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Use of Library as a Correlate of Undergraduate Students' Exploration of Library Materials in Adeyemi College of Education, Ondo, Nigeria

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Abstract

The work is on library instruction programme as a correlate of undergraduate students' Utilization of Library Materials in Adeyemi College of Education, Ondo, Nigeria. The research design used for this study is ex-post facto research design. The population comprises all the undergraduates in Adeyemi College of Education, Ondo. Simple random and stratified random sampling technique was employed for the study. One hundred and twenty users were sampled from the programme in all the schools (strata) in the college through library access. Out of 120 copies of the questionnaire administered to the students in Adeyemi College of Education, Ondo, 114 (99%) were returned and used for the analysis. The researchers collected the data through face-to-face administration of questionnaire. Five research questions and two hypotheses were used for the study. The data generated were interpreted using percentages and frequencies; mean and standard deviation through Likert scaling of the responses where applicable. Based on this result, the students' knowledge about the methods of Library Instruction Programmes (LIP) course in Adeyemi College of Education, Ondo are classroom teaching, library orientation, library guide and ask a librarian. It was inferred that the students' rate of understanding of the Library Instruction Programme topics is high and the rate of students' use of Library resources in Adeyemi College of Education Library is low. The challenges that students experience during Library Instruction Programme course in Adeyemi College of Education, Ondo are non utilization of ICT for library instruction, inadequate classroom for library instruction, shortage of staff (librarians) to instruct students, lack of interest in library instruction programme among others. The paper concluded that students in Adeyemi College of Education understand some of the concepts of Library Instruction Programme (LIP) without any basis on gender differences. However, the services in the library were under explored. It was therefore recommended that librarians should sensitize the users more on the services provided in the library for optimal satisfaction of the users. And that the challenges of the students in the course LIP should be tackled by the lecturers and college authority for the benefits of getting desired results in the students' knowledge of the course for maximal utilization of the library resources.
Key words: **Library Instruction Programme, Undergraduate Students, Library Resources, Adeyemi College of Education, Ondo, Nigeria**

Introduction

Over the years, various terms and methods of library instruction have been used denoting ways of imparting knowledge on how library users can effectively utilize library resources. Some of the terms that have been used are reader instruction, user instruction, library orientation, library instruction, use of library, library and information skill, user and staff education, information literacy and so on (Akalumhe n.d). Library Instruction Programme (LIP) is the instruction given that makes exploring information resources in the library easy and successful which is very imperative for users. The orientation course given to the first year students in higher institution of learning on the available resources in the library and how to use them is the rudiment of knowledge on the use of library. The course is the key to getting entrance into information environment of the library and exploring the resources to meet the academic needs of students. Therefore, it is the spring for total learning.

Students come to higher institutions to gain knowledge. And knowledge cannot be received in the air in absence of information. In this way, library has been built to satisfy the information search of fresh men and other users. According to Lombardo and Miree (2003), library instruction can influence students' general attitudes toward the library and its resources. To explain it well, LIP is the nerve of library usage as the content of what the library holds which influence the curious nature of clientele. Library holdings and students cannot come to a tandem if LIP is not properly instilled into the system. The access to the resources is obtainable through the linkage that exists between the library and the students which is LIP. And the knowledge of the course is what will help students to be good library users. Thus, Akalumhe (n.d), explained that user education is an academic programme that is designed by Universities and other higher

institutions to educate library users on how to effectively utilize library resources and services. Therefore, Library Instruction Programme describes the library, the specialties of library, resources of the library, the services of the staff and others library details for the assistance of the students in their information quest.

