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Methods, Effect and Challenges of Library Instruction in Academic Libraries

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Methods, Effect and Challenges of Library Instruction in Academic Libraries

Abstract

This study investigated library instruction methods, effect and the challenges in academic libraries using the Federal University of Petroleum Resources Effurun (FUPRE) students as the target population. Library instruction is a core activity of the academic libraries that entails educating, enlightening, guiding and helping the library users to identify, understand and utilize library information resources effectively. A survey research design was adopted for the study. The population consists of seven hundred and seventy-three 100 level students who registered for Use of Library (GSE 112) course in the first semester of 2015/2016 academic session. The questionnaire was the instrument used for data collection. Using a consensus sampling technique, all the 773 students participated in the study during a seminar organized for the 100 level students at the end of the second semester by August 2016. All the questionnaires were retrieved while 643 were found usable representing 83 percent. The finding showed that classroom teaching, library orientation and library guide ($X = 3.00$, $SD = 000$) were the methods mostly used while guided library tour ($X = 2.53$, $SD = 667$), library and one-on-one mentoring ($X = 2.48$, $SD = 716$) were also used to instruct the library users. It also reveal that Ask a librarian, FAQ, library Blog, library Website, Text messaging were not used to instruct the users. The finding also shows that library instruction was effective for identification of books on the shelves ($X = 3.78$, $SD = 416$), access and retrieval of information materials in the library ($X = 3.67$, $SD = 471$), enable students to cite and reference books with ease ($X = 3.11$, $SD = 874$) and turned users into regular library users ($X = 3.45$, $SD = 497$). It however, shows that library instruction has no effect on students' academic excellence ($X = 3.44$, $SD = 687$). The findings however reveal some of the challenges facing library instruction including non-expository of the program ($X = 2.78$, $SD = 785$), inadequate time for library orientation ($X = 3.00$, $SD = 815$), non-utilization of information and communication technology (ICT) for library instruction ($X = 2.78$, $SD = 787$) and students' lack of interest in library instruction programs ($X = 3.56$, $SD = 684$). The study, therefore, concluded that library instruction is an effective means of educating users and creating awareness of available information resources in the library. Librarians should ensure that library instruction impact students' academic excellence while viable methods of engaging and instructing the users in making them effective users and life-long learners be encouraged and explored.

Keywords: Library instruction, user education, library orientation, use of library, academic libraries, Federal University of Petroleum Resources Effurun, Nigeria

Introduction

The primary purpose of the academic libraries is to support its parent institution through acquisition of relevant information materials, processing, organizing, and disseminating them to the library users to enhance learning, teaching and research activities of the university community. Considering the continuous growth in library collections and technological advancement in information handling, retrieval and use, there is the need to give adequate library instruction to the library users. The users of academic libraries are made up of students, staff, and researchers who may not have any skill or knowledge to utilize library materials. Without library instruction, it may be difficult for the users to access, identify, retrieve and effectively use information from the library shelves and catalogue that will aid their learning, teaching, and research. According to Mahammadi, Moghaddan and

Yeganeh (2008) teaching and research depend upon the library, and achievements in teaching and research are not possible without the library. Thus there is the need for the library to instruct its users to acquire information literacy skill in order to achieve academic excellence.

Library instruction also referred to as user education, library orientation or information literacy is a process of making library patrons understand how to make effective and efficient use of library resources and information through the acquisition of skills to identify, locate, search, retrieve and exploit information in the library (Igbena, 1990). Spenser (2003) noted that library instruction enable the users to have the ability to identify, locate, evaluate, organize, and effectively create, use and communicate information to address issues or problems at hand. The Association of College and Research Libraries (ACRL) in June 2016 defined information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This definition is relevant in this study hence it involves various activities which are aftermath of user education. The framework for information literacy for higher education as developed by ACRL is useful in guiding information users to effectively utilize information resources for their academic activities.

According to Madukoma, Onuoha, Omeluzor and Ogbuiyi (2013), library instruction was introduced in academic institutions to ensure that students have the intellectual ability and skill to access and retrieve information as well as construct a framework for learning. The effect of library instruction goes beyond the number of years that students spent in universities. It traverses all learning and research activities of students, staff, and faculty of any university. It has a life-long effect on library users and enables them to acquire library skill to be able to identify, access, retrieve and use library materials with ease. It is a process of educating the users to use information that is available in the library to their advantage.

Although, the method of application of library instruction differ from library to library, but, the main purpose is to enable users to become independent and skilful in accessing and utilizing library resources. The American Library Association developed a guideline for instruction programs in academic libraries which were adopted by ACRL in 2011. The programs include the identification of content of instruction, identification of modes of instruction, program structures, and evaluation of assessment.

In order to advance user education, the Multimedia Educational Resource Learning Online Teaching (MERLOT) adopted the use of information and communication technology (ICT) for information literacy program. The program was aimed at providing a systematic approach to incorporating ICT literacy into education to ensure that students become ICT

literate at the end of the program. Suleiman (2012) and Madukoma, *et al.*, (2013) stated that academic libraries in Nigeria and other developing nations in the world had developed some methods for instructing its new and current users. The methods include classroom teaching, orientation, guided library tour and library guide. How these methods have positively affected the users considering trends and proliferation in information provision and adoption of modern technologies in academic libraries is a matter of concern. Observation has shown that most academic libraries in Nigeria were yet to adopt modern methods for library instruction due to certain challenges, hence this study sought to investigate the methods, effect and challenges of library instruction in Federal University of Petroleum Resources, Effurun (FUPRE), Nigeria.

