User education programmes as correlate of information literacy skills among undergraduates in universities in Osun State, Nigeria

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Abstract
The study investigated user education programmes as correlate of information literacy skills among undergraduates in universities in Osun State, Nigeria. The population of the study consisted of undergraduates from three selected universities in Osun State. Questionnaire was used as data collection instrument. A total of 391 copies of the questionnaire were distributed to the respondents. Out of this number, 371 copies were returned and found usable with a response rate of 93.45%. The study revealed that majority of the respondents agreed to the availability of the all listed library user education programmes except for audio-visual aides/short films. Also, the findings revealed that there is a significant relationship between user education programme and levels of library literacy skills among the undergraduates in selected universities in Osun State. Based on the findings, the researchers recommended among others that university management should provide infrastructures such as adequate power supply that would facilitate the delivery of user education course to the students. In addition, facilitators of user educations should integrate audio-visual aides/short films into their method of user education delivery.

Keywords: Information literacy skills, library, user education, correlate, undergraduates, universities, Nigeria

Introduction

Universities are often regarded as the citadel of learning and represent the apex institution for the acquisition and advancement of knowledge. Universities are established for teaching, learning, research and community or public service. To achieve these objectives, universities established library to support learning, teaching, research and support the existing community where university was established. In order words, university library is indispensable in the actualization of all the purposes of university establishment, as none of them can effectively take place in the absence of a

functional library. This implies that library is a central to the academic activities of universities. In line with this declaration, the Nigerian Universities Commission (NUC) insists that the university library should be funded at a level that provides effective reading services to students and staff. There are different types of library namely; Academic, School, Public, Special and National library. Academic library is the library established by tertiary institutions such as universities, polytechnics and colleges of education to support academic activities. This academic library could be referred to as university library. The prime objective of any library is to provide access and wide dissemination of information in order to satisfying library users. To achieve this goal, there are several library services obtainable; all are to ensure adequate information provision for all categories of library users.

Libraries are also expected to provide current journals, textbooks, reference materials, conducive reading rooms, e-mail and Internet services. The NUC also encourages university libraries to provide instruction on the use of libraries in order to equip students with the effective use of library materials. In support of NUC position, Udo (2012) stressed that for any library to meet the expectations of users, it must establish an effective user education programme as well as automate the library with aid of Information and Communication Technology (ICT).According to Lorenzen (2004), the development of academic libraries has been dramatically influenced in the last two decades by the emergence of new information technologies. The development of ICT has considerably brought development into the libraries and their instruction programmes. These changes have created the necessity to introduce an instructional programme that will teach users on how to become more effective, efficient and independent in their information searching and seeking process. More so, it is the responsibility of the university library to provide information resources and assist the patrons in the acquisition of library skills to ensure effective and efficient use of library resources. Uhegbu (2007) postulated that, there was predicated number of factors that determine the use of library. These include availability and accessibility of library resources, format of presentation of information, and user's knowledge and awareness of available library resources. University libraries are expected to make available resources accessible to their users through the provision of readers' services and user instruction hence, the knowledge and skills on the use of library resources are better acquired through appropriate user education programme.

Abubakar and Isyaku (2012) opined that user education sometimes refers to library instructions and bibliographic instructions. User education programme, thus, refers to a well-planned programme of training and educating patrons on the skills and techniques of locating and retrieving library materials. User education is one of the important services of the library organized each year for undergraduates of higher institutions. Similarly, Abah, Chorun and Mbatsoron (2016) postulated that user education is an academic programme designed by academic libraries to educate her user's especially undergraduates on how to effectively utilize library resources and services. The researchers explained further that user education quickens the efforts of the clientele in retrieving, aids utilization of library materials. According to Agyen-Gyasi (2008), user education is designed to equip

users with information skills that will enable them to make efficient use of library resources and services thereby improves their information literacy skills. Information literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (CILIP, 2012). Consequently, the ability to access, evaluate and use information is a prerequisite for lifelong learning, and a basic requirement for the information society. It is a holistic, interactive learning process (Okon, Etuk & Akpan, 2014).

