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User Education Programmes, Resources Availability And Use: The Experience Of College Of Education Students In Kwara State, Nigeria

Kathleen C. Phillips
The Polytechnic, Ibadan, phillipskathleen79@gmail.com

USER EDUCATION PROGRAMMES, RESOURCES AVAILABILITY AND USE: THE EXPERIENCE OF COLLEGE OF EDUCATION STUDENTS IN KWARA STATE, NIGERIA

Kathleen Chinyere Phillips

Readers' Services unit,

The Polytechnic, Ibadan

E-mail: oluphills2004@yahoo.com

+2348099606198

ORCID ID: https://orcid.org/0000-0002-1348-9322

ABSTRACT

The aim of user education programme is to assist library users make the most effective use of library with little or no assistance from the library staff. Due to the greater relevance of libraries in information, education and the increasing complexity of libraries as a result of information explosion and a deluge of educational and information resources, it is imperative that libraries engage in user education programmes. In addition, availability of information resources and services to students is crucial but more importantly it is to ensure that students for whom these resources and services are provided utilise them adequately to satisfy their needs. The study therefore examines user education programmes, resources availability and use: the experience of college of education students in Kwara state, Nigeria.

Descriptive survey design was adopted and the study population consisted 443 students in the department of chemistry, school of sciences, college of education, Kwara state, Nigeria. The simple random sampling technique was used to select a sample of 199. Questionnaire was the instrument used for data collection. Data was analysed using descriptive statistics for the five research questions.

Findings revealed that textbooks 57.5% and Internet resources 52.2% were readily available to the respondents. 39.8% respondents strongly agreed that, user education developed their capabilities as self-sufficient users. Also, 34.4% respondents revealed that their library skills were developed and made them become more independent in locating and retrieving information materials. 81.7% respondents strongly agreed that crowdedness/largeness of the class capacity was a major barrier hindering user education in their libraries, 72.6% also indicated that lack of periodic user education programme was a barrier while 69.8% of respondents revealed that lack of relevant and up-to-date resources were user education challenges which negatively affect the use of library resources by the students.

Keywords: User education, Information resources, Library, Users, College of education

INTRODUCTION

A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to materials, and may be a physical building or room or a virtual space and both library collections can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDS, cassettes, videotapes, DVDs, e-books, audio book, databases, and other formats. Library resources are those materials which enable libraries to carry out their function effectively, they are made up of print and other information bearing media, guiding users on how to make use of those library resources which have been made available to be utilise by the students because of the tremendous increase in volume of publication as well as the resulting complexity of libraries and methods by which literature is organised and disseminated (Murugan, 2013). Information resources in the library used by students of colleges of education during their course of Programmes includes, books magazines, journals, newspaper, electronic resources, project works and so on.

However, there are services being rendered in the library referred to as routines at regular basis that encourage the use of library resources and services by students. These comprises; registration of users, indexing, abstracting, compilation of reading lists, compilation of bibliographies, selective dissemination of information, newspaper cutting, overdue notices, photocopying, lamination services, publication of current contents, user education programmes and so on. According to Ogbonna (2009) user education involves teaching users on how best to explore and exploit the resources in the library. In other words, the aim of user education or library instruction is to assist readers make the most effective use of the library with little or no assistance from the library staff.

User education can be formal or informal. Whether formal or informal, it encompasses all activities undertaken to help students identify their information needs, and also how to evaluate and select the best information and source materials to meet their needs. The need for user education or library instruction is because of a number of reasons such as the greater relevance of libraries in information and education, the increasing complexity of libraries as a result of information explosion and a deluge of educational and information resources. In addition, availability of information resources and services to students is crucial but more importantly it is to ensure that students for whom these resources and services are provided utilise them adequately to satisfy their needs.

