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Pre-service Music Teachers' Use of University Library Services

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Abstract

While the university library and its services are critical for learning and integral to any school's learning and teaching activities, they also serve as an information hub and an innovation center, allowing students to advance their knowledge. As a result, pre-service music teachers are required to make extensive use of the university library and its resources as part of their learning. The purpose of this study is to examine how much pre-service music teachers utilize university library services in both public and private universities located in southeast Nigeria. The study employed a survey design that included the use of questionnaire. Four research questions guided the study. Three hundred (300) pre-service music teachers were randomly selected. The mean, standard deviation, and t-test analysis were used to analyze the data. The findings indicated that there was a moderate use of registration and circulation services offered by the university library among pre-service music teachers. Also, there was high use of reservation and reference services offered by the university library among pre-service music teachers. It is recommended that library enlightenment programs be integrated into the pre-service music teacher program's curriculum. This will increase students' awareness and serve as a means of informing them of library innovations as they occur.

Key words: Library Innovations, University Library Services, Pre-service Music Teachers

Introduction

Since the dawn of time, libraries have stored materials that enable ideas, knowledge, and experiences to be passed down from generation to generation. Libraries curate collections that are tailored to the specific needs and goals of the organizations they serve. For example, academic libraries create collections for students, professors, and researchers. The library has organized this collection so that it is easily accessible to the public. Millions of people rely on the library collection for education, work, and recreation. Historically, libraries were viewed solely as repositories of knowledge, with the librarian serving as the collection's custodian. The libraries were created with the intention of being used independently by users. Rather than promoting library use, librarians concentrated their efforts on collection development and maintenance. Libraries are well-known for advancing knowledge. Libraries are critical for achieving sustainable development goals, according to the International Federation of Library Associations (2018). The library is the lifeblood of any tertiary institution. The library houses books and non-book resources from every department at the school. The library is designed primarily for user convenience. The users and services offered by a library dictate its use. Hornby (2005) defined a library as a structure that houses a collection of books, CDs, and newspapers that individuals can read, study, or borrow. According to Adekomi (1992), a library is a collection of written, printed, or other graphic materials such as films, slides, photographs, records, and tapes, as well as an organized collection of books and other reference materials that are arranged in an orderly fashion in specific apartments in schools for use by lecturers and students. A university library is a resource center within a school that connects professors and students to a diverse collection of information resources. According to Library Research Service (2014), a school library is a dedicated facility located within a school and administered by the

school that provides at least the following: an organized, circulating collection of printed, audio-visual, and computer-based resources, or a combination thereof; paid staff; a set schedule during which the staff's services are available to students and faculty; instruction on how to use library materials to support classroom standards.

A school library is critical to learning and teaching activities in school because it serves as a hub of information and a center of innovation. A school library is a space dedicated to teaching children, pupils, and students the value of reading, self-education, and lifelong learning. Mkumbo (2016) concurs that libraries enable people to educate and inform themselves about numerous aspects of their daily lives, as well as acquire knowledge and understanding of the world, make informed decisions, and work effectively in problem-solving situations. A library service is one that provides easy access to reading materials, circulates them, assists users in obtaining library resources, instructional and recreational audiovisual products, or a combination of these services. Instruction on how to access and use library materials; reference services that provide students with quick and detailed responses to their questions; and materials delivery services that provide students with online access to library materials or items delivered to their homes are just a few of the services provided by the library to students (CEPT University, 2021). Library services are the services provided by the library to its patrons. To meet library users' needs, the university library is constantly looking for new ways to provide services such as registration, circulation, document reservation, reference, online book reservation, library material recommendation, current awareness service, orientation and information sessions, selective dissemination of information, audio visual service, and multimedia section (IGI Global, 2021). Lending, more commonly referred to as circulation, is the process of lending books and other library materials to library members for a specified time period. This function is also

referred to as circulation service. To accomplish this, each library maintains its own issuing system for lending books to users and retrieving them. Reservation of documents is a critical service provided by the library. When a book has been issued to another user and is no longer available in the library, the library offers the option of reserving the book in the user's name. When a borrower returns a book, the library notifies the user whose name the book is reserved, allowing that user to have the book issued for use. A tailored reference service is one that is provided in response to a request made by a user. The request may be for assistance with obtaining an answer to a fact-finding query, conducting a literature search to resolve a research topic, creating a bibliography, or receiving general assistance. Ranganathan (2020) defines reference service as a personalized service that assists each reader in locating materials and responding to his or her questions in the most precise, exhaustive, and expedient manner possible. Additionally, the author asserted that reference services provide the appropriate book to the appropriate reader on a personalized basis.