Therefore, information literacy could be described as a set of skills requiring individuals to recognize when information is wanted and have ability to locate, assess and use effectively the needed information. Information literacy forms the heart for lifelong learning. Thus, the concept of information literacy presupposes that an individual recognizes the need for information, and knows how to find, evaluate and subsequently communicate information effectively to solve particular problems or to make decisions.

More importantly, whether information comes from the internet, or the World Wide Web, Online databases, books or document, and other possible sources, users need information literacy skills for effective usage of information resources. This informed university authorities' decision to make frantic efforts to teach university students library literacy skills through formal library instruction programmes. There are various methods used such as library tour, library orientation, orientation lectures, library instruction, individual instruction, and class instruction to teach library literacy instructions in many universities worldwide. Several studies (Ogunmodede & Emeahara, 2010; Igwe &

Ndubuisi-Okoh, 2014) supported that different terms such as library literacy, library use education, use of library, reader instruction, user instruction, user education, library skills, bibliographic instruction, information skills, library user education and so on have been used to refer to education of library users. From the discussion above, it could be established that user education program has strong relationship which may influence information literacy of undergraduates in the selected universities in Osun state, Nigeria.

Many studies (Ogunmodede & Emeahara, 2010;Philip, 2015; Obasuyi & Odion, 2015) examined user education programme and library literacy skills by undergraduates. Based on the knowledge of the researchers, it seems none of the study examines the correlational pattern between user education program and information literacy skills. Therefore, this study investigated user education programme as correlate to information literacy skills by undergraduates in selected universities in Osun State, Nigeria. It is expected that the findings of this study would assist students to develop and improve skills in information literacy and effective use of library resources. In addition, the findings of the study would improve library practice by guiding librarians with the responsibility of making information sources available to the users and enhances teaching of library literacy skills that could enhance LIS professionals and information users in the 21st Century.

Statement of the problem
The importance of equipping students with knowledge and skills in university education cannot be overemphasized. University libraries provide numerous information resources and services both print and

electronic which are expected to be effectively utilized by students for their educational pursuit. However, based on the avalanche of information resources and services in academic libraries, literature has shown that most university students are unable to use information resources effectively and efficiently due to the lack or inadequate information literacy skills (Aderibigbe & Ajiboye 2011; Suleiman, 2012; Adeniran & Onuoha, 2018).The problem of mutilating library books and other anti-social behaviour experience in the university libraries showed that the students lack the necessary information literacy skills for information handling, as well as other information seeking behaviour traits (Suleiman, 2012). If these problems persist in the library, it would lead to low usage of library services by the undergraduates. Therefore, this study examined user education programmes as correlate of library literacy skills among undergraduates in selected universities in Osun State, Nigeria.

Purpose of the study
The purpose of the study was to examine the user education programmes as correlate to library literacy skills among undergraduates in selected universities in Osun state, Nigeria.

Research objectives
The objectives of the study were to:
1. identify user education programmes available to undergraduates in universities in Osun State, Nigeria;
2. assess the extent to which library user education programme has changed the undergraduates' attitude towards library use;
3. determine students' levels of library literacy skills after the teaching of

library literacy instruction in the universities and;
4. identify the challenges confronting user education programmes in the universities in Osun State, Nigeria.

Hypothesis
The following null hypothesis was tested in this study at 0.05 level of significance:

$H_{01:}$ There is no significant relationship between user education programme and levels of library literacy skills among the undergraduates in selected universities in Osun state.

Literature review
Broadly defined, library user education (also called library instruction or library orientation) teaches users how to make the most effective use of the library system. According to Abah et al. (2016), library orientation is an academic programme that is designed by higher institutions to educate library users especially undergraduates on how to effectively and efficiently utilize library resources and its services. Suleiman (2012) reiterated that library orientation and instruction are among the programs used to enhance library skills to the new students.

There are various terms such as library literacy, library use education, use of library, reader instruction, user instruction, user education, library skills, bibliographic instruction, information skills, library user education and so on that have been used to refer to education of library users (Ogunmodede & Emeahara, 2010;Igwe & Ndubuisi-Okoh, 2014).According to Herring (2011), information literacy is the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those

sources, evaluate the sources critically, and share that information.