STATEMENT OF THE PROBLEM

Observations revealed that many colleges of education libraries in Nigeria are without a well-defined user education programme in operation. Aside from informal arrangement usually in the form of library orientation at the beginning of the session, there is hardly any other form of user education activities in many libraries. This situation is undesirable for the attainment of the library goals and objectives, since majority of the library resources are likely to suffer from lack of or inappropriate use by majority of its patrons. Previous studies have shown that information materials are not readily available in the library because libraries generally are faced with lots of challenges ranging from insufficient fund to acquire newly published materials, lack of shelving and also shelving reading of materials by the library personnel. It was also observed that lack of weeding policy, attitude of staff and inadequate training and re-training of staff members greatly affect the availability of resources to be fully exploited by the students for their numerous academic activities while at school. It is against this back drop that the study is set out to investigate user education programmes, resources availability and use: the experience of college of education students in kwara state, Nigeria.

LITERATURE REVIEW
User Education Programmes

User education programme is an academic programme that is designed by higher institutions to educate library users on how to effectively utilise library resources and its services (Esse, 2014). It is a programme designed to introduce students to the library and its facilities,

students are basically introduced to the library at their inception into the college. The essence of user education programme according to Ogunmodede and Emeahara (2010) is to equip library users with enough knowledge and skills on the use of library resources effectively and efficiently. The authors observed further that library resources are so complex that an average library user cannot comprehend them, therefore, user education programme is so vital on how to access and utilise the resources maximally.

User education programmes, according to Maduako (2013), ranges from basic information on the college, up to the more formal structure and systematised programmes of instruction. With varied degrees of effectiveness, these forms of user education aim at teaching library users how to make optimal use of the library and its resources, through the acquisition of skills in identification, location, retrieval and exploitation of information resources. Likewise, user education programme means, to educate users or instructions given to user to help them to make the best use of the library. When a user comes to library for the first time, he/she does not know about various activities of the particular library. In user education, library staff introduces to user about their services, operations, rules and regulations, handling of books, how to make use of reference materials, how to make effective use of the library catalogue and the likes.

User education according to Nwokocha (2012) is fashioned to increase users' ability to locate materials they need, extend their knowledge of useful library tools in searching for materials, encourage them to make effective use of library resources and teach users the various rules and regulations of the library. Akinbola (2007) on the significance of user education recommended that the programme in our tertiary institutions should be overhauled to make it more standard. Adequate qualified personnel should be recruited to undertake the teaching of the course effectively; the course should be allocated reasonable time on the time table so as to enable practical aspect taught effectively.

Portman and Roush (2004) examined the influence of user education programmes on the development of students' library skill. The objective was to determine the influence of an hour of library training and orientation session on library use by college students. The study revealed that while 320 of the 500 students who participated in the orientation exercise continued to use the library but out of this number only 102 could locate books without assistance. This statistically significant increase in students' library use without a corresponding increase in the area of library skill development goes to support the importance of user education. They argue that there was the

need to go beyond the initial library orientation for fresh students by engaging them in a session of credit load course on use of library in order to sustain their interest in library use.

Yu (2003) explore how Taiwanese college and technical institution libraries familiarise user with library facilities and information resources. The most common programmes are a basic introduction to library services, OPAC instruction, searching tools, internet instruction, CD-ROMs, databases and electronic journals, and audio and video materials. A study conducted by Ventura College (2005) established that user education programme is the most commonly used technique of increasing student familiarity with the library and its resources. According to a survey Report (2004,) the Ventura College Libraries believe a major portion of their 31 percent increase student usage statistics was due to the increase in library orientations that promote usage of library's resources and services.

Marcus and Beck (2003) studied the best method of introducing freshmen to the library in Western Australia and skills required to use it. They compared the results of an orientation tour conducted by a traditional librarian and a self-guided pleasure trip which included unguided tour of different sections of the library. Two hundred (200) students from selected randomly from a population of 4000 students participated in the alternate forms of orientation. They later completed identical questionnaire in which 57% of them said that they learnt in the self-guided tour as against 41% who benefited more from the guided tour while 2% of the participants were undecided. This indicated an educational advantage in the self-guided tour thereby supporting active learning theories. They stressed on the need for continuing experimentation, innovation and creativity in user education.