Information in the library cannot be used if users are not exposed to the technicalities of the system. The technicalities are professional duties carried out by the librarians. This lack of exposure will lead to confusion, frustration and discouragement. Nonetheless, LIP can correct the situation if it is handled with good hands. In a study carried out by Lombardo and Miree (2003) it was emphasized that students continued to show more favorable attitudes toward Web resources, although library instruction minimized many of the differences that students perceived between print resources and library databases. For example, there was little difference in students' frustration using either print resources or library databases, even though they reported significantly less frustration using Web resources. And although students found Web resources to be easier to use, more convenient, and faster than either of the other two resource types, they no longer saw a difference in the ease of use or quickness of library databases and print resources. That students still found library databases more convenient to use than print materials, even after instruction, seems natural, given their ability to access databases remotely.

Information resource is the soul of academic activities and of course they must be well guided with care and caution. There are qualities expected in good information resources. O'Brien (1996) and Dadzie (2005) in Agyen-Gyasi, Lamptey and Frempong (2010) maintained the fact that, for information to be of optimal use, it must have the following qualities: relevance, accuracy, timeliness, currency, completeness, clarity and cost-effectiveness. In their view, these are the qualities that any information-seeker will be looking for. Information seekers

(users) who come to the library need relevant resources with accurate contents to attend to the questions in mind and these resources are the ingredients that must be explored. Therefore, the resources must be the type that will possess the useable qualities in order to make them library customers.

Statement of the Problem

Library Instruction Programme (LIP) is the set of planned educational activities on how to use library. LIP talks about objectives, functions, types of library, history of library, library and study skills, library resources, reference sources and services. As part of the curriculum, it includes organisation of information resources in library and information centre, organizational structure of library, collection development, preservation and conservation of information resources, copyright and its implications, application of information and communication technology in library services and research writing and referencing. Thus, teachers give instructions on the curricular break-down in the classroom on the use and how to tap into the information resources in the library in the course of educating the student. On this note, the researchers investigated if the programme has really have an impact on the students' use of the information resources among the undergraduates of Adeyemi College of Education, Ondo.

Objectives of the Study

The objectives of the study are to:

i. find out the students' knowledge about method of Library Instruction Programme (LIP) course in Adeyemi College of Education, Ondo.

ii. investigate the rate of students' understanding of the topics in LIP course.

iii. examine the rate of use of Library resources among undergraduate students of Adeyemi College of Education Library, Ondo.

iv. investigate the challenges students experienced in LIP course.

v.   find out the proffered solution to the challenges.

Research Questions

1. What is the students' knowledge about the method of Library Instruction Programme (LIP) course in Adeyemi College of Education, Ondo?

2. What is the rate of students' understanding of the topics of LIP course?

3. What is the rate of use of Library resources among undergraduate students in Adeyemi College of Education Library, Ondo

4. What are the challenges that students experienced in the LIP course?

5. What are the proffered solution to the challenges?

The following hypotheses in the study were tested at 0.05 level of significance:

Ho1: There is no significant relationship between library resources utilization and Library Instruction Programme

Ho2: There is no significant relationship between Library instruction programme and Gender

Literature Review

According to Agyen-Gyasi, Lamptey and Frempong (2010), the library as a learning centre where both the faculty and students depend heavily for information is necessary in pursuing their individual and collective goals for knowledge acquisition. The effective use of the academic library by undergraduate students has been a subject of global concern to librarians and university administrators over the years. Many university authorities have made frantic efforts to

teach undergraduate students library literacy skills through formal library instruction programmes (Obasuyi and Odion, 2015).

Library Instruction Programme

Library Instruction Programme as commonly known to be the instructional guidelines on the use of library is carried out by librarians in the academic world. The librarians are the instructors teaching the freshmen the act of accessing library. However, Library instructions, or bibliographic instructions as it was originally called, is now known as user or information literacy instructions with the changes in name somewhat mirroring the dynamic nature of the service, teaching librarians seek to provide to their users. In response to the needs of library users, it became necessary for librarians to expand their repertoire of pedagogical skills so as equip users to be more efficient at finding, locating, and using information (Bhattacharyya and Patnaik 2018). On that note, Bhattacharyya and Patnaik (2018) citing Aharony & Bronstein (2014) clarified it that within the academic setting, librarians seem to have accepted their teaching roles as Israeli librarians believed that teaching information literacy is more a library role than a faculty role.