Wickramanayake (2015) emphasized that user education in universities is confronted with so many challenges. This is due to the fact that university libraries and librarians are currently facing unprecedented problems and challenges. Nwabueze, Ozioko and Igwesi (2013) reported that user education enhances library use even though the programme is faced with a lot of problems which include lack of/or inadequate fund, inappropriate provision for the user education course on the time table, inadequate library staff to cope with the amount of work involved. All these factors could lead to dissatisfaction in user education. Similarly, Ewa (2012) reiterated that there were some major impediments to effective use of library by students in the higher institutions which included lack of periodic user education programme, and lack of relevant and up to date resources, inadequate staff to assist users, poor attitude of staff towards users. Some problems that hinder effective user education were identified as over population, lack of infrastructure, inadequate and trained personnel, lack of instructional materials, limited time allocated to the programme, unfavourable environment and inadequate space(Uwakwe et al., 2016).

Folorunso and Njoku (2016) investigated the influence of library environment and user education on undergraduates' use of the University central library at the University of Ibadan, Nigeria. The study adopted the survey research design and the population consisted of 18,034 regular undergraduates in ten faculties from which a sample size of 360 respondents was selected using the proportionate, random sampling technique. The study found a significant relationship between the independent variables (library environment and user education) and the dependent variable (use of library) (r = .342, N= 322, P < .01); while both library environment and user education jointly and independently contributed to the use of library among the undergraduates.

Also, Uwakwe et al. (2016) examined the effect of user education on the law students' use of the library in Imo State University Owerri. The survey research design was used for the study while questionnaire instrument was used for data collection. The study also revealed that user education programme has positively affected the use of the library and their academic performance. Obasuyi and Odion (2015) investigated the effectiveness and impact of library instruction (GST 111 – the use of library) course on library literacy skills of first year undergraduates. Simple random and total enumeration sampling methods were used to collect data from students in five out of twelve faculties in the university. Results revealed that the library instruction was well perceived by the students as adequate and effective. Furthermore, Philip (2015) conducted a post impact survey on 100 second year students from the faculty who had undergone the library Instruction programme in their first year at the University of Uyo in Nigeria. The results showed that 74% knew how to effectively use the catalogue. 80% also agreed that the course had enhanced their knowledge of library use skills though some of the respondents 27% indicated that they do not use the University library at all. With regards to the most understood library instruction module, 'locating books through catalogue use' ranked highest. The findings generally ascertain the credibility and functional benefits of the library user education course.

Moreover, Rinto and Cogbil-Seiders (2015) assessed the academic research and writing skills of first year students at the University of Nevada, Las Vegas. The findings showed that students that attended the information literacy instruction session scored significantly higher on the annotated bibliography assignment than those students that did not. Furthermore, Issa, Amusan, Olarongbe, Igwe and Oguntayo (2015) in their research at University of Ilorin, reported that final year undergraduates have limited skills and low information literacy competence which constituted great hindrance against the full exploitation of available information resources for use. Esse (2014) found that the use of library courses in five universities in Southern Nigeria had a significant effect in their understanding of the library and its uses by majority of the undergraduates. Thus, the introduction to use of library course as a requirement in the curriculum has impacted on the students' library literacy skills. Correspondingly, Igwe and Ndubuisi-Okonh (2014) investigated information literacy awareness, perception and skills of students of National Open University of Nigeria in South-west. The findings showed that a greater percentage of the students lacked information literacy skills as information literacy instruction course was missing from their curriculum. In addition, Dubicki (2013) examined the faculty perception of students' information literacy skills competence in eight New Jersey higher educational institutions. The findings disclosed that the students fall short of mastering information literacy skills at the end of their university programme. Also, Ukpebor and Emojorho (2012) asserted that majority of first year undergraduates do not know how to search the library computer/card catalogue in University of Benin.

In addition, Nwalo and Oyedum (2011) stated that the level of information literacy of undergraduate students in federal universities was low and students in Ahmadu Bello University had the highest level of information literacy skills among the students. Baro, Endouware and Nwezeh (2011) examined library skill instruction courses taught at the Obafemi Awolowo University, Ile-Ife. The findings showed that the library instruction course was very relevant to the students` academic work and education and the students were also satisfied with the current method of instruction.

