

Impact of Library Instruction for Effective Utilization of Library Resources by Fresh Students of Sokoto State University, Sokoto, Nigeria

Jamilu ISAH¹, Lami Umar ABDULLAHI (CLN)² Aminu MUHAMMAD³
 Librarian II¹ Senior Librarian² Librarian III³

University Library, Sokoto State University, Sokoto, Nigeria¹
 University Library, Bayero University, Kano, Nigeria² College Library, Federal College of
 Education (Technical) Gusau, Zamfara State, Nigeria³
jamiluisaharkilla@gmail.com¹ lamiimfas69@gmail.com² muhammadgusau81@gmail.com³

Abstract

Purpose: This study examines the impact of library instruction for effective utilization of library resources by fresh students of Sokoto state university, Sokoto.

Design Methodology/Approach: This study adopted a cross-sectional survey design and the data was collected using a structured questionnaire which was administered to 300 respondents out of 1800 fresh students registered in 2017.

Findings: The major findings of this study indicated that library instructions made fresh students to be exposed on how to utilise library resources effectively and also enhance their reading skills with 66% respectively, 40% of the respondents made it clear that poor background on how to utilize library resources affect them seriously while 50% indicated that provision of library services on social media encourage effective utilization of library resources.

Implication: Recommendations includes further studies should be done to focus on analysing how social media can be used for effective users' educations apart from class lecture to enable students utilise library resources and materials effectively.

Originality/values: the paper's originality lies in the impact of library instruction for effective utilization of library resources by fresh students of Sokoto state university, Sokoto, Nigeria.

Key words: library resources, students, Social media, university, library instruction.

Paper type: Empirical research.

Introduction

Every Library gives a certain amount of guidelines or instructions on how to make use of the Library. A necessary aspect of every student's education is the instruction on the use of the library, such instruction will not only help students to master the knowledge on the use of library but also help them to become more independent in doing research. Libraries provide user education in order to equip the users with relevant knowledge on how to use the library. This enables the users to utilize the library resources effectively and efficiently. Elejah (2007) noted that "use of Library would inculcate among the students the reading habit, reading culture and indeed student establish lifelong pattern of reading and learning".

Student need to develop confidence and ability in search information within a stipulated time, this helps in saving their time whenever they are searching for any information for a given subject, library instruction acquaints patron with tools learning beyond graduation of formal study. The primary purpose of the academic libraries is to support its parent institution through acquisition of relevant information materials, processing, organizing, and disseminate the information to the library users to enhance learning, teaching and research activities. 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 (Elijah,2007).

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 would be difficult if not impossible without the library services. Suleiman (2012) and Madukoma (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, library tour and producing and distribution of library guides to fresh students during registration. 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?

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 in order to enable them have fully and effectively access to the library materials. The classroom teaching is a one-unit course titled "Use of Library" with a course code 'GST 113'. The objectives of the course are 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 hours, contact information, rules and regulations of the library (Omeluzor, 2017).

Emenike (1997), stated that one important aspect of education, which is largely missing in the Nigerian educational system is the library instruction. One will agree that the greater percentage of children who go to school primary and secondary in Nigeria came from homes without books, many children come from rural areas and their parent never went school, when these children get in to primary and secondary school, and

THE SCHOOL DO NOT HAVE LIBRARY, THE ONLY BOOKS THEY have met are those for their class work. Therefore, the first library many of them may have entered is the College or University library, they are thus, honest strangers in the library.

Although the word library may still be used, it would be incorrect or wrong to use the word library to merely mean a collection of books. This is because the managers of libraries now work with many kinds of materials that communicate information, today's collection often contain not only a variety of printed materials such as books, magazines and pamphlets, but non-print resources such as tapes, record films, slides, computers and other format produce by explosion of technology (Elejah, 2007).

Objectives of the study

The main objective is to alleviate library stress, and thus increase library use, it will be necessary to watch for attitudinal changes when students are involved in the learning process, Librarians must keep this in mind as they are guiding student on how to make use of the library.

The objectives of the study are to:

1. Find out the impact of library instruction in encouraging student for effective utilization of library resources.
2. Examine challenges facing effective utilization of library resources.
3. Suggest strategies to improve student utilization of library resources

Literature review

Library instructions are provided to support effective utilisation of library resources. According to Ojassar (2003), user education is an instruction which equips library users with the skills to enable them to be independent and sophisticated users of library and its resources. Igwebuikwe 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 (Ameen, 2014). This provide

students with the require skills or knowledge on how to utilised library resources.