While the university library and its services are critical for learning and integral to any school's learning and teaching activities, they also serve as an information hub and an innovation center, allowing students to advance their knowledge. As a result, pre-service music teachers are required to make extensive use of the university library and its resources as part of their learning. Pre-service teachers are undergraduate students enrolled in a higher education institution pursuing a teaching degree (IGI Global, 2021). Students who have been accepted into a music teacher education program are considered pre-service music teachers. They are also referred to as music education candidates, as they are currently enrolled in a music teacher education program and pursuing certification as music teachers. The goal of pre-service music teacher education programs is to provide future music teachers with the knowledge and skills necessary to teach

music in the classroom. Due to the fact that the quality of teaching in schools is directly related to pre-service teacher preparation (Carter, Carre, and Bennett, 1993; Darling-Hammond, 2000; Dow, 2003), it is obvious that the quality of music teacher education is critical to the music education profession.

Pre-service music teacher education programs include study of music history, theory, and literature, as well as performance experience in vocal and instrumental music and initial teaching experience in a music classroom. They also include contemporary music, world music, contributions from related fields such as psychology and philosophy, and competency-based teacher preparation programs. During the last two decades of the twentieth century, much research on undergraduate music education programs concentrated on the student, the instructor, and the program content. The essential characteristics of an effective teacher, teaching styles, musical, intellectual, and personal development, teaching time management skills, classroom and rehearsal strategy formation, behavior management skills, leadership skills, and attrition variables were all investigated with an emphasis on student roles. Faculty members participated in studies that examined supervisory responsibilities, modeling strategies, motivational abilities, and professional responsibilities (Madsen, 2000). Abubakar and Adetimirin (2016) discovered that postgraduate students make infrequent use of university library services. According to Onuoha et al. (2013), the majority of postgraduate students make significant or moderate use of library services. According to Onifade et al. (2013), a greater proportion of postgraduate students used the library on a consistent basis. However, empirical research on the use of university library services by pre-service music teachers is lacking. Given the foregoing, the purpose of this study is to ascertain how Nigerian pre-service music teachers utilize university library services.

Purpose of the study

The aim of the study was to find out pre-service music teachers use of university library services. Specifically the study seeks to

1. Find out pre-service music teachers' use of registration service offered by the university library.
2. Find out pre-service music teachers' use of circulation service offered by the university library.
3. Find out pre-service music teachers' use of reservation service offered by the university library.
4. Find out pre-service music teachers' use of reference service offered by the university library.

Research Questions

The study was guided by the following research questions.

1. What is the extent of use of registration service offered by the university library among pre-service music teachers?
2. What is the extent of use of circulation service offered by the university library among pre-service music teachers?
3. What is the extent of use of reservation service offered by the university library among pre-service music teachers?
4. What is the extent of use of reference service offered by the university library among pre-service music teachers?

Research Method

The researchers were granted permission to conduct this study by the Research Ethics Committee of the University of Nigeria's Faculty of Education. This study employed a survey design. The study sampled 300 pre-service music teachers at random from both public and private universities located in southeast Nigeria. The researcher-developed questionnaire, titled Pre-service music teachers' use of university library services questionnaire, was used to collect data (PMTUULSQ). The questionnaire of 17 items employs a five-point Likert scale, with response options ranging from strongly disagree (1) to strongly agree (5). Experts validated the instrument, and suggestions and corrections were made throughout the instrument's stages of development. Cronbach's alpha was used to determine the instrument's reliability, and a score of 0.88 was obtained. The questionnaire was distributed to pre-service music teachers and they were asked to provide informed consent prior to responding to the questionnaire. The data were then analyzed using relevant statistical tests from the Statistical Package for the Social Sciences, including mean, standard deviation, and t-test statistics, all with a 0.05 significance level.