Ogwu (2010) study of the impact of library studies at Kogi State College of Education observes that 73.48% of the students do not attend lectures. Busayo (2003) at the University of Ado-Ekiti observes that 95.11% of the fresh students admitted that, they learnt new things through the use of library course. Adedibu (2007) study on catalogue use by Science students in the University of Ilorin notes that 90.01% use library catalogues. A study by Akalumhe (2011) on user education programme in Nigerian Universities: a case study of Lagos state university, the survey showed that more than one quarter of the respondents do attended lectures regularly while majority of them admitted that they did not attend lectures regularly. The survey also showed that a substantial proportion of the respondents admitted that the course had influenced their attitude to library usage while few said no. About half of the respondents asserted that the timetable schedule

for lectures that is 8.00 a.m. and 10.00 a.m. on Tuesday was not convenient while half of the respondents admit that the time-table schedule was convenient. An appreciable proportion of the respondents submitted that, the course has influenced their effective use of library catalogue while few held negative view. On library ethics, the ratio of the respondents who affirmed that, the course has exposed them to library rules and regulations were encouraging while few others had some reservations. In the same regard, majority of the respondents affirmed that the knowledge acquired has exposed them to the numerous information sources in the library while a smaller fraction of the respondents said that the course did not influenced them. When they were asked if the course content was adequate to enhance effective utilisation of library resources and facilities, an overwhelming ratio of the respondents said yes while, a smaller proportion said no.

Ottong (2005) analysed user education programmes to determine how they are related to students' library resources utilisation. The research employed the questionnaire approach which was given to 300 level undergraduate students numbering 230. The result indicated that 221 of the responding students claimed knowledge about the purpose and features of the library but only 52 indicated interest in library use. On the reason for their lack of interest in library use, 183 of them claimed they did not participate in user education programme during their first year while 47 of them said they prefer to read their personal books. The researcher therefore suggested the need to redesign the library instruction programmes to meet the interest of the students.

Okonkwo (2005) in a research on the importance of user education for effective utilisation of College Education libraries in Anambra State, reported that 76.4% of respondents affirmed to the very helpful nature of user education programmes in their library use and 78.2% indicated that they had a mastery of effective library use after undergoing the programmes. The research further reveals paradoxically that on observation of the students in the library, majority of them were seen launching their search straight from the shelves without going through the library catalogue. The import of this is that the claims of student users concerning their library skills are at variance with the actual situation during library use.

Resources Availability and Use

Library resources are those printed and electronic information bearing materials provided by academic libraries to support teaching, learning and research activities of students and lecturers in institution. Agboola and Bamigboye (2011) emphasised that library use is an important measure

of output or services provided by libraries and suggests that it is a possible index by which such measurement can be made. The use of library resources and services is thus indispensable to the students in order to achieve their academic objective. However, resources of a library can influence its use by students. Olofinsawe and Oyeniyi (2010) affirmed that academic libraries have to build strong collection of information resources in physical and digital format to cater for knowledge requirements of their users.

Literature has revealed libraries have to market their resources and services to attract users (Onifade, Ogbuiyi and Omeluzor, 2013). Oyesiku and Oduwole (2004) study on the use of academic library revealed that students use the library mostly during examinations period. In a study conducted by Igun and Adogbeji (2007), majority of the students claimed that their main purpose of using the library is to update their knowledge and skills. It is therefore, essential to know the needs and opinions of the users in order to satisfy them. In buttressing this, Bassey (2006) posited that satisfying the request of users implies providing the actual information or services that will meet their needs.

In a study carried out by Hussain and Kumar, (2013) on utilisation of information resources and service of the students, majority of the users frequently visit the library almost daily and it was further found that books, newspapers and periodicals are the most used by user. In addition, in a study on students and faculty use of academic libraries in Nigeria, Okly, (2000) found that respondents used books more than other materials and that they browsed the shelves to locate these materials. In line with findings, Ugah (2007) further found out that textbooks account for most library visit.

