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Format for Submission

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Submissions should include an informative abstract of not more than 200 words. Four to six keywords should be included. Tables and graphs should be included in the body of the work (where necessary). The APA 6th Edition (Publication Manual of the American Psychological Association) referencing format should be used throughout the manuscript. All submissions will be peer reviewed.

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Library Research Journal is an institution based journal from Festus Aghagbo Nwako Library of Nnamdi Azikiwe University, Awka. It is an online peer reviewed Google Scholar journal, published in the month of September. This edition is a compilation of research reports from various institutions of higher learning in Nigeria. The research reports cover a wide array of issues in Library and Information Science. This volume addresses topical issues in librarianship such as NgRen, Competency Appraisal of law cataloguers as well as law students' profile as a correlate of library use. Emerging concepts in librarianship such as MOOC's, parenting styles and readership were part of the compilation. Research reports from Festus Aghagbo Nwako Library focused on library practices in the Circulation Department, Information Literacy, Zik Research Centre and reprographic services in the library.

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COMPARATIVE STUDY OF USER EDUCATION PROGRAMMES IN TWO SELECTED UNIVERSITIES IN ANAMBRA AND IMO STATE

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Abstract

This study is a comparative study of user education programmes in two selected universities in Anambra and Imo State. The study sought to investigate the effectiveness of library user instruction as a means of increasing library usage in academic libraries. The study was anchored on four stated objectives. The research design was descriptive survey design. Population of the study comprised 33,660 library staff and library users of Nnamdi Azikiwe University, Awka and Imo State University, Owerri. Purposive sampling technique was used to select a sample size of 756 respondents. The instrument for data collection was a structured questionnaire. Data collected was analyzed using frequency tables and simple percentage. Findings showed that traditional user education was the widely provided service by the libraries of NAU, Awka and IMSU, Owerri. The major user education method deployed to enhance effective utilization of information resources in the library include lecture method, presentation of handbook to students, use of library guide, library tour and compulsory teaching of General Studies two credit unit course. Major obstacles in teaching user education in the two institutions were inadequate learning environment and management delay in the commencement of user education program. Based on the findings, it was recommended that the libraries should strive to convert their patrons to habitual library users, train them on skills needed to retrieve library resources independently, and to help them sharpen their research skills.

Keywords: *User Education, Library Staff, Library Users, University Library, Imo State, Anambra State.*

Introduction

University libraries all over the world are established to support their parent institutions in actualizing their objectives in teaching, learning, research. To fulfill this objective, university libraries provide a variety of information resources and services aimed at bringing the users into direct contact with the library. It is imperative to establish user education programmes in university libraries to equip users with the basic skills to enhance library use. This will enable the users to make optimal, efficient and independent use of information resources and services.

User education is the acquisition of various skills relevant to the identification of and familiarity with information sources. Users of the library should be equipped with the basic skills needed to easily locate information resources in the library with minimal assistance. Thus, it is aimed at equipping

the library user with the skills needed in locating information sources in the library. It is also a means of educating users or an introduction given to users to help them make the best use of the library (Folorunso & Njoku, 2016). Similarly, Ogunmodede and Emeahara (2010) sees user education as ‘a library provision service in order to equip a user with enough knowledge on the use of the library which enables the user to use the library resources effectively and efficiently’. The programs, services, and facilities provided by the library must be actively promoted so that target groups are aware of the library’s role as a partner in learning and as a provider of programs, services, and resources that can enhance knowledge by all sources of information available. (IFLA, 2015).

However, in the context of this study, user education is an instruction given by librarians one-on-one or in a group to library users for the purpose

of self-dependent and excellent usage of library resources and or services.

The usefulness of user education to library users is enormous. Institutions are rated by their resources and the impact those resources have on the users and the resources and services rendered by the libraries are ways of confirming that they meet the objectives of the patrons. The importance of user education has received increasing recognition to which librarians have responded with considerable success in the present 21st century. In recognition of the importance of user education, Ogunmodede, Adio, and Odunola (2011) found that about 65.5% of respondents they studied opined that Library GS102/204 as a course was relevant to them. General Studies course 102/204 has been a famous course in Nigerian universities for undergraduate students in order to train them on basic library skills. Despite these important indications however, every academic library may have some peculiar challenge regarding user education program. Ugah (2007) studied both students and staff use of an academic library and found the students' constituting majority of the users that browse the library shelves directly to locate materials, which justifies the users' inability to use the library catalogues in locating library resources. The study harped on the need for thorough library orientation on the use of catalogue as an effective tool for information retrieval for the library. The researcher assumes that introducing library instruction courses will increase the usage of academic libraries. From personal observation, majority of users in the academic library lack effective library instruction, and this is could be why their use of the library is limited.

Result

Research Question 1: What type of user education service does your library provide?