Library Resources

According to Ida (2016), it is opined that to ensure that people get a lifelong education libraries should be made accessible and library resources should be made available at all places, to all sections of the society. This shift in behavior comes with a learning cost, and it has become a battle that is fought daily in tutorial classes and lectures, as academics and librarians try to encourage students to make better use of high quality sources of information, acquired or subscribed to by the library. For these reasons, it is more important than ever for libraries to

demonstrate to students and stakeholders the value of using the library's resources and services for free. Also, AASL (2011) in Ida (2016) expressed that library websites should provide for the informational and curricular needs of the learners. The librarian should ask, "How does my library's website integrate within the school and extend beyond the walls of the school"? AASL suggested the links for the school website to be teacher's web pages and blogs, online references that would be useful to the library community of learners; other links could be local library websites or libraries within district, online catalog (OPAC), online databases, and local institutions that are of educational interest. Extensive research shows that schools that have relied on their libraries to support student growth, specifically in the areas of literacy, information literacy, technological skills, and access to resources and equipment, had increased motivation, higher assessment scores, and ultimately higher graduation rates

Access to Library Resources

Bhattacharyya and Patnaik (2018) defined the rigors of tertiary education which required that institutions provide their students with access to resources and this cannot be accomplished except through institutional libraries. Librarians are a very important part of this education landscape as they are the individuals who assist learners at all levels to locate, identify, select, and obtain the resources that are critical to their educational success.

User satisfaction studies report on the multiple factors that are responsible for students' perceptions about library resources quality: range of materials, helpfulness and availability of library staff, accessibility and ease-of-use of electronic resources, and required skill levels for using resources (Schilling and Applegate 2007). Most would agree upon two ultimate goals that function as the raison d'etre of library user-education programs. The first goal is to improve students' ability to use library resources and services effectively to meet their

information needs. The second goal, often unstated in formal documentation, is to instill realistic attitudes and expectations concerning the library and its accessibility (King and Ory, 1981). Given adequate program support, it is within the context of these two ultimate goals that almost every decision concerning content and form of presentation of user-education programs is made for the access and use of library resources.

Impact of Library Instruction Programme on Library Use

These are important areas of investigation: user satisfaction and self-confidence are significant factors in understanding students' attitudes about information usage and information literacy (Schilling and Applegate 2007). Students who meet with librarians or receive library training report less library anxiety, and are more positive about using the library and its resources. Extensive experience and research have demonstrated that early and sequential educational intervention impacts positively on students' abilities to effectively find and use information resources, and on their overall information literacy development.

Ren (n.d) in Schilling and Applegate (2007) found that self-efficacy in electronic searching increased after students participated in course-based library program. Students' attitudes and emotional experiences were positively impacted as a result of the training (Library instruction programme). The training survey instruments included three parallel sections consisting of a questionnaire, self-assessment, and test. The surveys asked participants to report their perceptions regarding how the library training impacted on their comfort levels, attitudes, and projected library use. The post- survey asked a variety of questions in which respondents provided feedback about the training experience itself. Survey data were also correlated with students' literature searching scores to identify potential relationships between training and performance. A three-month follow-up survey gathered additional feedback on students' training

and presented a picture of their overall information usage patterns over the course of the semester. This is a proof that library instruction training has impact on students' library use.

Methodology

Research Design

The research design used for this study is ex-post facto research design. This design seeks to establish cause-effect relationship; however, the researcher has no control over the variables of interest and therefore cannot manipulate them. Therefore, the researchers only attempt to link some already existing effect or observation to some variable(s) as causative agents.

Population and Sampling Technique

The population comprises all the undergraduates in Adeyemi College of Education, Ondo. Simple random and stratified random sampling technique was employed for the study. One hundred and twenty users were sampled from the programme in all the schools (strata) in the college through library access.