A study by Gurdev Singh (2002), "Use of College Libraries by Faculty Members of University of Delhi", brought forward that textbooks were most frequently used resources, followed by reference books and general books. Main purpose of visiting library was to prepare notes for students. Journals and textbooks were not considered very adequate. Almost all the faculty members favoured need for computerisation of their libraries.

Kemoni (2002) conducted a study titled "The Utilisation of Archival Information by Researchers in Kenya: A Case Study of the University of Nairobi". Objective was to ascertain the utilisation of archival information by researchers and the extent to which the Kenya National Archival and Documentation Services was meeting their information needs. Opinions of users were collected by interviews. Study revealed that researchers were using variety of information

sources to meet their information needs and relied more on archival personnel to access information.

In a study titled "Utilisation of Information Resources and Services of the Kogi State Public Library, Lokoja, Nigeria", Haruna (2004) assessed the extent of utilisation of resources and services by users of a public library. Survey revealed that majority of users used library to study using library books followed by use for assignment and examination purposes using own books. About 40.9% users were partially satisfied with library materials and were using it because they did not have any other alternative. In another study, to ascertain the use of resources and services of library of JJM Medical College, Padmamma, Vijayakumar, and Shakuntala (2002) took up a study under title "Evaluation of Medical College Library Sources and Services: A Study". Survey disclosed that majority of users were visiting library to consult books or journals, and textbooks were the most used resources. Majority of the users were satisfied with physical facilities of library.

Rao and Babu (2008) executed a survey of the faculty members of autonomous colleges in Chennai to examine the provision and use of library services, resources and facilities under title "Autonomous College Libraries in Chennai: A Survey of Faculty Perceptions". Sample was chosen randomly. About 78.66% of the total 375 users surveyed responded to the questionnaire. Only govt. and govt. aided colleges were covered in study. More than three fourth respondents were visiting libraries for research studies and to write research papers. A few users were using e-resources. Authors suggested for right choice between print and electronic sources of information for collection development.

Harinarayana, Vasantha, Raju, Swamy, and Kumar (2008) conducted a survey named "Measuring the Effectiveness of Library Services of Selected College Libraries in Mysore City from Users Perspective" to ascertain the effectiveness of college library services in Mysore. It was found that majority of the users were visiting libraries to study in library and for borrowing books. Text book service was the most highly sought after service. Libraries were lacking behind to provide specific information.

User Education Programmes, Resources Availability and use

User education programme is designed to train all students the lifelong habit of using all types of libraries for any needed information for study and leisure purposes, train all students in the use of information materials available in the library systems maximally during their studies in

the school, and train students of science and technology in the career of librarianship and information science (Oji, 2009). Most importantly, this study emphasizes the need for user education to help students develop interest in this area of information literacy to the point where they are able to find, evaluate, and select the most useful information for their needs without help screen or handouts.

Naser (2004) investigated the supporting role of the academic bibliographic programmes in Academic Library for the Scientific Research. In his study, he found out that the programme is increasing student use of the library and at the same time, it improves their research skills. Naser (2004) mentioned purposes of education programmes to include: providing students with good ideas about information sources, developing students' skills in information organizing, developing in students the understanding of ethical and legal matters such as copyright laws in relation to authorship and publishing. Rockman (2002) submitted that library orientation programme at college and University libraries provide course related instructions and other methods to enhance student's development of information literacy skills.

Bhati (2010) stressed that user education programmes are designed to introduce new and potential users to the collections, facilities, organisation and services of the university library. He concluded that new and potential users of the library should be provided with guide books containing the orientation programmes which would be useful to them. Lamptey (2010) submitted that improving user's knowledge of the library resources could be a motivating factor for more usage and more demands on the library, he also stressed that library orientation is a welcoming activity and is always part of the entire university's orientation programme for first year students. He concluded that there is need for library orientation/instruction in the use of libraries and information services at all level of educational institution; at the post- graduate level detailed instructions in methods of searching and formulation of clear requests and referencing are necessary.

