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2023

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EXPLORING THE IMPACT OF LIBRARY EDUCATION IN ADDRESSING LIBRARY ANXIETY AMONG FIRST YEAR STUDENTS OF COAL CITY UNIVERSITY, ENUGU, NIGERIA.

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ABSTRACT

This study is on exploring the impact of library education in addressing library anxiety among first year students of Coal City University, Enugu, Nigeria. The study aims to ascertain the impact of library education in addressing library anxiety. Four specific objectives and four research questions were formulated to guide this study. A total of two hundred and twenty-eight (228) year one students formed the population of the study. These are the students who had library education for the year 2022/2023 academic year. Questionnaire was used as the instrument for data collection. Data collected were analysed in line with the research questions using frequency and percentage and presented in charts. The research findings revealed that library anxiety affect the way students use the library, however, disturbances and noise inside the library, size and space of the library, unfamiliarity of the library arrangement, crowding of the library, attitude of staff and poor ventilation in the library contribute less to library anxiety among first year in Coal City University Enugu. The students are aware of library education programmes such as use of library course and they participate in the use of library course. The library education has really played key role in ensuring that there is no form of library anxiety among the Coal City University freshmen and that they use the library effectively and efficiently. Based on the findings, it was recommended that the library management should create avenues to always encourage the library users so as to ensure that they are not hindered from using the library due to anxiety especially the freshmen.; that while delivering library education, there shouldn't be any assumption that the students are already familiar with the library beforehand, instead, it should be taught from the basics in order to achieve its objective and ensure effective use of the library.

Keywords: *University Library, library education, library anxiety, library users, library use*

INTRODUCTION

Academic librarians have observed that many students in an academic environment find it difficult to use the library. The top on this list of students are the first year students of the university. Researchers have been able to discover different factors which could lead to this low patronage among first year students of a university to include: size of the library, lack of understanding of the arrangement of the library, lack of awareness of all available library resources/services and inability to access electronic databases and materials from the shelves and insufficient internet access points.

However, one factors that have proven to be pervasive and have been brought to the attention of library professionals is the concept of library anxiety (Jiao, Onwuegbuzie and Lichtenstein. 1996)

Library anxiety according to Jiao et al. (1996) is an uncomfortable feeling which is characterized by tension, fear, feelings of uncertainty and helplessness, negative and self-defeating thoughts and mental disorganization that appear only when students are in a library or contemplating a visit to the library. A survey by McPherson (2015) shows that library anxiety is real and is a prevalent problem among students in higher institutions.

The transition from high school to the university has been recognised to be a factor for library anxiety. Being admitted into a higher education is always incredibly exciting and at the same time, terrifying for the first year students; Moving into an unfamiliar environment, meeting new people and being challenged to achieve academic exercise can be an overwhelming experience which could result to anxiety. Observation has shown that fear of the library staff, the perception that the library is a boring place and the unfamiliarity of the library arrangement contributes greatly to students' library anxiety in a university. Mindful of these, librarians in coal city university decided that the best approach is to create the awareness and device means to curb the menace among the students. Consequent to this, the library education programme in the university became an opportunity for the library to carry out this exercise and help the first year students to curb the fear of the library and prepare them for subsequent use of the library as soon as they start their lectures.

Library education is organized to get students acquainted with the library and what it offers. It is expected to help boost the confidence of its users making them life-long learners and helping them excel in their academics. Based on NUC requirement, Library education has become an indispensable academic program in Nigerian Universities. It has been integrated in to the university curriculum with the title 'Use of Library, Study Skills and ICT'. The course is a general studies course and has the weight of two credit units and two hours a week. The course is taught under the following Guidelines:

Brief history of libraries

Library and education

University libraries and other types of Libraries

Study skills (reference services),

Types of library materials,

Using library resources including e-learning, e-materials, etc,

Understanding library catalogues (card, OPAC, etc) and classification,

Copyright and its implications,

Database resources, Bibliographic citations and referencing.

Development of modern ICT, Hardware technology, Software technology, Input devices, Storage devices, Output devices, Communication and internet services, Word processing skills (typing, etc).

