraries under study were analyzed together for each research question. Out of three hundred and eighteen copies of the questionnaire distributed, only two hundred and sixty-six (266) were valid for analysis. The collected instrument is 84% of the

total instrument and, as such, is used for data presentation and analysis. The distribution/collection of data instrument is revealed in Table 2 below:

Table 2: Distribution and return rate of questionnaire instrument

College Libraries	No. Distributed	No. Returned and Valid for Analysis	%
ASCETA	144	126	87.5
AIFCE	174	140	80.5
Total	318	266	84

Data Presentation and Analysis Based on the Research Questions

Research question 1

What is the structure of user education programme in your institution?

Table 3: The structure of user education programme

S/N	ITEMS	ASCETA						AIFCE						GM
		SA	A	D	SD	M	D	SA	A	D	SA	M	D	
1	Library orientation	63	48	9	6	3.33	A	87	31	22	-	3.46	A	3.39
2	Library tour	28	58	18	22	2.80	A	29	51	42	12	2.61	A	2.71
3	Bibliographic instruction	23	61	25	17	2.71	A	44	74	15	7	3.11	A	2.91
4	User awareness	54	52	14	6	3.22	A	102	30	6	-	3.64	A	3.43

NB: *M=Mean, D=decision, A= accepted, R = rejected, GM = grand mean*

Data presented in Table 3 revealed that the structure of user education in both ASCETA and AIFCE take the form of library instruction, library tour, bibliographic instruction and user awareness, though with varied acceptance levels.

Research question 2

To what extent has the user education you received improved your use of the library?

Table 4: Ways user education has improved library use

S/N	ITEMS	ASCETA						AIFCE						GM
		SA	A	D	SD	M	D	SA	A	D	SD	M	D	
1	Turned me into a regular lib. user	83	37	1	5	3.59	A	44	84	12	-	3.23	A	3.4
2	Aware of available library resources/services	40	73	6	7	3.16	A	63	53	16	8	3.22	A	3.19
3	Aware of the scope of library resources and services	59	46	18	3	3.28	A	34	70	28	8	2.93	A	3.11

S/N	ITEMS	ASCETA						AIFCE						GM
		SA	A	D	SD	M	D	SA	A	D	SD	M	D	
4	Enjoy using library resources and services	43	63	9	11	3.10	A	58	71	11	2	3.35	A	3.23
5	Love for books	56	48	12	10	3.19	A	60	68	12	-	3.34	A	3.27
6	Know how information materials are organized	51	60	15	10	3.37	A	48	48	26	18	2.90	A	3.14
7	Able to identify /use reference bks.	60	46	14	6	3.27	A	80	42	12	6	3.40	A	3.34
8	Can use catalogue & other retrieval tools	30	76	12	8	3.02	A	54	38	28	20	2.90	A	2.96
9	Capacity to research any problem	52	57	10	7	3.22	A	44	72	14	10	3.07	A	3.15
10	Can learn independently	50	63	5	8	3.23	A	62	47	17	14	3.12	A	3.18
11	Control/structure info to solve academic problems	46	60	14	6	3.16	A	43	67	18	12	3.01	A	3.09
12	Can use information sources/retrieval techniques	40	52	14	20	2.89	A	33	59	20	28	2.69	A	2.79
13	Have knowledge of/obey library rules & regulations	67	47	10	2	3.42	A	55	70	15	-	3.29	A	3.36
14	Know the value of the library	92	25	6	3	3.63	A	83	47	8	2	3.52	A	3.57

From the data presented in Table 4 above, it can be seen that there is general agreement that the user education received by students has improved their use of ASCETA and AIFCE libraries in the following ways: it has turned them into regular users of the library, students are now aware of the available library resources and services, they are aware of the scope of library resources and services, they now enjoy making use of the library resources and services, it has inculcated in them a love for books, they know how information materials are organized in the library, they can identify reference books and know how to use them, they can use the catalogue and other retrieval tools, they have the capacity of researching any given problem, they can learn independently, they can now control and structure the varied information available in the library to solve academic problem, they can use information sources and retrieval techniques effectively, they have acquired knowledge of the library rules and regulations and abide by them, and, they now know the value of the library.