Osagie (2003) summarised the need of library use education to include enabling users to; know how to use the library catalogue in any Library, understand the classification scheme in any, library so as to be able to locate materials, see the library catalogue as index to the library holdings and use them for that Purpose, see the library as a repository of knowledge that determines the success of the students' academic programmes. In the same way, Sanni, Eruanga, Idiegbeyan-ose, and Okosun (2007) pointed out the essence of users education programmes. They stressed that it

helps to publicize library services, improve the image of the library and above all users education programme are the best ways to implement Ranganathan's five laws of library science. They also submitted that in the process of users' education in libraries, the librarian familiarises the users with the library materials, also the teaching of library skills can be done in form of instruction on the various steps involved on the use of library. They summarised by saying that this can be done in various forms such as the teaching of the use of library, library orientation for fresh users and library manual or guide can be given to users on registration.

Partap (2007) conducted a survey of the libraries of 18 colleges of education in 3 districts of Punjab. He found that collection size of the libraries varied considerably and comparatively older colleges had large collections. Majority of the libraries were being kept open for 6 to 7 hours a day. He suggested for the introduction of user education programme and stressed on the need to increase the range and depth of collection and services.

Suleiman (2012) found that majority of the students indicated that user education programmes in the library were useful. It helps them to find relevant information through Online Public Access Catalogue and other information sources in the library. On the whole, respondents were satisfied with the way librarians trained them. Also, about 96% believe that user education programme helped them to make effective use of the OPAC. Bello (2003) study of library user education evaluation observed that 93% of the respondents agreed that library user course has helped in the proper use of the library. Ojo-Ade and Jagboro (2000) research on catalogue use at the Hezekiah Oluwasanmi Library, Obafemi Awolowo University, Ile-Ife revealed that users of the library were well informed and versatile in the use of library catalogue especially, the subject area of their interest. High success rate of user's searches could also be attributed to the respondents' knowledge of the use of the library gained from Library Instruction (LIB 001).

Ogwu (2010) study of the impact of library studies at Kogi State College of Education observes that 73.48% of the students do not attend lectures. Busayo (2003) at the University of Ado-Ekiti observes that 95.11% of the fresh students admitted that, they learnt new things through the use of library course. Adedibu (2007) study Readings in Education, Development and Globalization on catalogue use by Science students in the University of Ilorin notes that 90.01% use library catalogues. John (2008) therefore argued that it would be beneficial to learn how a well–designed library orientation programmes effects students' usage and information seeking abilities, and to see if such programme would produce more library users.

In conclusion, the failure of college students to use library skillfully and profitably is a waste of library resources. It is also a waste of the time of professionals of the library as well as the teaching staff. It therefore implies that it is rather more cost effective for libraries to invest in user-education programmes to ensure proper and effective utilisation of their resources by patrons, as user education will help teach the students the best way to make the effective use of the library and other information systems including all other activities embarked upon to assist them (students) become efficient information users.

RESEARCH QUESTIONS

The following are the research questions for the study:

1. What are the types of library resources available to the students?
2. What are the purposes of use of library by the students?
3. What is the frequency of use of library by the students?
4. What are the methods used in the dissemination of user education to the students?
5. What are the influences of user education on library use by the students?
6. What are the challenges of user education in the use of library by the students?

METHODOLOGY

The study employed descriptive survey design. The population for the study comprises four hundred and forty three (443) students in the Department of Chemistry, School of Sciences, College of Education, Kwara state, Nigeria. The simple random sampling technique was adopted for the study. A sample of 45% sampling fraction was used to select from each level through a random sampling technique to have a sample size of 199 respondents. Questionnaire was the only instruments used for the data collection. The questionnaire is tested on "User education programmes, resources availability and use: the experience of college of education students in Kwara state, Nigeria. The Statistical Package for the Social Sciences (SPSS) was used for the analysis. Descriptive statistics such as frequency and percentages were used to analyse the research questions.