Base on the guideline stated above, objectives of the course could be outlined as follows:

- a) To give an overview of the different libraries and their services
- b) To make students aware of the available and scope of libraries' resources and services.
- c) To enable the users to see the library as a repository of knowledge that determines the success of the student's academic programme.
- d) To ensure that students are aware of and can effectively use information resources and retrieval techniques, which can assist in their learning and future careers.
- e) To contribute to the personal and intellectual development of students including the ability to continue autonomous learning outside the formal education context.
- f) To help them develop basic ICT skills
- g) To develop students' skills on digital search strategies as well as impact them on how to navigate the internet in search of information.
- h) To enable students to control and structure the varied information available and regularly used them to solve academic and professional problems.

Although, the method of application of library education differs from library to library, the main purpose is to enable users to become independent and skilful in identifying, accessing and utilizing library resources effectively (Manuwa, Agboola and Aduku, 2018). According to Uchendu and Ezebuiro (2016), most universities offer library education inform of library orientation, bibliographic instruction, use of library course, issuing of library handbooks and library tour and demonstrations. In whichever way, the sole objective of the library education is to equip the university freshmen with the skills needed to be comfortable in the library, navigate the library and make effective and efficient use of its collections and services and curb their library anxiety.

Coal City University, Enugu is a citadel of learning poised to engender a mastery of critical thinking skills which will manifest in the ability to apply the concept of knowledge acquired to real life situation. As a university that is committed to the creation of knowledge through fundamental and applied research, it is imperative that its students become independent and skilful in identifying, accessing and utilizing library resources effectively. Consequently, the university library has aligned itself to this vision and to effectively achieve that, the librarians need to find out if the underutilization of the library and its resources is not as a result of library anxiety and if so, ensure to address it using the available platform of library education. The success of this will enable the freshmen of the university develop the skills which is needed to navigate the university library effectively.

STATEMENT OF PROBLEM

The continues decline in the use of academic libraries has become a thing of concern for librarians. Observations have shown that it could be related to the lack of exposure of these students to the use of library in basic schools and studies have shown that it could be as a result of the underling factors of library anxiety. For these reason, The Use of Library education was introduced in the universities to help the students gain knowledge on how to use the library effectively. However, librarians have observed that it could go a long way to address library anxiety among the new students of the university. Having partaken in the course in their first semester first year, the librarians in this study tends to explore the impact of library education in addressing library anxiety among first year student of Coal City University.

RESEARCH OBJECTIVE

The general purpose of the study is to ascertain the impact of library education in addressing library anxiety among first year students of Coal City University. Specifically, the study sought:

1. To find out what causes library anxiety among first year students of Coal City University.
2. To find out how library anxiety affects the use of the library among the first year students of Coal City University.
3. To learn about their knowledge on different library education available in Coal City University.
4. To discover if library education has helped in addressing library anxiety among first year students of Coal City University.

RESEARCH QUESTIONS

In line with the study's objectives, the following research questions were posed to guide the study.

1. What are the causes of library anxiety among first year students of Coal City University?
2. How does library anxiety affect the use of library among the first year students of Coal City University?
3. Are the students aware of the different library education available in Coal City University?
4. Has library education helped in addressing library anxiety among first year students of Coal City University?

LITERATURE REVIEW

Library anxiety has been recognized not to be a medical illness, instead, it is the fear associated with using the library. The term which was first used by Mellow in 1986 indicates that library anxiety is the 'fear' or a 'feeling of being lost' that is associated with the library. According to Jiao and Onwuegbuzie in Asgher, Bhatti and Naeem (2021), library anxiety is an uncomfortable feeling or emotional disposition, experienced in a library setting, which has cognitive, affective, physiological, and behavioural ramifications. This fear can prevent students from approaching the library and effectively using the library to achieve academic excellent.

Abusin and Zainab (2010) conducted a study on 'Exploring Library Anxiety among Sudanese University Students using diary entries as a means of data collection. It was discovered that 88.2% of the participants expressed feelings of fear and anxiety when they are using the academic library to write their first research paper. The diary analysis also revealed that 45% of the students expressed library avoidance behaviour when they are using the library.

Similarly, McPherson (2015) conducted a survey to determine if there were any indicators of the presence of library anxiety among a sample of 150 undergraduates in the faculty of humanities and education at the university of the west indies, Mona campus and discovered that there is the presence of library anxiety among the students due to both personal and institutional factors.