Table 1: Types of user education provided by NAU, Awka and IMSU, Owerri libraries

| S/N | Types of user education | University Library | | | | | | | |
|-----|---------------------------------------|--------------------|-----|-----|---|--------------|-----|----|---|
| | | NAU, Awka | | | | IMSU, Owerri | | | |
| | | Yes | % | Nil | % | Yes | % | No | % |
| 1 | Traditional user education service | 13 | 100 | - | - | 18 | 100 | - | - |
| 2 | Online user education | - | - | - | - | - | - | - | - |
| 3 | Combination of traditional and online | - | - | - | - | - | - | - | - |
| | Total | 13 | 100 | - | - | 18 | 100 | - | - |

Research Questions

The study sought to provide answers to the following questions:

1. What type of user education is provided by the academic libraries in Anambra and Imo State?
2. What user education methods have these academic libraries deployed for effective information resource utilization?
3. What is the importance of user education to students' information resource utilization in academic libraries Anambra and Imo State?
4. What are the challenges in teaching user education these libraries?

Methodology

The research design adopted for this study was descriptive survey design. Population of the study comprised 33, 660 which is made up of library staff and library users of Nnamdi Azikiwe University, Awka and Imo State University, Owerri. Purposive sampling technique was used to draw a sample size of 756 (378 from Nnamdi Azikiwe University, Awka, and 378 from Imo State University, Owerri). Questionnaire was used to collect the data for the study. Out of 378 questionnaire distributed to students of NAU, Awka, 348 were returned. This represents 93% as against 27 (7%) not returned. Whereas in IMSU, Owerri 378 copies of the questionnaire were distributed and 355(94%) were returned. All together a total number of 756 copies of the questionnaire were distributed while 703 copies were returned (Nnamdi Azikiwe University, Awka, 348 and Imo State University, Owerri, 355) and found usable. Data collected were analyzed using frequency tables and percentages as presented in the tables below:

Analysis of data collected in Table 1 shows that all the professional staff of the library 13 (or 100%) from NAU, Awka, and 18 (or 100%) from IMSU, Owerri affirmed that their libraries only provided traditional user education service. Thus traditional user education was the widely provided service by

the libraries of NAU, Awka and IMSU, Owerri. Furthermore, during the research, it was also noticed that both institutions provide online user education service to users through their OPAC (Online Public Access Catalogue).

Research Question 2: What are the user education methods used for effective information resource utilization by NAU, Awka and IMSU, Owerri libraries?

Table 2: User education methods used for effective information resource utilization by NAU, Owerri and IMSU, Owerri libraries

| S/N | User Education Methods | University Libraries | | | | | | | |
|-----|-------------------------------|----------------------|-----|-----|-----|--------------|-----|-----|-----|
| | | NAU, Awka | | | | IMSU, Owerri | | | |
| | | Yes | % | No | % | Yes | % | No | % |
| 1 | Bibliographic instruction | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 2 | Lecture | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 3 | Workshop | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 4 | Newsletter | Nil | Nil | 13 | 100 | Nil | 0 | 18 | 100 |
| 5 | Library Handbook | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 6 | Pamphlets | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 7 | One-on-one mentoring | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 8 | Exhibition | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 9 | Library website | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 10 | Library guides | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 11 | Library tour | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 12 | Web-based user instruction | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 13 | Orientation week | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |
| 14 | Compulsory course with credit | 13 | 100 | Nil | 0 | 18 | 100 | Nil | 0 |

From the analysis in Table 2, types of user education methods used to enhance effective utilization of information resources in the library include lecture method and presentation of handbook to students. Other methods include the use of library guide, library tour, and compulsory teaching of General Studies two credit unit course. All received 100% rating. Whereas in IMSU, Owerri library, types of user education methods used to enhance effective utilization of information resources in the library include lecture method, compulsory teaching of General Studies course on used of the library which carry two credit unit course, presentation of library handbook to students, use of library guides and Exhibition method. All received 100% rating. Other user education methods employed were bibliographic instruction, workshop, pamphlets, one-on-one mentoring, library website, web-based user instruction, and library orientation week.

Research Question 3: What are the benefits of user education to students' information resource utilization in academic libraries of NAU, Awka Anambra State and IMSU, Owerri Imo State?

Table 3: Benefits of user education to students' information resource utilization in NAU, Awka and IMSU, Owerri

| S/No | Benefits of using library resources to students | University Library | | | | | | | |
|------|---|--------------------|-------|-----|-------|--------------|-------|-------|-------|
| | | NAU, Awka | | | | IMSU, Owerri | | | |
| | | Yes | % | No | % | Yes | % | No | % |
| 1 | Has developed my research skills ability | 100 | 9.15 | 248 | 24.64 | 89 | 8.09 | 266 | 25.80 |
| 2 | Has turned me to regular user of the library resources | 189 | 17.27 | 159 | 15.99 | 211 | 19.19 | 144 | 13.92 |
| 3 | I can retrieve library resources independently | 179 | 16.36 | 169 | 17.00 | 188 | 17.10 | 167 | 16.19 |
| 4 | I learned the rules and regulations involved in using library resources | 210 | 19.19 | 138 | 13.88 | 214 | 19.47 | 141 | 13.67 |
| 5 | Has promoted my academic learning ability | 206 | 18.82 | 142 | 14.28 | 200 | 18.19 | 155 | 15.03 |
| 6 | Has given me a chance to enjoy my leisure time | 210 | 19.19 | 138 | 13.88 | 197 | 17.92 | 158 | 15.32 |
| | Total | 1,094 | 100 | 994 | 100 | 1,099 | 100 | 1,031 | 100 |