RESULTS AND DISCUSSIONS

Table 1 presented results on the demographic characteristics of students and results showed students who were within the age category of 21-25 years were in the majority having the response rate of 120(64.5%), followed by those who are within the age range of 26-30 who were twenty two 41(22%). Those who fall within the age range of 36-40 were the least 3(1.6%). As regards the gender of respondents, it was revealed that the male respondents were the majority, given the response rate of 135(72.5%) while the female counterparts were 50 (26.9%). It was also revealed that majority were Christians 100(53.8%) while eighty one (43.5%) were Muslims. The marital status of the respondents as shown in the Table revealed that one hundred and forty two (76.3%) single while forty three (23.7%) married. This means that majority of the students were single.

Table 1: Demographic characteristics of respondents

Variables	Frequency	Percentage %
Faculty Sciences	185	100
Department: Chemistry	185	100
Age Group: 16-20	14	7.5
21-25	120	64.5
26-30	41	22
31-35	7	3.8
36-40	3	1.6
Gender: Male	135	72.5
Female	50	26.9
Religion: Christianity	100	53.8
Islam	81	43.5
Others	4	2.2
Marital Status: Single	142	76.3
Married	43	23.7

As presented in Table 2, among the library resources available to the students, the respondents indicated that textbooks 107(57,5%) and Internet resources 97(52.2%) were very readily available to them. Also, dictionaries 98(52.7%), Pamphlets 94(50.5%), Journals 91

(48.9%) were readily available for them, while Theses/Dissertations 64 (34.4%) and CD-ROMs 60 (32.3%) were not readily available. However, some of the respondents CD-ROMs 33(17.7%) indicated that CD-ROMs were not available for them in the library. This may be due to the fact that the functions of CD-ROMs have been taken over by other portable storage devices like flash drive and SD-Cards.

Table 2: Types of library resources available to students

	VRA		RA		NRA		NA	
Statements	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
CD-ROMs	39	21	49	26.3	60	32.3	33	17.7
Dictionaries	67	36.0	98	52.7	18	9.7	2	1.1
Encyclopedias	63	33.9	89	47.8	25	13.4	8	4.3
Internet resources	97	52.2	68	36.6	12	6.5	7	3.8
Journals	50	26.9	91	48.9	37	19.9	2	1.1
Magazines	64	34.4	87	46.8	29	15.6	3	1.6
Newspapers	92	49.5	74	39.8	13	7.0	4	2.2
Pamphlets	43	23.1	94	50.5	33	17.7	7	3.8
Periodicals	44	23.7	85	45.7	45	24.2	9	4.8
Textbooks	107	57.5	56	30.1	21	11.3	1	0.5
Theses/dissertations	33	17.7	76	40.9	64	34.4	9	4.8

Table 3 presents the purpose of using library resources by the students. It was revealed that the major purpose why chemistry students of Kwara State College of Education use library resources were for examination preparation 120(64.5%) and for learning 106 (57%). They also strongly agreed that they used library resources for knowledge update 98 (52.7%) and continuous assessment preparation 96 (51.6%). Majority of the respondents also agreed that they used library resources for course materials generation 100(53.8%) and class notes 92(48.5%). However, some respondents disagreed using library resources for project preparation 40 (21.5%) and seminar preparation.

Table 3: Purpose of use of library resources by students

	SA	A	D	SD

Statements	F	%	F	%	F	%	F	%
Assignment	87	46.8	91	48.9	5	2.7	1	0.5
Class Notes	37	19.9	92	49.5	44	23.7	11	5.9
Continuous Assessment Preparation	96	51.6	66	35.5	18	9.7	3	1.6
Course Materials Generation	61	32.8	100	53.8	11	5.9	6	3.2
Exam Preparation	120	64.5	46	24.7	13	7.0	2	1.1
Group discussion	45	24.2	70	37.6	35	18.8	31	16.7
Knowledge update	98	52.7	64	34.4	13	7.0	4	2.2
Learning	106	57.0	59	31.7	8	4.3	8	4.3
Personal development	80	43.0	82	44.1	12	6.5	5	2.7
Project Preparation/ thesis	75	40.3	59	31.7	40	21.5	6	3.2
Seminar Preparation/Group presentation	50	26.9	71	38.2	40	21.5	17	9.1