Considering the factors that contribute to library anxiety, Lateef and Ozonuwe (2022) conducted a research to investigate contributory factors to library anxiety among first year students of Crawford university, Nigeria, and the finding revealed that disturbance and noise inside the library, lack of library awareness, poor arrangement of the library, lack of cleanliness, library staff irritability, inability to borrow books out of the library, slow internet service among others contribute greatly to

Library Anxiety among first year students of Crawford University. In addition, Lu, and Adkins, (2012) included the issue of staff as an utmost source of anxiety for students. This is because most library staff do not pay attention to students' needs and the students didn't receive assistance at the time needed. Abusin and Zainab's (2010) study also argued that the students do feel shy while approaching the staff due to their insufficient knowledge regarding the library.

Consequent to the above, academic librarians consider library education as an impactful platform to educate new students of the university on how to effectively use the library for their academic achievement. According to Nweze (2011), the impact of this library education could go beyond the number of years that students spend in academic institutions. This is because the aim of this user education is to give a life-long transformation in all learning and research activities of the students, providing them with skills which will enable them effectively use the information that is available in the library to their advantage.

Library education includes every instruction given to students enhance their use of the library. According to Ukwueze, Osuagwu and Ani (2022) Library orientation, User education, library instruction, information literacy are all terms used to describe library education programmes which focuses on educating library users on the independent use of the library and its resources effectively. Omeluzor, Akibu, Dika, and Ukangwa (2017) believes that the aims and objectives of library orientation on library users is to expose them to the library services and its resources and to educate and guide them to effectively utilize the library services and resources.

In a study by Agyeiku (2022), on the effect of library orientation programme on the use of library resources by new students in the university of education, Winneba, it shows that library orientation enables the library to sensitize the newly admitted students and create adequate awareness about the available resources and services of the library to meet and satisfy the needs of the users.

Similarly, Manuwa, Agboola and Aduku (2018) in their study on Effects of Library Orientation on Library Use in Two Academic Libraries in Gashu'a, Yobe State, Nigeria, the finding shows that library orientation has positive effect on the library users and has improved their use of library information resources. Also, Unuabor and Oseghale (2018) in their study on impact of the use of library course for undergraduates' better usage of library resources in Faculty of Education, University of Ibadan: A study, revealed that user education through the use of library has raised the undergraduates' awareness about the resources available in the library, most especially the key resources they need to meet their information needs.

However, a study by Scovoc (2003) on reducing library stress in first-year students: the impact of computer-assisted instruction and bibliographic instruction, the finding shows that students who took part in bibliographic instruction led by a library staff member experienced significantly less overall library anxiety compared to those who did not partake in the computer based tutorial. Therefore, it is against this vein that this study tends to look at the impact of library education in addressing library anxiety among first year students of Coal City University, Enugu, Nigeria.

METHODOLOGY

This study explores the impact of library education in addressing library anxiety among first year students of Coal City University, Enugu. The data for the research was gathered through the instrument of a questionnaire which was generated in line with the research objectives and distributed as a course assessment form among the students. A total of two hundred and twenty- eight (228) year one students formed the population and were used for the study. These are the students who had library education for the year 2022/2023 academic year. E-copy of the questionnaire was distributed, one hundred and eleven (111) responses were received and considered useful. The 111 responses were considered useful because it constitutes more than 40% of the total population under study and according to Nwana in Uzoagulu (2015) there is no fixed number and no fixed percentage that is ideal for a study, rather it is the circumstances of the study situation that determines what number or what percentage of the population should be studied.

DATA PRESENTATION AND INTERPRETATION

The data collected were analysis in line with the research questions and presented in charts. The data were analysed using frequency and percentage.