Library Instruction in Academic Institutions

Library instruction is an important activity which is usually carried out by academic librarians. In most academic libraries for example, Federal University of Petroleum Resources Effurun (FUPRE), Nigeria, library instruction takes place at every new semester beginning in October each year. The target group for instruction at such time is the newly admitted students into the University's four and five-year academic programmes. All admitted 100 level students into various courses offered at the University would be taken through the various types of library instruction including classroom teaching, orientation and library tour among others.

The classroom teaching is a one unit course titled "Use of Library" with a course code 'GSE 112'. The objective of the course is to expose students to the library services and its resources and to educate and guide them to effectively utilize the library services and resources. The class held for one hour, once-a-week and usually last for thirteen weeks. The other methods i.e. orientation and guided library tour is a one or two days interactive session which gives librarians opportunity to inform the newly admitted students about the programs, activities, resources, opening hour, contact information, rules, and regulations of the library. During any of the instruction programmes, newly admitted students would be given the opportunity to ask questions on any issue pertaining to the library that they did not understand clearly which will be answered immediately by the librarians. Another means of instructing the library users is through the 'Library guide.' This is a small booklet published by the University Library which introduces users to the Units and services of the library. The booklet is usually given to each registered student during orientation program. It is meant to guide the newly admitted students on the 'dos and don'ts' of the library. In addition, the

library also uses 'one-on-one guidance' which is also a method of library instruction usually utilized by any user who need to personally consult a librarian.

Research Question

To achieve the purpose this research, this study was guided with the following research questions:

1. What are the methods used for library instruction in academic libraries?
2. How often does the library instruct its users?
3. What is the effect of library instruction on the library users?
4. What are the challenges facing library instruction in academic libraries?

Literature Review

According to Igwebuiké and Agbo (2014), inculcating information literacy skills is the foundation for independent lifelong learning for Nigerian University students. Library users' independence in accessing information in the library is achievable through library instruction. Library instruction in academic libraries is an important activity that engages the academic librarians and the library patrons. It involves classroom teaching, users' guide, orientation, guided library tour and one-on-one guidance which are peculiar to many academic libraries (Esse, 2014; Ullah & Ameen, 2014). The programmes help the library users to become independent learners in utilizing library resources (Ojasaar, 2003; Igwebuiké & Agbo, 2014). Studies revealed that library instruction has shown significant impact on library users (Nweze, 2011; Esse, 2014).

According to Bhatti (2010), the changing nature of higher education worldwide, along with ever increasing growth of library collections, technological developments in handling and retrieving of information and fundamental changes in the nature of reference services justifies the need for user education services in academic institutions. Bhatti further asserted that library education arose within an assumption that the information environment is complex and dynamic. In addition, Alimohammadi and Sajjadi (2006) argued that users do not know how information is identified, organized, stored, searched, retrieved, manipulated, and interpreted. This kind of circumstance may place the users at a disadvantaged situation that require instruction in order to utilize the library services effectively. In order to make the library users active in using library resources, Bamidele (2015) opined that librarian can develop reading and library use plan by delving into a series of lectures under user

instruction, user education or library orientation programme. Library instruction should be result-oriented and must focus on sensitive areas as follows:

1. Bibliographic instruction in using a catalogue, index, abstract and understanding the catalogue filing.
2. Training users in the use of electronic information resources (EIRs).
3. Training users in information evaluation, access, and retrieval.
4. Training users in the adequate use of library websites.
5. Training users in the use of online public access catalogue (OPAC).
6. Training users in using electronic databases (i.e. Ebsco, Science direct, etc.).
7. Training users in Boolean search technique, and
8. Referencing and citation techniques.

According to Ojasaar (2003), user education is an instruction which equips library users with the skills to enable them to be independent and sophisticated users of libraries and its resources. As observed by Garba (2004), the significance of the library in the academic life of students lies on the degree of effective and efficient use of the library and its resources. Maduako (2013) examined user education and library use in colleges of education of two States in Nigeria. The study revealed that there is a moderate positive relationship between user education and library use. Nweze (2011) noted that library instruction aims to transmit knowledge and skills needed for proper exploitation and utilization of knowledge as well as learning resources. The academic libraries mandate is to ensure that its resources are maximally utilized to equate with the resources spent in acquiring them. Osinulu (2003) asserted that failure of academic libraries to teach its users necessary skills to adequately utilize its resources amount to failure and wastage of library resources, efforts, and financial resources.