As regards the frequency of using library resources, it was revealed in Table 4, the respondents indicated that they used Textbooks 65(34.9%), Newspapers 49 (26.3%), Internet resources (25.3%) daily, majority used Internet resources 61(32.8%) weekly, and some used Theses /Dissertation 58(31.2%) and Journals 57(30.6%) monthly. More respondents indicated to be using Dictionaries and Encyclopedias occasionally with the response rate of 75 (40.3%) respectively. Pamphlets 71(38.2%), Magazines 69(37.1%) were also used occasionally by the respondents. However, majority of the respondents 70(37.6%) indicated that they never used CD-ROMs, which could be as a result of not been available as reported in previous table on availability of library resources.

Table 4: Frequency of use of library resources by the students

	Daily		Weekly		Monthly		Occasionally		Never	
Statements	F	%	F	%	F	%	F	%	F	%
CD-ROMs	5	2.7	33	17.7	9	4.8	60	32.2	70	37.6
Dictionaries	32	17.2	23	12.4	33	17.7	75	40.3	18	9.7
Encyclopedias	27	14.5	20	10.8	38	20.4	75	40.3	18	9.7
Internet resources	47	25.3	61	32.8	16	8.6	38	20.4	15	8.1
Journals	12	6.5	27	14.5	57	30.6	53	28.5	25	13.4

Magazines	38	20.4	29	15.6	31	16.7	69	37.1	14	7.5
Newspapers	49	26.3	34	18.3	37	19.9	45	24.2	16	8.6
Pamphlets	9	4.8	24	12.9	39	21.0	71	38.2	32	17.2
Periodicals	10	5.4	30	16.1	44	23.7	54	29.0	31	16.7
Textbooks	65	34.9	47	25.3	29	15.6	19	10.2	18	9.7
Theses/dissertations	10	5.4	26	14.0	58	31.2	38	20.4	38	20.4

Also in Table 5, majority of the respondents indicated to have participated in library orientation organised for new students with a response rate of 107(57.5%), while others said they participated in lectures 92(49,5%) organized for new users as regards the use of library resources and some indicated to have participated in guided library tours 61(32.8%). Those who participated in advanced bibliographic instruction were the least with the response rate of 48(25.8%).

Table 5: User participation in user education programmes

Users participation in user education programmes	F	%
Lectures	92	49.5
Library Orientation for new students	107	57.5
Guided library tour (being taken round the library to show the available resources and services	61	32.8
Basic bibliographic instruction	49	26.3
Advanced bibliographic instruction	48	25.8
One-on-one library use instruction	54	29.0

Table 6 presents the influence of user education on library use by the students. The respondents strongly agreed that, user education develops they capabilities as self-sufficient users 74(39.8%) and that it develops their library skills and makes them become more independent in locating and retrieving information with a response rate of 64 (34.4%). Majority of the respondents however agreed that user education educates me about information sources and resources and how to exploit such resources effectively and efficiently 105(56.4%), and that it introduce students to facilities and resources in the library 102 (54.9%). However, some disagreed that user education makes them have a better understanding of the library so as to make efficient use of library

materials and services 29(15.6%). Overall, user education is essential to library resources usage by the chemistry students of Kwara State College of Education.

Table 6: Influence of user education on library use by students

Statements	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Develops my capabilities as self-sufficient user	74	39.8	85	45.7	8	4.3	9	4.8
Educates me about information sources and resources and how to exploit such resources effectively and efficiently	55	29.6	105	56.4	13	7.0	4	2.2
Facilitates effective use of library resources and services	51	27.4	95	51.1	24	12.9	6	3.2
Introduce students to facilities and resources in the library	56	30.1	102	54.9	16	8.6	4	2.2
It develops my library skills	64	34.4	94	50.5	17	9.1	5	2.7
It makes me have a better understanding of the library so as to make efficient use of library materials and services	45	24.2	98	52.7	29	15.6	8	4.3
Makes me become more independent in locating and retrieving information	64	34.4	71	38.2	29	15.6	14	7.5
Makes me independent user and learner in the library	53	28.5	89	47.8	26	14.0	11	5.9