Research Instrument

The instrument was adopted by the researcher and titled Library Instruction Programme and Student Exploration of Library Resources Questionnaire (LIPSELRQ).

Method of Data Collection

The researchers collected the data through face-to-face administration of questionnaire. This involved being going round the various sections of the library of Adeyemi College of Education, Ondo to administer the questionnaire to the students and responses were collected at the same time.

Method of Data Analysis

The data generated were interpreted using percentages and frequencies; mean and standard deviation through Likert scaling of the responses where applicable. The criterion mean for the scale is 2.5 as the rating was based on 4 points.

Data Presentation and Analysis

Out of 120 copies of the questionnaire administered to the students in Adeyemi College of Education, Ondo, 114 (99%) were returned and used for the analysis

Answers to Research Questions

Research Question1: What is the students' knowledge about the method of Library Instruction Programmes (LIP) course in Adeyemi College of Education, Ondo?

Table 1:   Students' Knowledge about the Methods of Library Instruction Programme in ACE Ondo

Methods of Library Instruction Programme	Used		Not Used		Remark
	Freq.	%	Freq.	%	
Classroom teaching	90	78.9	24	21.1	Accepted
Library orientation	77	67.5	37	32.5	Accepted
Guided library tour	46	40.4	68	59.6	Not Accepted
Library guide	82	71.9	32	28.1	Accepted

One-on-one mentoring	27	23.7	87	76.3	Not Accepted
Ask a librarian	74	64.9	40	35.1	Accepted
Library blog	43	37.7	71	62.3	Not Accepted
Library website	35	30.7	79	69.3	Not Accepted
Social media	40	35.1	74	64.9	Not Accepted
Text messaging	17	14.9	97	85.1	Not Accepted
Radio broadcasting	22	19.3	92	80.7	Not Accepted
Video conferencing	17	14.9	97	85.7	Not Accepted

N = 114

Key: **2** = Used, **1** = Not Used

Table 1 shows the students' knowledge about the method used for Library Instruction Programme (LIP) course in Adeyemi College of Education, Ondo. The result from this table shows that the following are accepted as methods used for library instruction programme course: classroom teaching (78.9%), library orientation (67.5%), library guide (71.9) and ask a librarian (64.9%). The table further shows that the following methods are not accepted: guided library tour (59.6%), one-on-one mentoring (76.3%), library blog (62.3%), library website (69.3%), social media (64.9%), text messaging (85.1%), radio broadcasting (80.7%) and video conferencing (45%). Based on this result, the students' knowledge about the methods of Library Instruction Programmes (LIP) course in Adeyemi College of Education, Ondo are: classroom teaching, library orientation, library guide and ask a librarian. This agreed with Akalumhe (n.d) who stated the various terms and methods of library instruction used for imparting knowledge on how library users can effectively utilize library resources as reader instruction, user instruction,

library orientation, library instruction, use of library, library and information skill, user and staff education, information literacy and so on.

Research Question2: What is the students' rate of understanding of the Library Instruction Programme topics?

Table 2: **Students' Rate of Understanding of Library Instruction Programme in ACE**

Item	UVW	UW	U	DU	Mean	Std. D
Introduction to Library Studies	75	22	17	0	3.51	.74
History of Library	27	18	34	35	2.32	1.15
Library and Study Skills	56	30	22	6	3.19	.93
Library Resources	42	47	25	0	3.15	.76
Reference sources and services	51	14	47	2	3.00	.97
Collection Development	24	27	28	35	2.35	1.12
Preservation and Conservation of Information Resources	32	22	42	18	2.59	1.06
Plagiarism and its implication	26	10	28	50	2.11	1.20
Research writing and Referencing	47	31	30	6	3.04	.94
Weighted Average					**2.81**	

Key: UVW = Understanding Very Well, **UW**= Understand Well, **U**= Understand, **DU** = Don't
Understand