Librarians have adopted various methods for instructing library users in different institutions of higher learning across the world. Downard's (1992) review of some current and diverse methods of user education in academic libraries showed that library orientation, bibliographic instruction, information skills teaching, online instruction and course-related instruction were used. An assessment of the information literacy practices of librarians in universities in South East, Nigeria by Ezeani and Osuigwe (2015) revealed that methods frequently used were oral presentation and blackboard. The study further showed that computer, Internet, and Power-point received a low usage of 23.7 percent, 17.1 percent and 15.8 percent respectively. This method may not fully impact the students since it was not a synthesis of theory and practical. ALA (2011) recommended computer lab with instructor

and student workstations, projector, printer, access to the Internet as basic instructional tools. The ACRL (2016) noted that use of appropriate method of information literacy should be able to:

1. Determine the extent of information needed.
2. Access the needed information effectively and efficiently.
3. Evaluate information and its sources critically
4. Incorporate selected information into one's knowledge base.
5. Use information effectively to accomplish a specific purpose.
6. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

The Librarian Registration Council of Nigeria (LRCN) in 2011 organized a capacity building for teacher-librarians in South-West zone of Nigeria. The aim of the workshop was to identify a functional approach to library development and management for effective learning in Nigerian Schools, with 'library instruction' being highlighted as a tool for effective utilization of information resources is one of the key topics discussed at the workshop. This indicates the relevance of library instruction in academic libraries. In another dimension, Bober, Poulin, and Vileno (1995) reviewed some literature on the evaluation of bibliographic instruction in academic libraries from 1980 to 1993. Results indicated that, despite a growing interest in the evaluation of bibliographic instruction, the same pattern of limited systematic evaluation identified in 1980 continues to exist.

At the University of Vermont Libraries, instruction in the use of library's resources and services is available through a variety of options including course-related instruction, individual consultations, graduate student workshops, graduate student orientations, international students' reception, summer programs, Ad-Hoc workshops and community workshops. These are aimed at equipping the students to be successful in their research.

The Association of College and Research Libraries opined that library instruction should employ active learning strategies and techniques that require learners to develop critical thinking skills in concert with information literacy skills. This will provide an avenue for the learner to develop themselves rather than depending on others for assistance in utilizing the library resources. They, therefore, proposed that instructional mode should include reference interview, individual or small group research consultation/appointments, digital or print instruction resources, group instruction in library or campus classrooms, web tutorials or web-based instruction.

Effect of Library Instruction on Library Users

The effect of library instruction on students cannot be overemphasized. Mohammadi, Moghaddam and Yeganeh (2008) found out that 76.9 percent of the students indicated that library instruction was very much important and aided them in their chosen career. It is evident in that study that majority of the students who received training through library instruction program were familiar with reference department, the non-circulatory feature of reference books, bibliographies, indexes in reference works among others. Similarly, Fidzani (1995) affirmed that library instruction helps to improve user's skills in exploiting library resources and services which can lead to greater use of the library.

Esse (2014) studied the effect of library instruction on satisfaction with the use of the library and its services by undergraduate students. The finding revealed that use of library course has a significant effect on students' understanding of the library. It also showed that majority or 70.3 percent of the respondents indicated that they do not have any difficulty accessing information at the library. User education enhances library use, while inappropriate provision for user education course on the timetable has a negative influence on users' quality of library use (Maduako, 2013).

Atarodi, Alami, and Saeed (2015) assessed user education impact on medical students and found out that 87 percent of the students in their study mentioned that training in the use of library had a positive effect on their knowledge in using databases and existing resources in their resource centers. Also, 74 percent of the students indicated that library instruction influenced them to visit the library and medical information databases.

A study by Madukoma, et al. (2013) on library instruction and academic performance of undergraduates at Babcock University, Nigeria revealed that library instruction helps the undergraduates to know where to search for information in the library ($X = 3.30$, $SD = 0.82$). To identify the extent with which library instruction assisted the respondents in locating and retrieving information in the library, the study showed that library instruction helped the respondents to acquire the necessary skill needed for locating/retrieving information ($X = 3.46$, $SD = 0.76$). The respondents in that study claimed that through library instruction, access to information was easier because they were exposed to various information materials and services. The study also reveal that library instruction helped users to be familiar with various information retrieval tools and be able to retrieve information materials in the library without much assistance from the librarians and library staff.

An assessment of library instruction program in relation to academic success by Bowles-Terry (2012) reveal that students in the focus group were able to show skills or tools

learned in library instruction sessions and were able to use them in research projects assigned for various classes. The study showed a significant relationship between information literacy instruction and GPA at graduation. Similarly, Shen (2014) studied the effect of online and in-person library orientations on graduate students' information literacy skills. The study shows a significant relationship between library orientation and information literacy skills of the students. It shows that majority of the respondents choose the library or librarian as their starting point for research and had the ability to identify book or chapter title in a citation, while most of them improved in their academic works after the library sessions.

Maduako (2013), studied user education and library use in colleges of education in Abia and Imo States and found out that a mean of 3.59 and 3.23 of the respondents strongly agreed that library instruction program turned them into a regular library user. It also reveals that library instruction made them to be aware of available library resources and services. Furthermore, Ogunmodede and Emeahara (2010) found out that due to adequate library instruction that was given to the library users at the Ladoke Akintola University of Technology (LAUTECH) library, 76.5 percent of the respondents indicated that there was no need to rely on the librarians and library staff to access information in the library.