Methods
This study adopted descriptive survey design. It was adopted because it involves describing characteristics of population of interest on a particular problem and the response of the people is expected to provide solution to the problem. The target population for the study consisted of undergraduates in the three selected universities in Osun State. Population for this study comprised of undergraduates in the selected universities as at 2017/2018 session.In order to determine the required sample size for the population, Taro Yamane`s (1967) statistical formula (n = $N/1+N(e)^2$) was used to derived sample size of 397 undergraduates in the three selected universities in Osun state. The questionnaire was later modified based on the experts' judgment on validity of the instrument. Test and re-test technique was employed for the reliability test of the questionnaire developed at the interval of two weeks, Fifty (50) copies of the questionnaire were administered on 50 undergraduates of Oduduwa University. Ile-Ife.
Data collected was subjected to Cronbach alpha with average Cronbach

reliability index of 0.754. The study adopted stratified random sampling technique. The collected data was analyzed using the Statistical Package for Social Sciences (IBM-SPSS) version 21.0. Copies of the questionnaire were administered to 397 respondents and 371 participants filled and returned the completed questionnaire with a response rate of 93.45%. This response rate is found to be appropriate as supported by Rubin and Babbie (2011) that stressed a response rate of 70% is very good.

Findings and discussion
Table 1 shows that 267 (72.0%) of the respondents were from Obafemi Awolowo University, 92 (24.8%) were from Osun State University while 12 (3.2%) were from Redeemer's University. It is evident from the population distribution of the study that Obafemi Awolowo University has the highest targeted population, thus the reason for the highest number of the respondents. Also, Table 1 reveals that 81 (21.8%) of the respondents were in 100 level, 105 (28.3%) were in 200 level, 82 (22.1%) were in 300 level, 91 (24.5%) were in 400 level, 11 (3.0%) were in 500 level while 1 (0.3%) were in 600 level. This implies that majority of the respondents are in 200 level. Additionally, 223 (60.1%) of the respondents were female while 148 (39.9%) were male. In addition, 118 (31.8%) of the respondents were between 15-19 years of age, 206 (55.5%) were between 20-24 years while 47 (12.7%) were between 25-29 years old. Thus, majority of the respondents are between 20-24 years old.

Table 2 shows that 344 (92.7%) of the respondents agreed that library user education courses and lecturers are the available library user education programmes while 27(7.3%) disagreed. Similarly, 212 (57.2%) of the respondents agreed that a

distribution of pamphlets and brochures are the available library user education programmes while 159 (42.8%) disagreed. Lastly, 289 (77.9%) of the respondents agreed that reader/librarian dialogue are the available library user education programmes while 82 (22.1%).Findings showed that majority of the respondents agreed to the availability of the all listed library user education programmes except for audio-visual aides/short films. This is not surprising as library user education course is a compulsory classroom course for new entrants into the university as a way of making them an independent user of the library resources. This finding validates Omeluzor, Akibu, Dika and Ukangwa (2017), who reported that classroom teaching is the method that is mostly used to instruct students on library user education.

On the extent to which library user education has changed their attitude towards library use, Table 3 shows that 155 (41.8%) of the respondents attested that exposure to rules and regulations guiding the library and it facilities has changed their attitude towards library use to a very great extent positively, 205 (55.3%) to great extent while 11 (3.0%) to low extent. Also, 144 (38.8%) of the respondents attested that introduction of students to the library available information resources has changed their attitude towards library use to a very great extent, 216 (58.2%) to great extent while 11 (3.0%) to low extent.It can be deduced that exposure to rules and regulations guiding the library and it facilities has changed student attitude towards library use. This finding is in consonance with Esse (2014), that the use of library courses in five universities in Southern Nigeria had a significant effect in their understanding of the library and its uses. The finding is supported by Nwabueze et al.(2013)that students of the university

benefited from the activities of the programme such as rules and regulations guiding the library and it facilities and introduction of students to the library available information resources to a very high extent.