Chart 1: Demographic information of the respondent

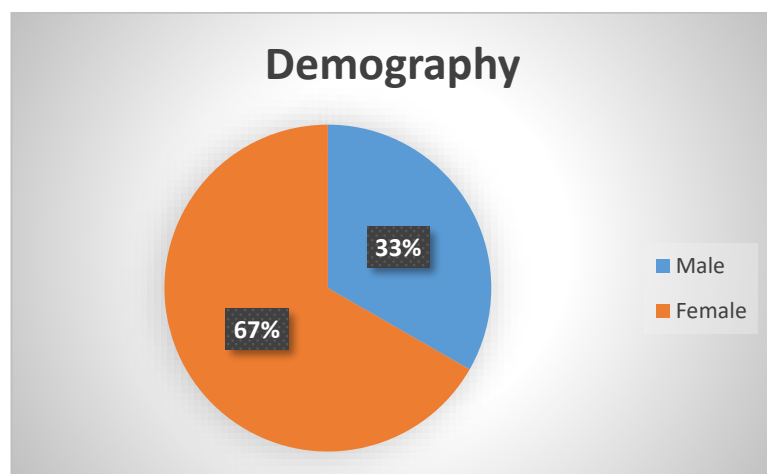
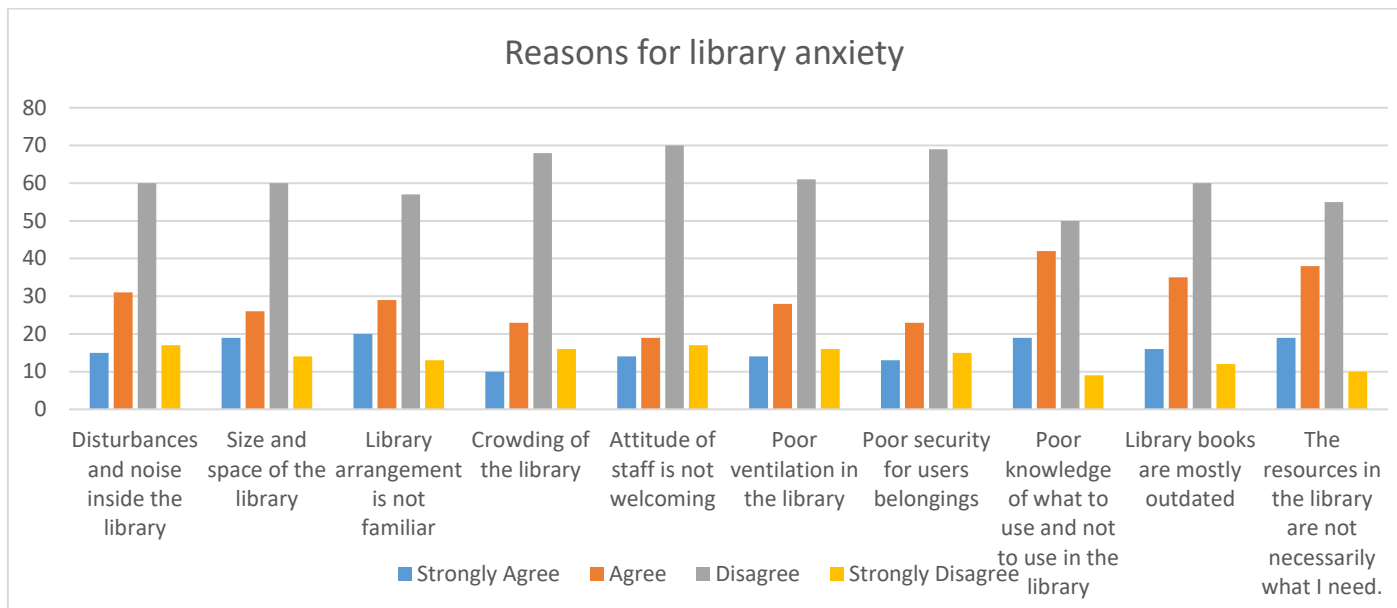


Chart 1 shows that 74 (66.7%) of the respondents were female while their male counterparts were 37 (33.3%). This indicates that we have more female first year respondents who participated in the study than the male students' respondents.

Research Question 1: What are the causes of library anxiety among the first year students of Coal City University?