Research question 3: What do you think are the impediments to user education in your institution?

Table 5: Impediments to user education

S/N	ITEMS	ASCETA						AIFCE						GM
		SA	A	D	SD	M	D	SA	A	D	SD	M	D	
1	Lack of/ inadequate fund	50	40	36	-	3.11	A	33	12	11	84	1.96	R	2.54
2	Inadequate professional libns.	52	36	8	30	2.87	A	12	30	56	42	2.09	R	2.48
3	Inadequate lib staff	31	73	12	10	2.99	A	105	12	12	11	3.51	A	3.25
4	Lack of interest by students	42	56	13	15	2.99	A	20	45	14	61	2.17	R	2.58
5	Over-emphasis on bibliographic instruction	30	26	41	29	2.45	R	21	30	55	34	2.27	R	2.36
6	Inappropriate provision for user edu.	39	30	32	25	2.66	A	27	69	30	14	2.78	A	2.72
7	Less provision of basic bibliographic instruction	32	58	16	20	2.81	A	72	47	9	12	3.28	A	3.05
8	Needs of students not being met	43	40	29	14	2.89	A	64	44	14	8	3.10	A	3.00
9	Unawareness of the importance	40	59	18	9	3.03	A	103	21	4	12	3.54	A	3.29
10	Lack of support	48	34	29	15	2.91	A	33	68	11	28	2.76	A	2.84
11	Poor integration	50	40	22	14	3.00	A	40	64	24	12	2.94	A	2.97
12	Resource constraints	59	35	12	20	3.06	A	55	42	26	17	2.96	A	3.01
13	Short time span	36	47	26	17	2.81	A	51	42	22	25	2.85	A	2.83
14	Lack of reliable method of evaluation	14	33	49	30	2.09	R	38	24	37	41	2.42	R	2.26
15	Unfriendly attitude of librarians	35	39	18	34	2.60	A	18	12	53	57	1.94	R	2.27

Table 5 above answered research question 4: What do you think are the impediments to user education in your institution? The Table revealed the factors that impede user education in ASCETA and AIFCE, as well as their degrees of acceptance. When analyzed together, the factors that impede the user education programme of both libraries are: lack of, or inadequate, fund, inadequate library staff to cope with the amount of work involved, lack of interest by students, student's inability to use the library resources, inappropriate provision for the user education course on the time table by HODs, less provision of bibliographic instruction, needs of students not being met in ways that are relevant and effective, lack of awareness of the importance of such a programme, lack of support from other lecturers, poor integration of user education with teaching programmes, resource constraints, and a short time span.

Research question 4: What ways can be used to improve the user education programme of your institution?

Table 6: Ways to improve user education

S/N	ITEMS	ASCETA						AIFCE						GM
		SA	A	D	SD	M	D	SA	A	D	SD	M	D	
1	Provision of fund	95	18	2	11	3.56	A	64	54	14	8	3.24	A	3.40
2	Use of audio-visuals	68	39	7	12	3.29	A	78	44	16	2	3.41	A	3.35
3	Easy to understand teaching methods	72	28	13	13	3.26	A	33	82	14	11	2.98	A	3.12
4	Provision of bibliographic instruction	37	58	10	21	2.88	A	67	46	17	10	3.21	A	3.05
5	Introduction of “use of books & library”	54	42	18	12	3.10	A	55	29	20	36	2.74	A	2.92
6	Allotting more time to user education	50	46	19	11	3.07	A	54	61	18	7	3.16	A	3.12
7	Aggressive user education programme	51	38	22	15	2.99	A	48	64	10	18	3.01	A	3.00
8	Training stds. on use of modern facilities	82	32	4	8	3.49	A	81	36	23	-	3.41	A	3.45
9	Training adequate staff	61	40	13	12	3.19	A	48	60	24	8	3.06	A	3.13
10	Less technical approach	48	40	28	10	3.00	A	33	70	17	20	2.83	A	2.92
11	Thorough planning & execution	67	45	4	10	3.34	A	52	46	28	14	2.97	A	3.16
12	Creation of awareness	72	35	11	8	3.36	A	64	39	15	22	3.03	A	3.20