From the analysis in Table 4, majority of the students of NAU, Awka and IMSU, Owerri found the use of library materials beneficial in many ways. In the two universities, students indicated from the ratings that which is above the average the various advantages of the use of the library. These include converting them to habitual users of the library, retrieving library resources independently, promoting their academic learning ability, learning

the rules and regulations in using library resources, and in giving them the opportunity to enjoy their leisure time. However, one third of the students in both institutions indicated that the use of the library helped them to develop their research skills ability.

Research Question 4: What are problems faced by staff in teaching user education?

Table 4: Problems faced by the professional staff of the library staff in teaching user education in NAU, Awka and IMSU, Owerri libraries

| S/N | Problems encountered by the professional library staffs | University Library | | | | | | | |
|-----|--|--------------------|------------|-----------|------------|--------------|------------|-----------|------------|
| | | NAU, Awka | | | | IMSU, Owerri | | | |
| | | Yes | % | No | % | Yes | % | No | % |
| 1 | university management delay for the commencement of the program. | 9 | 69.2 | 4 | 30.8 | 14 | 77.8 | 4 | 22.2 |
| 2 | Inadequate learning environment. | 12 | 92.3 | 1 | 7.7 | 16 | 88.9 | 2 | 11.1 |
| 3 | Inadequate teaching and learning resources. | 2 | 15.4 | 11 | 84.6 | 3 | 16.7 | 15 | 83.3 |
| 4 | Information overload during library instructions. | 10 | 76.9 | 3 | 23.1 | 14 | 77.8 | 4 | 22.2 |
| 5 | Lack of constant publicity on the importance of the program | 10 | 76.9 | 3 | 23.1 | 13 | 72.2 | 5 | 27.8 |
| 6 | Lack of user education program at all levels | 11 | 84.6 | 2 | 15.4 | 13 | 72.2 | 5 | 27.8 |
| 7 | Inadequate understanding of skills by students | 10 | 76.9 | 3 | 23.1 | 14 | 77.8 | 4 | 22.2 |
| 8 | Poor know-how of the lecturers | 1 | 7.7 | 12 | 92.3 | 1 | 5.6 | 17 | 94.4 |
| 9 | Unconducive user education policy | 10 | 76.9 | 3 | 23.1 | 14 | 77.8 | 4 | 22.2 |
| 10 | Non-utilization of ICT for library instruction | 10 | 76.9 | 3 | 23.1 | 13 | 72.2 | 5 | 27.8 |
| | TOTAL | 85 | 100 | 44 | 100 | 101 | 100 | 61 | 100 |

Table 4 presents a number of socio-economic factors (problems) militating against user education in NAU, Awka and IMSU, Owerri. From the responses received from the professional staff of the library, obstacles they encounter in NAU, Awka and IMSU, Owerri include inadequate learning environment. The rating received in the two institutions were 92.3% and 88.9% respectively. Whereas other factors include delay by the management in the commencement of the user education program in the two institutions which represents 69.2% and 77.8% respectively. Other factors that affect library user education in IMSU, Owerri were lack of regular publicity on the importance of user education program, lack of user education program at all levels, non-utilization of ICT for library instruction. Altogether, 13 out of the 18 responses received represents 72.2%. In addition, information overload during library instruction, lack of understanding of the skills of the students, and un-conducive user education policy, added together received 77.8% from staff of IMSU.

From the analysis, the main challenges from the perception of the professional library staff of NAU, Awka and IMSU, Owerri (about 70% and beyond), which affect library user education, include management delay in the commencement of the program, inadequate learning environment, information overload during library instructions, lack of constant publicity on the importance of the program, lack of user education program at all levels, un-conducive user education policy, and non-utilization of ICT for library instruction.

Findings and Discussion

Finding of this study revealed that both university libraries via their professional staff affirmed 100% that each conduct user education service and they also provide traditional user education service. Usually, the traditional way of library user education involves teaching of use of the library is inside the library building and not in the virtual environment. Analysis of the responses showed that efforts made by the library staff to teach the use of library course to students was not enough due uncooperative attitude from the management as well as inadequate resources to embark on such programs. Added to this is the poor perception of students' information needs and information overload in the course of teaching use of the library. However, the benefits that accrue as a result of teaching use of the library to students cannot be over emphasized.

Recommendations

Based on the study findings, the following recommendations were made to enhance the effective utilization of information resources in the two libraries studied.

1. Online user education services should be provided on for 24/7 hour network to users.
2. The library should incorporate the use of newsletter as a method of user education.
3. Effective user education should be provided to sustain the benefits.
4. Problems faced by the two institutions can be adequately addressed via annual interactive session involving staff and students of the intuitions.
5. There is need to develop a user education policy in the two instiutions.

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