Chart 2: Causes of library anxiety among the first year students

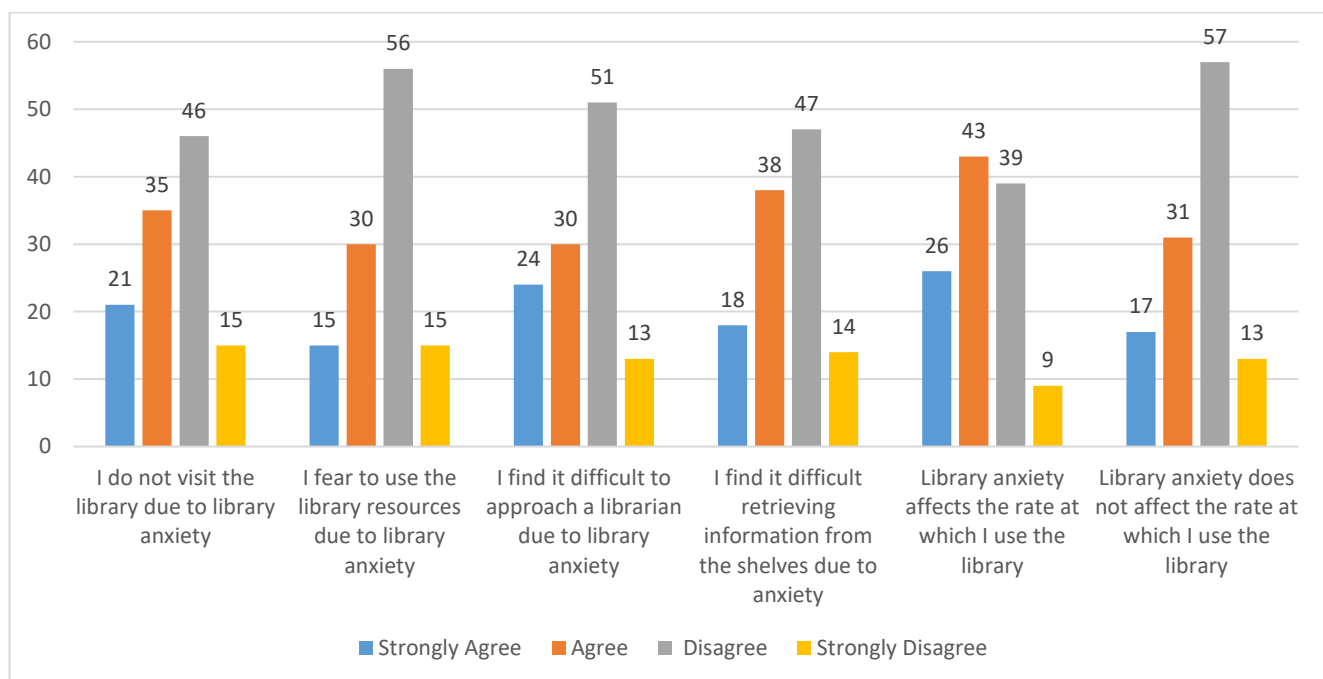


To generate the causes of library anxiety among the first year students of Coal City University, multiple choice questions were given. It was revealed, as seen in chart 2, that 78 (70%) disagreed that disturbances cause library anxiety among them while 33(30%) agreed that disturbances and noise inside the library and size and space of the library cause library anxiety among them. 76(68%) disagreed that noise inside the library and size and space of the library cause library anxiety among them while 35(32%) agreed that noise inside the library and size and space of the library respectively cause library anxiety among them. Also, 75 (68%) disagreed that the cause of library anxiety among the first year students is the unfamiliarity of the library arrangement, while 36(32%) agreed that the cause of library anxiety among the first year students is the unfamiliarity of the library arrangement, 85(76.6%) rejected crowding of the library while 26(23.4%) accepted crowding of the library as the cause of library anxiety among the first year students, 88(79.3%) disagreed that attitude of staff is not welcoming while 23(20.7%) agreed that attitude of staff is not welcoming, 78(70.3%) disagreed on poor ventilation in the library while 33(29.7%) agreed on poor ventilation in the library, 85(76.6%) rejected poor security for users belongings while 26(23.4%) accepted poor security for users belongings as the cause of library anxiety, 59 (53.2%) did not accept to poor knowledge of the library and its services while 52(46.8%) accepted to poor knowledge of the library and its services, 72(64.9%) disagreed that library books are mostly outdated while 39(35.1%) agreed that library books are mostly outdated while 65(58.6%) disagreed that the resources in the library are not necessarily what they need and 46(41.4%) agreed that the library books are mostly outdated which is the cause of library anxiety among first year students of Coal City University Enugu.