The data presented in Table 6 revealed that it is generally accepted that the user education programme of ASCETA and AIFCE can be improved through the following ways: provision of fund, use of audio-visuals to make the programme more interesting, the use of teaching methods that make the skill simple to understand and adopt, provision of bibliographic instruction, introduction of “use of books and library” as a compulsory course, allotting more time to user education in the time table, aggressive user education programme for the students, training of students on the use of modern facilities e.g. the computer, training of adequate staff to handle the amount of work involved, librarians responsible for user education should adopt less technical approach, thorough planning and execution by librarians and lecturers of a suitable user education programme, and creation of awareness of the importance of the programme.

Data Presentation and Analysis Based on Research Hypothesis

The hypothesis states that “there is no significant relationship between user education programmes in ASCETA and AIFCE and library use by their library users”. Table 3 revealed

that the user education programmes of both libraries under study are structured in four different ways while the impact of user education on library use revealed fourteen different ways as shown in Table 5. The two variables do not contain equal number of items and as such computing the correlation coefficient was unattainable. As Uhegbu (2009) stated, the two variables chosen must be symmetrical. In order to obtain a symmetrical distribution, the researcher created a benchmark for the overlapping variable. This means that while the mean rule of 2.5 grand mean and above was maintained for structures of user education programme in ASCETA and AIFCE, the extent to which user education has improved library use items adopted are the first four (4) items that have 3.19 grand mean and above (see Tables 3 and 5 respectively). As a result, each variable in the hypothesis produced four items and the scores of the responses are presented in the Table below.

Table 7 Distribution of scores per variable

Variables	Scores			
Structures of user education	229	166	202	238
Impact of user education on library use	248	229	235	232

Note: the scores are derived by adding the values of SA and A of each of the four items for the two libraries under study

The Pearson Product Moment Correlation (PPMC) formula was used to determine the relationship between user education and library use.

Table 8 PPMC Distribution

S/N (N)	Structures Of User Education (x)	Impact Of User Education On Library Use (y)	x ²	y ²	xy
1	229	248	52441	61504	56792
2	166	229	27556	52441	38014
3	202	235	40804	55225	47470
4	238	232	56644	53824	55216
Total	835	944	177445	222994	197492

The formula for the test is:

$$r = \frac{N\sum xy - \sum x \sum y}{\sqrt{[N\sum x^2 - (\sum x)^2] [N\sum y^2 - (\sum y)^2]}}$$

By substitution:

$$r = \frac{4 \times 197492 - (835)(944)}{\sqrt{[4(177445) - (835)^2] [4(222994) - (944)^2]}} = 0.53$$

Data analysis revealed that the null hypothesis which stated that there is no significant relationship between user education programmes in ASCETA and AIFCE and library use by their library users was rejected. The analysis revealed that there is a moderate positive relationship between the two variables.

Analysis of Data Based on the Interview Schedules

The researcher gathered from the interview that both libraries conduct user education with the aim of creating awareness about the library collection, inculcating students with the habit of reading, teaching them skills for effective use of the library, and encouraging them to be independent readers for life-long education. The course is taught by professional librarians. It has a credit load of its own and is taught to first year students only. The interview also revealed that in both libraries, user education is structured in the form of library orientation, tour, bibliographic instruction and user awareness. Methods adopted for implementing the programme are lecture, library orientation, publications, bibliographic instruction, demonstration, shelf guiding and individual helps.