Challenges Facing Library Instruction in Academic Institutions

Despite the importance of library instruction on library users, several challenges have been identified in research as factors militating against it in academic libraries. Esse (2014) observed that library users all over the world faces various challenges which to an extent affected the way library resources are put to maximum and effective use. Agyen-Gyasi (2008) in his assessment of user education at the Kwame Nkrumah University of Science and Technology found out that students' low turnout in user education programme was a challenge. Finding in Agyen-Gyasi's study shows that out of 1000 students from the Faculty of Social Sciences, only 250 students attended the user education programme in 2004/2005 session. Similarly, Anyaoku, Ezeani and Osuigwe (2015) identified students' apathy to information literacy skill programme as a problem in academic libraries.

Suleiman (2012) explored user education program in academic libraries in International Islamic University, Malaysia. He stated that majority of the new students entering universities are seriously facing problems of understanding new environment and therefore need special guidance to help them to deal with various sources of information independently. In line with that, Fleming (2006) identifying the greatest problem that library user education programme in the South-East Nigeria and perhaps other areas of the world is facing suggested that

libraries should acquire, process and disseminate information resources in a manner that is accessible to library users.

A study conducted by Idoko, Asogwa and Ugwuanyi (2015) on the problems of library user education in Nigerian Unity Schools showed several challenges as noted by staff and students including lack of confidence in the use of library, librarians mode of instruction not adequate to help students, school libraries not adequately equipped with current text books, lack of adequately equipped school library, inadequate information resources for learning e.g. computers, among others.

On staff strength to handle library instruction in academic institutions, Agyen-Gyasi (2008) in his study found out that shortage of staff to handle user education programme is a problem as the number of registered students outweighed the number of academic librarians to take the library instruction classes. Similarly, Maduako (2013) study showed that an average mean of 2.99 and 3.51 strongly agreed that inadequate library staff to handle library instruction was an impediment. Findings in her study also revealed that short time span, inappropriate provision for user education, lack of interest by students and resource constraint were among the challenges facing library instruction.

Furthermore, Busawayo (2003) survey on the perception of students on use of library as a prerequisite course revealed that lack of personnel and professional time for teaching are two major problems facing library user education. However, Case (2007) is of the view that library instruction program would increase the need for space, materials and public services personnel, which according to him will drain funds for other pressing needs of the library and services such as reference and will also create personnel problems relating to scheduling, competence and assessment of teaching. According to Eze (2004), factors militating against user education are not far-fetched, including insufficient funds, insufficient number of computers, lack of computer appreciation among librarians, teachers and students, absence of properly developed curricula, lack of infrastructure generally and lack of enabling policy environment.

Unarguably, the problem of inadequate or failure to instruct students and new library patrons in using the library may lead to patronage to unauthorized sources and sites. Head (2013) study on how freshmen conduct course research once they enter college revealed that 70 percent of university students frequently turned to social networks, such as Facebook on information-seeking for personal needs. Search engines such as Google received the highest patronage with 95 percent while friends had 87 percent as sources consulted by students for information.

Dike and Amucheazi (2003) assessed the barriers of information literacy education in Nigeria. They confirmed that learning environment, lack of resources, language barrier, illiteracy, teaching orientation and practice were the factors. The study by Okoye (2013) on user education in federal university libraries across Nigeria revealed that the major challenges facing the program include lack of practical and demonstration on the use of the Internet to conduct researches, inadequate ICT facilities in teaching, and inadequate number of professional staff to conduct user education.

Methodology

This study focused on library instruction methods, effect and challenges in academic institutions using FUPRE students as the target population. A descriptive survey design was adopted for this study. According to Nworgu (2006), a descriptive survey design describes a condition or phenomenon as it exists naturally without manipulations. The population consists of seven hundred and seventy-three 100 level students who registered for Use of Library (GSE 112) course in the 2015/2016 academic session. The instrument for data collection was a structured questionnaire. Before administering the instrument, it was tested for face and content validity. The instrument was presented to an expert in Library and Information Science who made corrections and removed defects. A pre-test was carried out for the content validity at the Delta State University Abraka which is outside the study area. The Cronbach Alpha result for the instrument is 0.75 at 0.05 level of significance. Using a consensus sampling technique, all the 773 students as shown in table 1 participated in the study during a seminar organized for the 100 level students at the end of the second semester by August 2016. All the questionnaires were retrieved while 643 representing 83 percent were found usable. The data collected was analyzed using frequency, table, percentage, mean and standard deviation.

Table 1: Students' population by Department and questionnaire retrieved.

SN	Department	Total population of students	Number of Respondents	Percentage of respondents
1.	Petroleum Engineering	87	65	10.1
2.	Mechanical Engineering	69	54	8.4
3.	Chemical Engineering	67	62	9.6
4.	Electrical/Electronic Engineering	79	69	10.7
5.	Marine Engineering	56	50	7.8
6.	Computer Science and Mathematics	108	90	14.0
7.	Environmental Science	67	48	7.5
8.	Earth Science (Geology/Geophysics)	128	98	15.2
9.	Physics	43	42	6.5
10.	Chemistry	69	65	10.1
Total		773	643	100

In table 1, result showed that 15.2 percent of the respondents are in the Department of Earth Science. 14 percent are in the Department of Computer Science and Mathematics. 10 percent of the respondents are in the Department of Petroleum Engineering, Electrical/Electronic Engineering and Chemistry respectively. Another 9.6 percent and 8.4 percent are in the Departments of Chemical Engineering and Mechanical Engineering respectively, while 7.8 percent, 7.5 percent and 6.5 percent are in the Departments of Marine Engineering, Environmental Science and Physic respectively. This shows that all the departments in the university were represented in this study.