The above finding countered the findings of Gardijan (2021) who stated that library users perceive the library staff as intimidating, unapproachable and too busy to help. Also, the finding disagreed with the findings of Amando, et al (2018) who noted that library anxiety can be stemmed from the size and space of the library, lack of the knowledge about where things are located which is as a result of unfamiliarity of the library arrangement and as well as how to use the library due to poor knowledge of the library and its services.

Research Question 2: How does library anxiety affects the use of library among the first year students of Coal City University?

Chart 3: To find out how library anxiety affects the use of the library among the first year students of Coal City University.



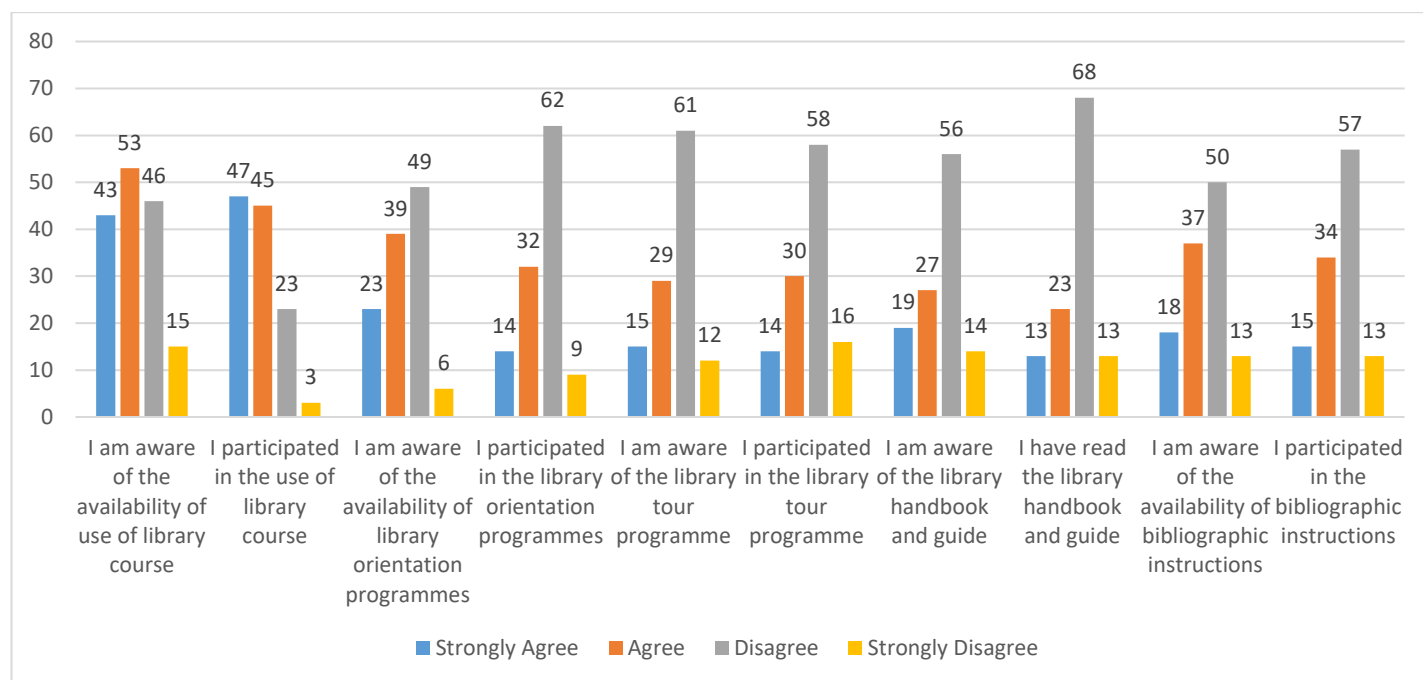
To find out how the library anxiety affects the use of the library among the first year students of Coal City University. Multiple choice answers were given. From the responses above, a cumulative number of 61(55.0%) disagreed that they do not visit the library due to library anxiety, 71(64.0%) disagreed that they fear to use the library resources due to library anxiety. 64(57.7%) responded that they find it difficult to approach a librarian due to anxiety, while, 61(55.0%) responded that they do not find it difficult retrieving information materials from the shelves due to library anxiety. However, in response to “library anxiety affects the rates at which I use the library”, cumulative number of 69(62.2%) is in agreement while 48(43.2%) is in disagreement. Similarly, in response to “library anxiety does not affect the rate at which I use the library”, 70(63.1%) are in disagreement, while, 48(43.2%) are in agreement.