Ode (2004), opined that the quality of knowledge imparted to student in the library instruction has the potentials to free a man, to enable him shape the world to his choosing and conquer his ills and deprivation. The library contains a lot of varied useful knowledge buried in different kind of working tools, each of which has to be handle in its own way. Experience has shown that there exist in definite need for a library instruction to the student, because they need to know how to use the library efficiently, if they want be academically successful. However, the efficient library use has the effect of delivering teaching from the tyranny of the textbook, and how this will help in attracting scholars of the highest quality should not be overlooked.

The impact of library instruction on students cannot be overemphasized. Mohammadi, Moghaddam and Yeganeh (2008) found out 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 centres. Also, 74 percent of the students indicated that library instruction influenced them to visit the library and

medical information databases. A study by Madukoma (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.

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 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, librarian's mode of instruction not adequate to help students, university libraries not adequately equipped with current text books, lack of adequately equipped university libraries, inadequate information resources for learning e.g. computers, among others. The knowledge of library instruction provide access for individual or group to develop, foster and promote self-development of an individual or group at

between the individual and recorded knowledge.

Omeluzor (2017) gave the following strategies to be employ in improving utilisation of library resources by fresh students as follows:

- i. Library instruction is an effective means of educating the users and creating awareness of available information resources in a library. Therefore, viable methods and media such as ask librarian, library Blog, Library website, social media, text messaging among others should be explored.
- ii. Library instructions are of utmost importance to be able to imbibe relevant skill in the users. Therefore, appropriate methods especially those driven by ICT will help fresh students to learn and understand through creative means how to utilize library resources and will increase their usage.
- iii. Librarian should make library instruction regular and consistent to users using all available methods. This will no doubt increase the student’s zeal and morale to visit the library and utilize the resources therein.

cross-sectional study was used, questionnaire was used as instrument for data collection from the sampled respondents (Fresh students of Sokoto State University). The population of this study consisted of 1800 registered fresh students in the three faculties admitted in a year 2017. Simple random sampling techniques was employed to sample 300 respondents for the study guided by Krejcie and Morgan Table of sampling. The sample respondents consist of:

- i. One hundred fresh students from faculty of Art and Social Science
- ii. One hundred fresh students from faculty of Education
- iii. One hundred fresh students from faculty of science

Method of data analysis

The data collected were analyse using descriptive statistics by the use of percentage as stated below:
F/N 100%

F= Frequency of response to a particular research question

N= Number of response

Data presentation

RQ1: What is the impact of library instruction in encouraging effective utilization of library resources?

s/n	Items	SA	A	SD	D
1	Library instructions enhance your reading skills	200(66%)	30(10%)	50(16%)	20(06%)
2	I am able to cite and compile a reference	120(40%)	100(33%)	55(18%)	25(08%)
3	I can easily access and retrieve information in the library	200(66%)	33(11%)	40(13%)	27(09%)

(Sources: Questionnaire, 2018)

Item 1 in the table above indicated that 66% of the respondents representing strongly agreed that library instruction enhances their reading skills, item 2 shows that 40% of the respondents strongly agreed that they were able to cite and compiled a reference with the

knowledge they derived from library instruction as a courses, item 3 made it clear that 66% of the respondents revealed that they can easily access and retrieve information in the library.

RQ2: What are the challenges facing library instruction and effective utilization of library resources.

s/n	Items	SA	A	SD	D
1	Students lack of interest in library instruction programme	90 (44%)	72 (24%)	110(36%)	28(09%)
2	Poor background on how to utilize library resources	121(40%)	84(28%)	20(06%)	75(25%)
3	Distraction from social media lead to poor utilization of library resources	117(39%)	90(30%)	32(10%)	61(20%)

(Sources: Questionnaire, 2018)

From the table above, item 1 shows that 44% of the students has lack of interest in library instruction programme, item 2 also reveals that 40% do not have

background on how to use library resources while item 3 stated that 39% concentrate on social media which hinder them to use library resources effectively.

RQ3: What are the strategies to improve student utilization of library resources?

s/n	Items	SA	A	SD	D
1	Provision of conventional and electronic library resources	144 (48%)	93 (31%)	40 (13%)	23 (7%)
2	Effective human relation by library staff	124(41%)	72(24%)	36(12%)	68(2%)
3	Provision library services on social media encourage effective utilization of library resources	152(50%)	38(12%)	73(24%)	37(12%)

(Sources: Questionnaire, 2018)

The table above indicated in item 1 that 48% of the respondents have strongly agreed that provision of conventional and electronic library resources would improve students’ utilization of library resources, 41% in item 2 strongly agreed that effective human relation by library staff improve students’ utilisation to library resources, 50% in item 3 strongly agreed that application of social media would improve students’ utilisation of library materials.