Table 7 presents the challenges of user education as it affects the use of library resources by the users. The respondents strongly agreed/agreed that crowdedness/largeness of the class was a major barrier hindering user education in their libraries with a response rate of 152(81.7%). They also indicated that lack of periodic user education programme 135(72.6%) and lack of relevant and up-to-date resources 130(69.8%) were user education challenges which negatively affect the use of library resources by the students. Some of the respondents disagreed/ strongly disagreed that incompetence of library staff 89(47.8%) and poor awareness of the users to library services 76(40.8%) were challenges to the use of library resources by the students. This means that users were aware of user education programmes, but their use of library resources was hindered because of methods of educating the users and the relational competence of the library staff in relating with the users.

Table 7: Challenges facing the user education

	SA		A		D		SD	
Statements	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Crowdedness/largeness of the class	81	43.5	71	38.2	24	12.9	1	0.5
Inadequate staff to assist users	42	22.6	87	46.8	38	20.4	10	5.4
Incompetence of library staff	32	17.2	56	30.1	70	37.6	19	10.2
Lack of adequate funding	38	20.4	82	44.1	45	24.2	12	6.5
Lack of locating tools like catalogue	30	16.1	77	41.4	53	28.5	16	8.6
Lack of modern techniques of teaching	36	19.4	92	49.5	25	13.4	24	12.0
Lack of periodic user education programme	52	28.0	83	44.6	36	19.4	6	3.2
Lack of relevant and up-to-date resources	41	22.0	89	47.8	36	19.4	10	5.4
Unfriendly attitude of staff toward library users	51	27.4	60	32.3	58	31.2	7	3.8
Poor awareness of the users to library services	33	17.7	66	35.5	51	27.4	25	13.4
Students are not aware of user education in the library	47	25.3	66	35.5	59	31.7	2	1.1

CONCLUSION AND RECOMMENDATIONS

Knowledge of user education programme can guarantee effective utilisation of library resources because it exposes one to know different ways or methods of seeking and retrieving information in the library. User education is very important in college library services because it determines the extent to which students would patronise and use the library resources and services. College librarians have the responsibility of providing for students the means for maximum utilisation of library resources. User education programmes such as orientation, use of library course and guided tour enable the library to sensitise the students and create adequate awareness about the available resources and services of the library to meet and satisfy the needs of the users.

Students were able to use some of the available resources and services mostly on daily basis in order to satisfy their information needs. The idea of exposing users to appreciate different ways of seeking information in the library is excellent and highly welcomed by the college and students recognised the important role of user education in effective use of library resources and services through which they developed library skills, and also become more independent in locating and retrieving information. It is imperative to note that challenges like lack of periodic

user education programme and inadequate staff to assist users endangering user education among the students and these should be urgently addressed by the library in order to encourage more students to use the library regularly.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. User education should be given more priority in college libraries in order to sensitise more students and draw their attention to the available resources and services that can be of immense benefit for them in the course of their studies.

2. Students should form a habit to visit the library regularly in order access the collections and services which are specifically provided to support their academic activities during the courses of their studies.

3. Students should always create time to attend user education programmes organized by the university libraries either as orientation or special training sessions on new services. This will give them the opportunity to develop the necessary skills required for effective library use.

4. Library should make provisions for adequate and up-to-date information resources and services in order to meet and satisfy the changing needs of the users.

5. Library should make user education training compulsory for all faculties, and provide them with instructional material to present to students as suggested by respondents that students should attend user education classes.

6. There is no doubt that the user education program brought a positive change to the respondents' behavior towards library use, considering their previous background. Much can be achieved if some efforts would be put toward those faculties that have small number of participants in user education classes.

7. The Librarians are responsible for leading user education development or in important positions to contribute to user education development: This study suggests the best support resource might be peer professionals. This survey reveals that there are active librarians who can contribute on user education and increase the number of users with satisfactory library skills.

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