This finding disagrees with the findings of Mellon as cited in Gardijan (2021) who identified that fear of approaching or seeking help from the librarian and disorientation in the library space are some of the fundamental factors identified by students as sources of library anxiety which in turn affect their use of library. Also, the finding disagreed with Kuhltau (1991) who noted users hesitate to seek

help from the librarians as a result of anxiety. However, it is in agreement with Heather (2007) and Mcpherson (2015) that opined that no research has established any direct causes of library anxiety, however, students suffering from library anxiety have a greater propensity to avoid using an academic library.

Research Question 3: Are you aware of the different library education available in Coal City University?

Chart 4: Awareness of the different library education available in Coal City University



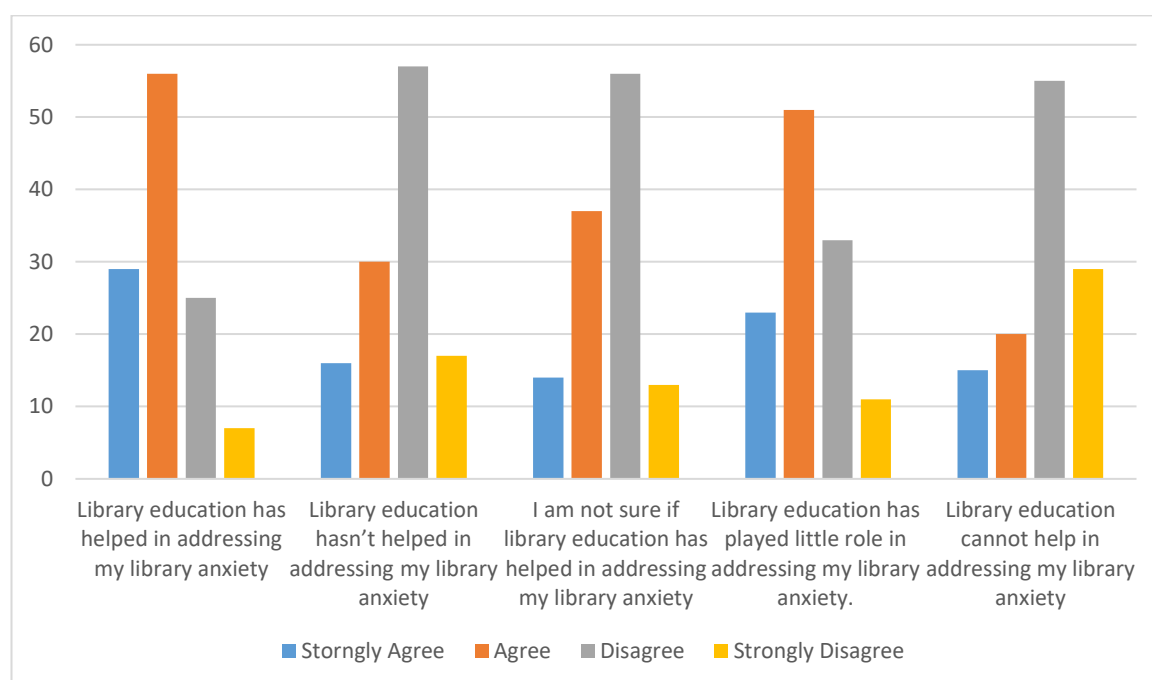
The responses of Chart 4 revealed the awareness of the first year students on the different library education available in Coal City University. It was revealed that 94(84.7%) agreed that they are aware of the availability of use of library course while 17(15.3%) disagreed that they are aware of the availability of use of library course, 92(82.9%) agreed that they participated in the use of library course while 19(17.1%) disagreed that they participated in the use of library course, 61(55.0%) disagreed that they are aware of the availability of library orientation programmes while 50(45.0%) agreed that they are aware of the availability of library orientation programmes, 67(60.4), 68(61.3%),68(61.3%), 67(60.4%),77(69.4%), 66(59.5%) and 63(56.8%) disagreed that they participated in the library orientation programmes, aware of the library tour programme, participated in the library tour programme, aware of the library handbook and guide, read the library handbook and guide, aware of the availability of bibliographic instructions and participated in the bibliographic instructions respectively while 44(39.6%), 43(38.7%), 43(38.7%), 44(39.6%),34(30.6%), 45(40.5%) and 48(43.2%) agreed that they participated in the library orientation programmes, aware of the library tour programme, participated in the library tour programme, aware of the library handbook and guide, read the library handbook and guide, aware of the availability of bibliographic instructions and participated in the bibliographic instructions respectively.