On the attitude of students to the course, the college librarian of ASCETA reported that most of the students do not show interest in the programme since it is not their main course. However, the college librarian of AIFCE has a different view. He responded that the attitude of students towards the course is positive. The respondents agreed that the aims and objectives of the course have been achieved to a great extent, even though due to the large class, many students do not attend the lecture and cannot be monitored effectively. Moreover, the time allotted to the course is only two hours per week, which is inadequate. Other problems highlighted include: uncondusive accommodation, lack of teaching aids like projector, loudspeakers, etc. The respondents recommended the following measures for improvement on the programme: creation of an enabling environment for the instruction, allocation of adequate time to the course, splitting the course to two semesters, and provision of teaching aids. They also recommended that the government should introduce a workable policy that would see to it that students are introduced to user education at the nursery and primary school levels.

Recommendations:

Based on the findings of this study, the researcher recommends the adoption of teaching methods that make the skills simple to understand and adopt. The user educators should adopt less technical approach. There is need to use teaching aids such as film projectors, slides, tapes, discs, films, etc. Practical aspects of user education should be carried out to enhance what is taught theoretically. The class can be split into smaller groups to get maximum result. Bibliographic instruction should also be given and the programme should include training of students in the use of modern facilities such as the computer. This would heighten their interest in the programme. Lectures should incorporate the use of audio-visuals, e.g. documentary films, to show how to use library facilities such as the catalogue, and reference materials. It is also recommended that since the course is a general studies course, it should be taught on departmental levels. This would improve the assimilation level of the students.

Introduction of “use of books and library” as a compulsory course is also recommended. This would make students become regular and effective library users. There is need also to embark on aggressive user education programme for the students and to create awareness of the importance of the programme. To achieve these, more time has to be allotted to the programme. The programme should be split to cover two semesters and it should be made three-credit load so that students will be serious with the programme. The course should not be taught to only first years, but should be made to cover all levels of students in order to help them achieve maximum satisfaction when using the library.

There is need for adequate trained librarian professional manpower to be involved in the programme. Most libraries lack professional staff and in some cases, the available staff lack necessary teaching skills that will enable them impart knowledge to users. Hence, the staff need to undergo regular training and re-training exercise. The user educators and other library staff should create a user-friendly atmosphere so as not to scare users away from the library.

Furthermore, there is need for a thorough planning and execution of a suitable user education programme by librarians and lecturers. Serious emphasis should be placed on the user education programme in the library’s budget. There is need to create an enabling environment for effective teaching and learning e.g. building of large lecture theaters that would accommodate all the students, provision of public address systems, etc. To this end, there is

need for proper implementation of NCCE Guidelines (1994) which recommended a minimum of ten percent (10%) of the College yearly recurrent expenditure to be utilized on library matters. The College librarian should endeavour to be in good terms with the College authority so as to be able to influence the authority to set aside the stipulated 10% library vote for the development of the library.

The College management should sponsor the user education programme by providing the necessary facilities such as film projectors and public address systems. They should also assist in the documentation of films for the programme. Furthermore, government should introduce a workable policy that would see to it that students are introduced to user education right from the nursery and primary school. If this is done, knowledge of the library and its resources would be a part of them before they get to higher institutions.

Conclusion

In the study, the researcher attempted to relate user education programme of ASCETA and AIFCE with library use. From the findings, it can be concluded that user education enhances library use. The research findings revealed that the user education given to students of ASCETA and AIFCE has improved their use of the library; it has turned them into regular users of the library; they are now aware of the available library resources and services; they are aware of the scope of library resources and services; they now know the value of the library, etc.

It can also be concluded that the provision of fund, use of audio-visuals and other teaching aids to make the programme more interesting, the use of teaching methods that make the skills simple to understand and adopt, provision of bibliographic instruction, introduction of “use of books and library” as a compulsory course, allotting more time to user education in the time table, aggressive user education programme for the students, training of students on the use of modern facilities e.g. the computer, training of adequate staff to handle the amount of work involved, librarians responsible for user education should adopt less technical approach, thorough planning and execution by librarians and lecturers of a suitable user education programme, creation of awareness of the importance of the programme and introduction of a workable policy by the government that would see to it that students are introduced to user education right from the nursery and primary school will greatly enhance user education.

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