Presentation of result

Table 2: Demographic information of Respondents

Gender	Frequency	Percentage
Male	412	64.1 percent
Female	231	35.9 percent
Total	643	100 percent

Table 2 shows that 64.1 percent of the respondents are male while 35.9 percent are female. This means there are more male in this study than the female which confirm the view that FUPRE is dominated by male students.

Research question 1: What are the methods used for library instruction in academic libraries?

Table 3: Methods used for library instruction in academic libraries

Method used for Library instruction	Used	Not used	I don't know	X	Std. Deviation
Classroom teaching	643 (100)	-	-	3.00	.000
Library Orientation	634 (100)	-	-	3.00	.000
Guided library tour	407 (63.3)	63 (9.8)	173 (26.9)	2.53	.667
Library guide	634 (100)	-	-	3.00	.000
One-on-one mentoring	393 (61.1)	84 (13.1)	164 (25.5)	2.48	.716
Ask a librarian	-	388 (60.3)	255 (39.7)	1.40	.490
Frequently ask question (FAQ)	-	391 (60.8)	252 (39.2)	1.39	.489
Library Blog	-	386 (60)	257 (40)	1.40	.490
Library website	-	373 (58)	270 (42)	1.42	.494
Social media	-	370 (57.5)	273 (42.5)	1.42	.495
Text messaging	-	378 (58.8)	265 (41.2)	1.41	.493
Emailing	-	374 (58.2)	269 (41.8)	1.42	.494
Radio broadcasting	-	392 (61)	251 (39)	1.39	.488
Video conferencing	-	364 (56.6)	279 (43.4)	1.43	.496

Result in table 3 shows the method that were mostly used for library instruction in academic libraries were classroom teaching ($X = 3.00$, $SD = .000$) library orientation ($X = 3.00$, $SD = .000$), library tour ($X = 2.53$, $SD = .667$), library guide ($X = 3.00$, $SD = .000$) and one-on-one mentoring ($X = 2.48$, $SD = .716$) were the methods mostly used. The result also reveal that ask a librarian ($X = 1.40$, $SD = .490$), frequently ask question ($X = 1.39$, $SD = .489$), library Blog ($X = 1.40$, $SD = .490$), library website ($X = 1.42$, $SD = .494$), text messaging ($X = 1.41$, $SD = .493$), emailing ($X = 1.42$, $SD = .494$), radio broadcasting ($X = 1.39$, $SD = .488$) and video conferencing ($X = 1.43$, $SD = .496$) were not used for library instruction in academic libraries while some of respondents indicated that they did not know about them. This result raise concern about the future of ICT use in library instruction since most of the modern methods was not used. The implication of this result is that library users will not have the advantage of learning and understanding how to utilize all the library services at their disposal. Non-use of the modern methods will also affect library users' ability to identify easier way of accessing the library and its resources. Academic libraries should endeavour to educate its users with modern methods to increase the learning, teaching and research of the library users.

Research question 2: How often does the library instruct its users?

Table 4: Frequency of library instruction in academic libraries

SN	Methods	Monthly	Weekly throughout a semester	Once per session	Once per semester	Never
a.	Classroom teaching	-	643 (100)	-	-	-
b.	Library Orientation	-	-	643 (100)	-	-
c.	Guided tour of library facilities	72 (11.2)	72 (11.2)	-	-	499 (77.6)
d.	Library guide	-	-	143 (22.2)	-	500 (77.8)
e.	One-on-one mentoring	-	-	160 (24.8)	143 (22.2)	340 (52.8)
f.	Ask a Librarian	72 (11.2)	71 (11)	285 (44.3)	-	215 (33.4)
h.	Library Blog	-	-	-	-	643 (100)
i.	Library Website	-	-	-	-	643 (100)
j.	Social media	-	-	-	-	643 (100)
k.	Text messaging	-	-	-	-	643 (100)
l.	Emailing	-	-	-	-	643 (100)
m.	Radio broadcasting	-	-	-	-	643 (100)
n.	Video conferencing	-	-	144 (22.4)	71 (11)	428 (66.6)

Result in table 4 shows that 100 percent of the respondents attested that the academic library used classroom teaching to instruct its users weekly all through a semester. It also reveals that 100 percent of the respondents indicated that the library used orientation to instruct its users once per session. Result indicated that 77.8 percent of the respondents confirmed that the library had never guided its users on a tour of its facilities while 11.2 percent of the respondents said they tour the library monthly and weekly in a semester respectively. The result further showed that the library never used library guide to instruct its users as indicated by 77.8 percent of the respondents. Another 52.8 percent also said one-on-one mentoring was never used to instruct the users while 24.8 percent and 22.2 percent indicated to have received instruction through one-on-one mentoring once per semester and session respectively. This result showed some discrepancy in the use of the methods to instruct the users. It reveals a general non-use of modern and advanced methods to instruct the library users which may hamper effective utilization of library resources and services.