Decision Value:*Low*=0.00-2.44, ***High*** = 2.45-4.00

Table 2 shows the rate of students' understanding of the library instruction programme topics. This result revealed that the library instruction programme topic that the students

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understand very well is introduction to library studies ($\bar{x} = 3.51$). Also, the table showed that the students understand well the following topics: library and study skills ($\bar{x} = 3.19$), library resources ($\bar{x} = 3.15$), reference source and services($\bar{x} = 3.00$), preservation and conservation of information resources ($\bar{x} = 2.59$) and research writing and referencing ($\bar{x} = 3.04$). Furthermore, the table also shows that the students understand the following topics: history of library ($\bar{x} = 2.32$), collection development ($\bar{x} = 2.35$) and plagiarism and its implication ($\bar{x} = 2.11$).Meanwhile based on the value of the weighted average (2.81 out of 4.00 maximum value obtainable) which falls, within the decision value for **high**, it can be inferred that the students' rate of understanding of the Library Instruction Programme topics is high.

Research Question3: What is the rate of students' use of Library resources in Adeyemi College of Education Library?

Table 3:   **Rate of Students' Use of Library Resources in ACE Library**

Item	VO	O	FO	NA	Mean	Std. D
Circulation materials	26	22	23	43	2.27	1.19
Internet Resources	6	12	21	75	1.55	.88
Reference Resources	41	42	22	9	3.00	.94
Electronic Database Resources	4	10	23	77	1.48	.80
Reserved Materials	27	18	40	29	2.38	1.11
Weighted Average					**2.14**	

Key: VO = Very Often, **O** = Often, **FO** = Fairly Often, **NA** = Not at all

Decision Value: *Low*=0.00-2.44, *High* = 2.45-4.00

Table 3 shows the rate of students' use of Library resources in Adeyemi College of Education Library. This result revealed that the students use the following resources fairly often: circulation resources($\bar{x}$ = 2.27), internet resources($\bar{x}$ = 1.55), electronic database resources ($\bar{x}$ = 1.48) and reserved materials ($\bar{x}$ = 2.38). Also, the table shows that the students use of reference resources ($\bar{x}$ = 3.00) often. Meanwhile based on the value of the weighted average (2.14 out of 4.00 maximum value obtainable) which falls, within the decision value for *low*, it can be inferred that the rate of students use of Library resources in Adeyemi College of Education Library is low.

Research Question 4: What are the challenges that students experience during Library Instruction Programme course in Adeyemi College of Education, Ondo?

Table 4: **Challenges Students Experience during Library Instruction Programme Course in ACE (N = 261)**

	Multiple Responses	
Challenges	**Frequency (N)**	**Percent (%)**
Inadequate classroom for library instruction	45	17.2
Shortage of staff (librarians) to instruct students	42	16.1
Inability of lecturers (librarians) to explain concepts well	23	8.8
Inadequate time for library instruction	32	12.3
LIP clashing with other courses	23	8.8
Non utilization of ICT for library instruction	63	24.1
Lack of interest in library instruction programme	33	12.6

Table 4 above shows the challenges that students experience during Library Instruction Programme course in Adeyemi College of Education, Ondo. Overall, majority (24.1%) of the respondents indicated non utilization of ICT for library instruction as challenge, followed closely is inadequate classroom for library instruction (17.2%), shortage of staff (librarians) to instruct students (16.1%), lack of interest in library instruction programme (12.6%), inadequate time for library instruction (12.3%) while only (8.8%) each indicated inability of lecturers (librarians) to explain concepts well and LIP clashing with other courses. Therefore, the challenges that students experience during Library Instruction Programme course in Adeyemi College of Education, Ondo are: non utilization of ICT for library instruction, inadequate classroom for library instruction, shortage of staff (librarians) to instruct students, lack of interest in library instruction programme and inadequate time for library instruction.

Research Question5: What are the suggested solutions to the challenges that students experience during Library Instruction Programme course in Adeyemi College of Education, Ondo?