Discussion of findings

The data collected from the respondents in Table 1 indicated that library instructions improve students’ utilization of library resources. This was supported by Madukoma (2013) where he stated that library instruction helps undergraduate students to know where to search for information in the library. Table 2 revealed that social networks distract students from effective utilization of library resources this is line with Esse (2014) that library users all over the world faces various challenges which affects the way library resources are put into use. Table 3 made it clear that there was need for applications of social media tools for effective library resources utilization. This is supported by Omeluzor (2017) that social media tools should be employed for effective library instruction.

Conclusion

In conclusion, 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

Library instruction has fundamental role to play for the development, and bring about certain changes to the students intellectually. The important of such orientation cannot be over emphasized regarding how students would inculcate reading habit, and to be provide with useful information that will enhance their educational journey in terms of developing mental process required to focus in on research topic.

Recommendations

Based on the findings of this study, the following recommendation were made.

1. Academic librarians should redesign library instruction to improve students’ academic activities by applying social networks tools.
2. Use of ICT should endeavour in the delivery of library instruction to the library users to fosters communication and access to the librarians and library information resources.
3. Academic Librarians should be regular and consistent in instructing 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.
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.

References

- Adebayo, J. O. & Adekunjo, O. A. (2013). The challenges in the development of academic digital library in Nigeria. *International journal of educational research and development*, 2(6), 152-157.
- Agyen-Gyasi, K. (2008). User education at the Kwame Nkrumah University of Science and Technology (KNUST) Library: *Prospects and challenges. Library philosophy and practice*. Retrieved from <http://www.webpages.uidaho.edu/~mbolin/agyen-gyasi.htm>
- Atarodi, A., Alami, A. & Saeed, S.J.G.M. (2015). User education impact on Medical students. *Scholar journal of applied medical sciences (SJAMS)*. 3(3C), 1252-1258.
- Elijah, O.O. & Domonic, A.O. (2007). *Basic principle and practice of librarianship*. Nigeria: Fanc.
- Esse, U. C. (2014). Effects of library instruction on satisfaction with the use of library and its services: A study of undergraduate students in five universities in the Southern part of Nigeria. *European scientific journal*, 10(13), 441-450.
- Idoko, N. A., Asogwa, B. E. & Ugwuanyi, R. N. C. (2015). Problems of library user education in Nigerian Unity Schools. *Library philosophy and practice (e-journal)*, Retrieved from <http://digitalcommons.unl.edu/libphilprac/1216>
- Igwebuike A. D. & Agbo, E. U. (2014). Inculcating information literacy skills in Nigerian University students: The foundation for independent lifelong learning. *Journal of education and practice*, 5 (39): 19 -24.
- Madukoma, E., Onuoha, U.D., Omeluzor, S. U. & Ogbuiyi, S. (2013). Library instruction and academic performance of undergraduates at Babcock University, Nigeria. *Contemporary Humanities*, 6, 39-58.
- Mohammadi, M., Moghaddam, A.I. & Yeganeh, (2008). *Student's perception of the impact of user education on the use of reference resources: An Iranian experience*. Retrieved June 30, 2016 from <http://unilib.unl.edu/LPP//PP2010.htm>
- Ofre, E Odu & Okweze, E. (2004). *Basics skills for library users in Nigerian university libraries: Calabar, Jochrisam*.
- Ojasaar (2003). *The role of user education in library marketing*. Retrieved June 24, 2016 from <http://lib.eduskunta.fi/dman/Document.phx>
- Ottong, E.J & Edem, M.B. (2006). *Library use instruction: A user companion; Calabar: Adonai*
- Suleiman, S. A. (2012). *User education programs in academic libraries: The experience of the International Islamic University Malaysia students*. *Library Philosophy and Practice*. Retrieved from digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1851&context=libphilprac
- Omeluzor, M. (2017). *The heart of librarianship attentive, positive and purposeful change*. Retrieved June 30, 2016 from http://www.alastore.ala.org/pdf/9780838914540_sample.pdf 6
- Omeluzor, Saturday U.; Akibu, Alarape Asimi Ph.D; Dika, Sunday Ikhimeakhu; and Ukangwa, Clement Chinemerem, "Methods, Effect and Challenges of Library Instruction in Academic Libraries" (2017). *Library Philosophy and Practice (e-journal)*. 1465. <http://digitalcommons.unl.edu/libphilprac/1465>