Table 4 reveals that 343 (92.5%) of the respondents agreed that their understanding of the use of library has increased due to their exposure to library user education while 28 (7.8%) disagreed. Also, 353 (95.2%) of the respondents agreed that they are convinced they can now use the library while 18 (4.8%) disagreed. In addition, 343 (92.4%) of the respondents agreed that they can see that they have acquire a number of skills to use the library and seek for information while 28 (7.5%) disagreed. The findings imply that student' levels of library literacy skills after the teaching of library literacy instruction are high. The findings of this study negate the results of Nwalo and Oyedum (2011) that the level of information literacy of undergraduates in federal universities was low.Generally, it can be established that undergraduates after receiving library literacy instruction can now boast of their library literacy skills.

Table 5 shows that 235 (63.4%) of the respondents agreed inadequate personnel in charge of library user education and instruction constitutes challenge while 136 (36.7%) disagreed. Additionally, 200 (53.9%) of the respondents agreed that lack of motivation to library user education personnel constitutes challenge while 171 (46.1%) disagreed. Lastly, 171 (46.1%) of the respondents agreed lack of instructional materials constitutes challenge while 200

(53.9%) disagreed. Majority of the respondents agreed that inadequate personnel in charge of library user education and instruction; inadequate skills on the part of the limited personnel available to teach user education/library instruction; inadequate funding; and lack of motivation to library user education personnel are challenges confronting user education programme in the selected universities in Osun state. The findings corroborate Nwabueze, Ozioko and Igwesi (2013) that reported user education enhances library use even though the programme is faced with a lot of problems.

As shown in Table 6, Spearman Rank-Order Correlation was used to determine the relationship between user education programme and levels of library literacy skills among undergraduates in universities in Osun State. The correlation value of rho=0.420 indicates a weak correlation between user education programme and levels of library literacy skills among undergraduates in universities in Osun State. Also, p-value .0000 is less than 0.05 (significant level), the null hypothesis is rejected and concluded that there is a significant relationship between user education programme and levels of library literacy skills among the undergraduates in selected universities in Osun State. This result suggests that user education plays a significant role in their level of library literacy skills. This finding is in consonance with Obasuyi and Odion (2015) that library instruction positively influenced the students' library literacy skills.

Table 1: Demographic information of the respondents

University	Frequency	Percent
Obafemi Awolowo University	267	72.0
Osun State University	92	24.8
Redeemer's University	12	3.2
Total	**371**	**100**
Level		
100 Level	81	21.8
200 Level	105	28.3
300 Level	82	22.1
400 Level	91	24.5
500 Level	11	3.0
600 Level	1	0.3
Total	**371**	**100**
Gender		
Female	223	60.1
Male	148	39.9
Total	**371**	**100**
Age		
15-19 Years	118	31.8
20-24 Years	206	55.5
25-29 Years	47	12.7
Total	**371**	**100**

Table 2: Availability of library user education programmes

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Mean	SD
	F	%	F	%	F	%	F	%		
Library user education courses and lecturers	155	41.8	189	50.9	20	5.4	7	1.9	1.67	0.66
Guided tours	123	33.2	208	56.1	32	8.6	8	2.2	1.80	0.68
Reader/Librarian dialogue	123	33.2	202	54.4	32	8.6	14	3.8	1.83	0.74
Audio-visual aides/short films	54	14.6	120	32.3	157	42.3	40	10.8	2.49	0.87
Distribution of pamphlets and brochures	63	17.0	149	40.2	127	34.2	32	8.6	2.35	0.86
Library guides	115	31.0	214	57.7	35	9.4	7	1.9	1.82	0.67
Display	77	20.8	162	43.7	110	29.6	22	5.9	2.21	0.84
Virtual library tour (institution website)	113	30.5	176	47.4	69	18.6	13	3.5	1.95	0.79

Note: Agree (A) and Strongly Agree(SA) were merged to Agree
Strongly Disagree (SD) and Disagree(D) were merged to Disagree

Table 3: Extent to which library user education programme has changed the students' attitude towards library use