Results

RQ1: What is the extent of use of registration service offered by the university library among pre-service music teachers?

Table 1: Mean score and standard deviation of pre-service music teachers' use of registration service offered by the university library.

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Registration service	300	3.6713	.56056	-.349	.141	-.166	.281

The data in table 1 shows the mean and standard deviation scores of pre-service music teachers' use of registration service offered by the university library. Pre-service music teachers had mean score of 3.67 with corresponding SD score of .560 which indicates that there was a moderate use of registration service offered by the university library among pre-service music teachers. The skewness value was -.349 while kurtosis was -.166. The standard deviation score of .560 showed that there was moderate variability of individuals' mean score around the group mean score.

Table 2: Mean score and standard deviation of pre-service music teachers' use of circulation services offered by the university library.

The data in table 2 shows the mean and standard deviation scores of pre-service music teachers' use of circulation service offered by the university library. Pre-service music teachers had mean score of 3.68 with corresponding SD score of .489 which indicates that there was a moderate use of circulation service offered by the university library among pre-service music teachers. The skewness value was -.252 while kurtosis was -.238. The standard deviation score of .489 showed that there was moderate variability of individuals' mean scores around the group mean score.

Table 3: mean score and standard deviation of pre-service music teachers' use of reservation service offered by the university library.

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Reservation service	300	4.1407	.49406	-.839	.141	.516	.281

The data in table 3 shows the mean and standard deviation scores of pre-service music teachers' use of reservation service offered by the university library. Pre-service music teachers had mean score of 4.140 with corresponding SD score of .494 which indicates that there was a high use of reservation service offered by the university library among pre-service music teachers. The skewness value was -.839 while kurtosis was -.281. The standard deviation score of .494 shows that there was moderate variability of individuals' mean scores around the group mean score.

RQ 4: What is the extent of use of reference service offered by the university library among pre-service music teachers?

Table 4: Mean score and standard deviation of pre-service music teachers' use of reference service offered by the university library.

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Reference service	300	4.1827	.45942	-1.463	.141	2.728	.281

The data in table 4 shows the mean and standard deviation scores of pre-service music teachers' use of reference service offered by the university library. Pre-service music teachers had mean score of 4.18 with corresponding SD score of .459 which indicates that there was a high use of reference service offered by the university library among pre-service music teachers. The

skewness value was -1.463 while kurtosis was 2.728. The standard deviation score of .459 shows that there was moderate variability of individuals' mean scores around the group mean score.

Discussion

The purpose of this study was to ascertain how pre-service music teachers utilized university library services. The study showed that there was a moderate use of registration and circulation services offered by the university library among pre-service music teachers. There was a high use of reservation and reference services offered by the university library among pre-service music teachers, according to the data. Adeniran (2011) observed that users will always be motivated to register with a university library if the quality of services provided by library staff meets their needs. Eiriemiokhale (2020) also observed that while most individuals recognize the value of the majority of internet resources for teaching and research, they use electronic databases infrequently. Usman et al. (2017) showed that students visit the library frequently, particularly during exam periods. Tiemo and Ateboh's (2016) study discovered that students were satisfied with the university library's lending services. Additionally, Adeniran (2011) asserts that satisfaction is associated with the caliber of a library's staff and services. This indicates that student satisfaction with library services will be significantly higher in libraries that are well-stocked, well-organized, and serviced by knowledgeable and pleasant staff than in libraries with less qualified and unfriendly staff. One constraint of this study is that the study included only pre-service music teachers. Finally, quantitative data were utilized exclusively. A comprehensive investigation of the challenges to good service delivery in university libraries is required.

Conclusion

According to the findings, there was a moderate use of registration and circulation services offered by the university library among pre-service music teachers. There was a high use of reservation and reference services offered by the university library among pre-service music teachers. The value of library services cannot be overstated. To retain patronage, libraries, particularly university libraries, must ensure that the services they provide are effective and satisfying to users, even more so in an electronic age when information can be obtained from a variety of sources other than the university library. On the basis of the findings of this study, it is suggested that library enlightenment programs be integrated into the curriculum of pre-service music teachers. This will broaden students' knowledge and serve as a means of keeping them informed about library advancements as they occur.

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