Result further showed that 44.3 percent indicated to have received instruction through ‘ask a librarian’ once per session while 22.2 percent of the respondents indicated receiving library instruction monthly and weekly throughout a semester. Findings in table 4 (h – m) revealed that 100 percent of the respondents indicated that the library had never used Blog, Website, social media, text messaging, emailing and radio broadcasting to instruct its users.

However, 66.6 percent of the respondents indicated that the academic library had never used video conferencing to instruct its users, while 22.4 percent and 11 percent of the respondents said video conferencing has been used once in a session and semester respectively.

Research question 3: What is the effect of library instruction on the library users?

Table 5: Effect of library instruction on library users

Statement	4	3	2	1	X	Std. Deviation
Library instruction helps me to identify books on the shelves in my study area.	500 (77.8)	143 (22.2)	-	-	3.78	.416
I can easily access and retrieve information in the library.	430 (66.9)	213 (33.1)	-	-	3.67	.471
I am able to cite and reference information materials.	214 (33.3)	358 (55.7)	-	71 (11)	3.11	.874
Library instruction enhances my reading skill.	214 (33.3)	357 (55.5)	72 (11.2)	-	3.22	.630
It turned me into a regular library user.	287 (44.6)	356 (55.4)	-	-	3.45	.497
My academic work has tremendously improved.	-	215 (33.4)	144 (22.4)	284 (44.2)	3.44	.687

Key: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1, X = mean, SD = Standard deviation.

Result in table 4 revealed that library instruction has significant effect on the library users and enhances their use of library information resources. It showed that library instruction helped them to identify books on the shelves in their study areas (X = 3.78, SD = .416). It also showed that library instruction made it easier to access and retrieve information in the library (X = 3.67, SD = .471). Result also indicated that library instructional enable them to cite and reference information materials (X = 3.11, SD = .874). It also showed that library instruction enhances the reading skill of library users (X= 3.22, SD = .630), turned users into regular library users (X = 3.45, SD = .497). The finding reveal that library instruction does not improve the library users’ academic work tremendously (X = 3.44, SD = .687). This implies that library instruction has no effect on the academic excellence of library users. It means that students’ academic excellence can only be achieved through learning and

hard work. Bamidele (2015) stated that without constant and deliberate reading habit, achieving academic excellence would be a mirage.

Research question 4: What are the challenges facing library instruction in academic libraries?

Table 6: Challenges facing library instruction in academic libraries

Statement	4	3	2	1	X	Std. Deviation
Inadequate classroom for library instruction.	-	215 (33.4)	144 (22.4)	284 (44.2)	1.89	.875
Shortage of staff (librarians) to instruct library users.	-	286 (44.5)	286 (44.5)	71 (11)	2.33	.666
Library instruction is not expository enough.	142 (22.1)	215 (33.4)	286 (44.5)	-	2.78	.785
Inadequate time for library instruction	142 (22.1)	430 (66.9)	-	71 (11)	3.00	.815
Non utilization of ICT for library instruction.	144 (22.4)	214 (33.3)	285 (44.3)	-	2.78	.787
Students' lack of interest in library instruction programme	430 (66.9)	142 (22.1)	71 (11)	-	3.56	.684

Key: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1, X = mean, SD = Standard deviation.

Result in table 5 presented some of the challenges facing library instruction in academic libraries. It shows that students' lack of interest in library instruction program (X = 3.56, SD = 684), inadequate time for library orientation (X = 3.00, SD = 815), library instruction was not expository enough (X = 2.78, SD = 785), inadequate time for library instruction (X = .00, SD = .815) and non ICT utilization for library instruction (X = 2.78, SD = 787) were the major challenges. This means that a number of challenges hindered effective administration of library instruction in academic institutions. However, result also showed that shortage of staff (librarians) to instruct library users (X = 2.33, SD = 666) and inadequate classroom for library instruction (X = 1.89, SD = 875) were not challenge of library instruction in academic institutions.

Discussion of Finding

In table 3, finding reveals that classroom teaching is one of the methods used. This finding is supported by Ezeani and Osuigwe (2015) who found out that classroom teaching takes the form of oral presentation and blackboard. Findings also shows that library orientation, guided library tour, library guide and one-on-one mentoring were used for library instruction at FUPRE. In a review of current diverse of user education in academic libraries, Downard (1992) identified library orientation, bibliographic instruction, information skills teaching, online instruction and course-related instruction as some of the methods. Findings also showed that most of the methods involving use of ICT were not adequately used such as library Blog, library Website, FAQ, social media, text messaging and video conferencing. Ezeani and Osuigwe (2015) study revealed that use of computer, Internet, and Power-point for library instruction received a low patronage while methods frequently used were oral presentation and blackboard. However, ALA (2011) recommended that computer lab with instructor and student workstations, projector, printer, with access to the Internet be used as basic instructional tools for effective library instruction. Also ACRL (2016) outlined some of the benefits of using appropriate methods of information literacy (library instruction) in academic libraries. Therefore, it is pertinent to apply all the library instruction methods to enhance users' effective utilization of library resources and services to their advantage.