Statement	Very Great Extent		Great Extent		Low Extent		No Extent		Mean	SD
	F	%	F	%	F	%	F	%		
Exposure to rules and regulations guiding the library and it facilities	155	41.8	205	55.3	11	3.0	-	-	1.61	0.55
Introduction of students to the library available information resources	144	38.8	216	58.2	11	3.0	-	-	1.64	0.54
Introduction of the university librarian and familiarization with library layout	104	28.0	195	52.6	66	17.8	6	1.6	1.93	0.72
Presentation of the library's layout to students	90	24.3	236	63.6	41	11.1	4	1.1	1.89	0.62
Students guided tours/excursion	86	23.2	183	49.3	80	21.6	22	5.9	2.10	1.77
Students exposure to library catalogue, access tools	135	36.4	194	52.3	36	9.7	6	1.6	1.77	0.69
Library's opening and closing hours	149	40.2	177	47.7	21	5.7	24	6.5	1.78	0.82

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Table 4: Levels of library literacy skills after the teaching of library literacy instruction

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Mean	SD
	F	%	F	%	F	%	F	%		
My understanding of the use of library has increased due to my exposure to library user education	178	48.0	165	44.5	25	6.7	3	0.8	1.60	0.65
I am convinced I can now use the library better than before	165	44.5	188	50.7	16	4.3	2	0.5	1.61	0.60
I can see that I have acquire a number of skills to use the library and seek for information	141	38.0	202	54.4	28	7.5	-	-	1.70	0.60
I am incomparable to colleagues who have not attended user education programme	124	33.4	156	42.0	77	20.8	14	3.8	1.95	0.83
I now possess the skills to use any of the library tools	85	22.9	216	58.2	61	16.4	9	2.4	1.98	0.70
User education has exposed me to all units available in the library where I can get information when I need it	120	32.3	191	51.5	51	13.7	9	2.4	1.86	0.74
User education has improve my knowledge of the library's collection and services	146	39.4	187	50.4	33	8.9	5	1.3	1.72	0.68

Table 5: Challenges confronting user education programme

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed		Mean	SD
	F	%	F	%	F	%	F	%		
Inadequate personnel in charge of library user education and instruction	90	24.3	145	39.1	93	25.1	43	11.6	2.24	0.95
Inadequate skills on the part of the limited personnel available to teach user education/library instruction	65	17.5	135	36.4	124	33.4	47	12.7	2.41	0.92
Inadequate funding	82	22.1	140	37.7	109	29.4	40	10.8	2.29	0.93
Shortage of power supply	31	8.4	91	24.5	173	46.6	76	20.5	2.79	0.86
Lack of support from institutional authority	41	11.1	110	29.6	160	43.1	60	16.2	2.64	0.88
Lack of motivation to library user education personnel	67	18.1	133	35.8	123	33.2	48	12.9	2.41	0.93
Inadequate space to accommodate students for user education in the library	68	18.3	77	20.8	133	35.8	93	25.1	2.68	1.04
Lack of instructional materials	53	14.3	118	31.8	139	37.5	61	16.4	2.56	0.93

Table6: Relationship of user education programme and levels of library literacy skills

Correlations			User Education Programme	Levels of Library Literacy Skills
Spearman's rho	User Education Programme	Correlation Coefficient	1.000	.420[**]
		Sig. (2-tailed)	.	.000
		N	371	371
	Levels of Library Literacy Skills	Correlation Coefficient	.420[**]	1.000
		Sig. (2-tailed)	.000	.
		N	371	371
**. Correlation is significant at the 0.05 level (2-tailed).				

Conclusion

Based on the findings of this study, it was concluded that user education programme has strong relationship with library literacy skills among undergraduates in universities

in Osun State. In addition to the available evidences, this study has been able to established empirical evidence on the relationship between user education programme and library literacy skills. It is further concluded from the findings that certain problems such as inadequate personnel in charge of library user education and instruction; inadequate skills on the part of the limited personnel available to teach user education/library instruction; inadequate funding; and lack of motivation to library user education personnel are challenges confronting user education programmes.

The following recommendations are made in line with the findings of the study:

1. University management should provide infrastructures such as adequate power supply that would facilitate the delivery of user education course to the students.
2. The university management and facilitators of user education should work in synergy to ensure availability of enough space to accommodate students for user education in the library.
3. The university management should provide adequate support through provision of facilities that would ensure effective delivery of user education programme.
4. Facilitators of user educations should integrate audio-visual aides/short films into their method of user education delivery.

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