The findings of chart 4 is in line with the findings of Manuwa, Agboola and Aduku (2018) who stated that the main purpose of library education is to enable users to become independent and skilful in

identifying, accessing and utilizing library resources effectively. Also, Uchendu and Ezebuoro (2016), agreed to this assertion by stating that library education also targets at equipping the university freshmen with the skills needed to be comfortable in the library. This also confirms the study of Omeluzor, et al as cited in Ukwueze, Osuagwu and Ani (2022) opined that the library education aims to expose library users on library services and equip them with the skills needed to effectively utilize the library services and resources.

Research Question 4: Has library education helped in addressing your library anxiety as a first year students of Coal City University?

Chart 5: To discover if library education has helped in addressing library anxiety among first year students of Coal City University



The chart revealed if library education has helped in addressing library anxiety among first year students of Coal City University. It shows that 96(86.5%) of the respondents agreed that library education has helped in addressing their use of library anxiety while 16(14.5%) disagreed that library education has helped in addressing their use of library anxiety, 60(59.5%) disagreed that library education hasn't helped in addressing their use of library anxiety while 45(40.5%) agreed that library education hasn't helped in addressing their use of library anxiety, 60(54.1%) disagreed that they are not sure if library education has helped in addressing their library anxiety while 51(45.9%) agreed that they are not sure if library education has helped in addressing their library anxiety, 73(65.8%) agreed that library education has played little role in addressing their use of library anxiety while 38(34.2%) disagreed that library education has played little role in addressing their library anxiety and 35(31.5%) disagreed that library education cannot help in addressing their library anxiety while 76(68.5%) agreed that library education cannot help in addressing their library anxiety.

The findings of chart 5 is in line with Amando, Dajab and Bibot (2018) who sees Library Orientation as tool for addressing library anxiety. Similarly, Manuwa, Agboola and Aduku (2018) and Unuabor and Oseghale (2018) in their studies shows that library education has raised the undergraduates'

awareness about the resources available in the library and has improved their use of library information resources.

CONCLUSION

Many studies have established that library anxiety is a phenomenon that affects students use of academic library especially among the freshmen of the university. This phenomenon has been associated to the reasons why academic libraries experience low patronage. Consequent to this, this study was carried out to explore the impact of Library Education in addressing library anxiety among first year students of Coal City University. From the findings, it is revealed that disturbances and noise inside the library, size and space of the library, unfamiliarity of the library arrangement, crowding of the library, attitude of staff and poor ventilation in the library contribute less to library anxiety among first year in Coal City University Enugu. It was also revealed that the freshmen visit to the library is not affected by anxiety. Generally, it can be deducted that there is no presence of library anxiety among the freshmen and their use of the library, its resources and services are not affected by anxiety. However, the students are aware of library education programmes such as use of library course and they participate in the use of library course. The library education has really played key role in ensuring that there is no form of library anxiety among the Coal City University freshmen and that they use the library effectively and efficiently.

RECOMMENDATION

Based on the analysis, the following recommendations were made;

- The library management should create avenues to always encourage the library users so as to ensure that they are not hindered from using the library due to anxiety especially the freshmen.
- Activities outside the use of library course like competitions, seminars, workshops among others, should be held by the library where students will be encouraged to always use the library as consistent activities and encouragement can boost their interest hereby, conquering any form of anxiety in them.
- Apart from use of library course, lecturers should always give the students assignments that will demand them to use the library and as well, library should encourage the use of student ambassadors so as to create awareness of the available library information resources and services and as well as, the library education programmes available in the library.
- The library management should take library education programmes serious as they play vital roles in addressing the library anxiety among student users.

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