Finding in table 4 reveal that all the respondents received library instruction on a weekly basis through classroom teaching throughout a semester while library orientation was conducted once per session. The result further reveal that the majority of the respondents had no guided tour of the library facilities while 11.2 percent stated that they were guided round the library monthly and weekly throughout the semester respectively. 52 percent of the respondents indicated that one-on-one mentoring was never used to instruct library user. For effective library instruction, librarians must activate all the methods and put in place strategies to reaching the students.

Result showed that 44.3 percent of the respondents attested to have used ask a librarian to receive library instruction, while 100 percent of the respondents indicated that they have never received library instruction through library Blog, library website, library social media page, text messaging, emailing and radio broadcasting respectively. Another 66.6 percent also attested they have never received library instruction through video conferencing. This finding raises concern hence non use of modern and advanced technologies to instruct the library users may hamper their ability to accessing and utilizing library resources and services.

Findings in table 5 reveal the effect of library instruction on library users. Findings shows that library instruction helped users to easily identify books on the shelves in their study areas as well as access and retrieve information in the library. This finding support the findings of Madukoma, *et al* (2013) who found out that library instruction helped the undergraduates to know where to search for information in the library ($X = 3.30$, $SD = 0.82$), acquire the necessary skill needed for locating/retrieving information ($X = 3.46$, $SD = 0.76$). This implies that library instruction has strong effect in enhancing users' skill to identify books and other library materials and being able to access and retrieve them. A study by Esse (2014) revealed that 70.3 percent of the respondents indicated that they do not have any difficulty accessing information at the library having gone through library instruction. This means that giving library instruction to the users will impact their ability and enable them to utilize library resources effectively.

Finding in table 5 further shows that library instruction helped users to cite and reference information materials easily, increase users' reading skill, turned users into regular library users. This finding is supported by Maduako (2013). The study of Atarodi, Alami, and Saeed (2015) showed that 87 percent of the students agreed that training in the use of library had a positive effect on their knowledge in using databases and existing resources in their resource centers. Also, 74 percent of the students indicated that library instruction influenced them to visit the library and medical information databases. This finding is confirmed by Shen (2014) who found out that due to library instruction given to students, most of them chose the library or librarian as their starting point for research.

Some research have shown the effect of library instruction, for instance, Bowles-Terry (2012) confirmed that students who attended the library instruction sessions were able to use them in research projects assigned for various classes. Madukoma, *et al.* (2013) in her study found out that library instruction helps the undergraduates to know where to search for information in the library, helped the respondents to acquire the necessary skill needed for locating/retrieving information. In the study of Shen (2014), it shows there is a significant relationship between library orientation and information literacy skills of the students. Furthermore on the effect of library instruction on the library, Maduako (2013) found out that majority of the respondents strongly agreed that library instruction program turned them into a regular library user. It can be deduced that the library instruction has significant effect on the library users. Considering the effect of the programs on the library users, it is necessary for the university administration and librarians to ensure that all the methods are applied to achieve better result.

However, finding in table 5 also shows that library instruction has no effect on students' academic excellence. This means that students' academic excellence does not depend on library instruction given to them but by a conscious and deliberate effort in utilizing the resources in the library. This finding is supported by Bamidele (2015) who stated that without constant and deliberate reading habit, achieving academic excellence would be a mirage. Library users are expected to utilize the different library information resources that are available in the library for their various courses to achieve academic excellence. However, the finding is against the finding of Bowles-Terry (2012) who assessed library instruction program in relation to academic success. The finding indicated a significant relationship between information literacy instruction and GPA at graduation. This means that through hard work and adequate library instruction, the library users and especially students will achieve academic excellence in their chosen course of study.

In table 6, finding shows that inadequate classroom was not a challenge of library instruction in FUPRE. This means that there was adequate classrooms for the delivery of library instruction. This finding is against the finding of Idoko, Asogwa and Ugwuanyi (2015) that lack of adequately equipped school library, inadequate information resources for learning were major challenge. On shortage of staff (librarians) to instruct library users, finding indicated that it was not a challenge in FUPRE. This indicates that there were enough personnel (librarians) to handle the library instruction programs at FUPRE. This finding contradicts the finding of Busawayo (2003) who found out that lack of personnel and professional time for teaching are two major problems facing library user education. The finding also disagrees with the finding of Agyen-Gyasi (2008) that shortage of staff to handle user education programme is a problem.

On the other hand, finding in table 6 shows that inadequate time for library instruction was a challenge. This finding supports the finding of Maduako (2013) who found out that short time span of the program was a challenge. It means that the time allotted for library instruction was inadequate and can negatively affect the program. It may also hinder effective delivery and understanding of what is been taught since some students' takes more time to adapt to some courses. Given students more time to interact can help them to understanding the topics been taught (Bamidele, 2015).