Table 5:   **Suggested Solutions to the Challenges Students Experience during Library Instruction Programme Course in ACE (N = 378)**

	Multiple Responses	
Solutions	**Frequency (N)**	**Percent (%)**
More classrooms should be built by the government for the college	60	15.9
More librarians should be employed for LIP courses	50	13.2
LIP lecturers should be made to go for higher degrees	46	12.2

College Time table committee should make adequate provision of time for LIP courses	60	15.9
Lecturers should re-adjust college Time table for convenience	41	10.8
ICT resources should be used for teaching LIP	66	17.5
Lecturers should ginger students' interest for proper concentration on the course	55	14.6

Table 5 above shows the suggested solutions to the challenges that students experience during Library Instruction Programme course in Adeyemi College of Education, Ondo. Overall, majority (17.5%) of the respondents indicated ICT resources should be used for teaching LIP, followed closely are; more classrooms should be built by the government for the college and College Time table committee should make adequate provision of time for LIP courses which have (15.9%) each, lecturers should ginger students' interest for proper concentration on the course (14.6%), more librarians should be employed for LIP courses (13.2%)while only (12.2%) and (10.8%) indicated LIP lecturers should be made to go for higher degrees and lecturers should re-adjust college Time table for convenience respectively. Therefore, the suggested solutions to the challenges that students experience during Library Instruction Programme course in Adeyemi College of Education, Ondo are: ICT resources should be used for teaching LIP, followed closely are; more classrooms should be built by the government for the college and College Time table committee should make adequate provision of time for LIP courses, lecturers should ginger students' interest for proper concentration on the course, more librarians should be employed for LIP courses.

Hypotheses Testing

Ho1: There is no significant relationship between Library Instruction Programme and Library Resources Utilization by the students in Adeyemi in College of Education, Ondo.

Table 6:   **Summary of Pearson Product Moment Correlation showing Relationship between Library Instruction Programme and Library Resources Utilization in ACE**

Variable	Mean	Std. Deviation	N	r	Sig	Remark
Library Instruction Programme	25.27	5.74				
			114	.361	.000	Significant
Library Resources Utilization	10.69	3.39				

Table 6 shows that there is significant relationship between Library Instruction Programme and Library Resources Utilization by the students in Adeyemi College of Education, Ondo (N = 114; r = .361; p<0.05). This means that the more understanding the students have about Library instruction programme, the more they tend to use library resources in the college. Hence, hypothesis 1 is rejected.

Ho2: There is no significant difference in the students' understanding of Library Instruction Programme topics in Adeyemi College of Education based on their gender.

Table 7:   **Summary of T-test Showing Difference in Male and Female Students' Understanding of Library Instruction Programme in ACE**

Test Variable (LIP)	Grouping Variable (Gender)	N	Mean	Std. D	Df	T	Sig.	Remark
Library Instruction Programme	Male	43	23.93	6.67	112	-1.967	.052	Not Significant
	Female	71	26.08	4.97				

Table 7 shows the difference in the understanding of Library Instruction Programme topics by male and female students in Adeyemi College of Education, Ondo. The table shows that the mean score for male students is 23.93 while that of female students is 26.08. The values of the mean scores do not reveal any appreciable difference. Therefore, there is no significant difference in the students' understanding of Library Instruction Programme topics in Adeyemi College of Education based on their gender (df = 112; t = -1.967; p > 0.05). Hence, hypothesis 2 is retained. This result implies that the level of understanding of the Library Instruction Programme topics by male and female students is the same.

Conclusion and Recommendations

It is worthy to note that students in Adeyemi College of Education understand some of the concepts of Library Instruction Programme (LIP) without any basis on gender differences. However, the services in the library were under explored. Thus, it can be recommended that librarian should sensitize the users more on the services provided in the library for optimal satisfaction of the users. And that the challenges of the students in the course, LIP should be

tackled by the lecturers and college authority for the benefits of getting desired results in the

students' knowledge of the course.

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