On the use of ICT in delivery of library instruction, finding reveal that non-utiization of ICT was a hindrance. Inadequate ICT use in teaching has been a challenge in most universities in Nigeria. The finding support finding of Dike and Amucheazi (2003) who assessed the barriers of information literacy education in Nigeria and confirmed that lack of

resources was a factors. The finding of Okoye (2013) revealed that the major challenges facing library instruction include lack of practical and demonstration on the use of the Internet to conduct researches and inadequate ICT facilities in teaching. Haliso (2011) had lamented the inadequate computerization and inadequate infrastructure as the major challenges towards ICT use in academic libraries. Librarians should be able to utilize ICT tools in delivery of library instruction and educate the users to use ICT tools to access the library as non use may hinder students' utilization of modern tools to access the library services.

Furthermore, finding reveals that students' lack of interest in library instruction program was a challenge. This agrees with the finding of Maduako (2013) who found out that a major constrain of library instruction was students' lack of interest. Aguolu and Aguolu (2002) also identified students' interest in library instruction as a factor for the success of the program in academic institutions. Therefore, librarians should encourage the students and also adopt viable methods that will improve students' interest in the program.

Conclusion and Recommendation

Library instruction is an invaluable method of acquainting the library users about the libraries' processes, resources and services. The aim of library instruction encompasses making the library users skilful in research as well as life-long learner. The effect of library instruction goes beyond the classroom and orientation but rather making the users to engage themselves and have the ability to identify, access, retrieve and use library information resources effectively to their advantage.

Methods of library instruction are of utmost importance to be able to imbibe relevant skill in the users. From the findings in this study, it was evident that using appropriate methods especially those driven by ICT will help the users to learn and understand through creative means how to utilize library resources and will increase their usage. Librarians should ensure to engage the library users by using modern and advanced methods.

Library instruction is an effective means of educating the users and creating awareness of available information resources in the library. Therefore, viable methods and media such as ask a librarian, library Blog, library website, social media, text messaging, emailing, radio broadcasting should be explored.

Based on the findings of this study, the following recommendations were made:

1. Academic libraries should adopt other methods of library instruction especially those that are ICT driven. This will increase users' awareness, participation and utilization of library resources.
2. Academic Librarians should be regular and consistent to instruct the library users using all available methods. This will increase the students' zeal and morale to visiting the library and using library resources and services.
3. Librarians should find means of delivery library instruction to the users.
4. University Administration should extend the time for library instruction in the school timetable, especially classroom teaching. This will give students opportunity to interact with the librarians based on the topic discussed in each of the classes.
5. Academic librarians should endeavour to use ICT in the delivery of library instruction to the library users to foster communication and access to the librarians and library information resources.
7. Academic librarians should redesign library instruction programs to impact students' academic activities.

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Appendix A

Methods, Effect and Challenges of Library Instruction in Academic Libraries

Dear Respondent,

I am carrying out a research on “**methods, effect and challenges of library instruction in academic libraries**”. This questionnaire is solely to gather data for the completion of the research. I will appreciate it if you would participate and provide relevant information to accomplish this research on schedule. All information provided will be treated with utmost confidence and will only be used for the purpose of this research.

Thank you.

Researchers

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

Please fill the blank spaces and tick appropriately in the boxes provided below.

1. Department
2. Gender: Male Female

SECTION B: METHOD USED FOR LIBRARY INSTRUCTION

3. What are the methods and tools used for library instruction at your university?

SN	Methods used for library instruction	Used	Not used	I don't know
A	Classroom teaching			
B	Library Orientation			
C	Guided library tour			
D	Library guide			
E	One-on-one mentoring			
F	Ask a Librarian			
G	Frequently ask question (FAQ)			
H	Library Blog			
I	Library Website			
J	Social media			
K	Text messaging			
L	Emailing			
M	Radio broadcasting			
N	Video conferencing			

Others, please specify:

SECTION C: FREQUENCY OF LIBRARY INSTRUCTION

4. How often does your library instruct its users through the following means?

SN	Item	Monthly	Weekly	Once per session	Once per semester	Not all
a.	Classroom teaching					
b.	Library Orientation					
c.	Guided Library tour					
d.	Library guide					
e.	One-on-one mentoring					
f.	Ask a Librarian					
h.	Library Blog					
i.	Library Website					
j.	Social media					
k.	Text messaging					
l.	Emailing					
m.	Radio broadcasting					
n.	Video conferencing					

Others, please specify:

SECTION D: EFFECT OF LIBRARY INSTRUCTION

9. What is the effect of library instruction on library users?

S/N	Statement	SA	A	SD	D
a.	It is easier to identify books on the shelves in my study area.				
b.	I can easily access and retrieve information in the library.				
c.	I am able to cite and reference information materials.				
d.	Library instruction enhances my reading skill.				
e.	Turned me into a regular library user.				
f.	My academic works have improved tremendously.				

Key: SD = strongly disagree, D = disagree, A = Agree, SA = Strongly agree,

SECTION E: CHALLENGES OF LIBRARY INSTRUCTION

10. What are the challenges of library instruction in academic libraries?

S/N	Statement	SA	A	SD	D
a.	Inadequate classroom for library instruction.				
b.	Shortage of staff (librarians) to instruct library users.				
c.	Library instruction is not expository enough.				
d.	Inadequate time for library orientation				
e.	Non utilization of ICT for library instruction				
f.	Students' lack of interest in library instruction programme				

Key: SD = strongly disagree, D = disagree, A = Agree, SA = Strongly agree,