

Impact of the use of library course for undergraduates' better usage of library resources in Faculty of Education, University of Ibadan: A study

Stanley O. Unuabor^{1*} and Godsent C. O. Oseghale²

¹Department of Library, National Institute of Construction Technology, Uromi, Edo State, Nigeria.

²Electronic Library, Federal Government Girls College Benin City, Edo State, Nigeria.

Accepted 26 July, 2018

ABSTRACT

This study was borne out of concern about undergraduates' inability to use library and its resources effectively. The major focus of study was to ascertain how undergraduates in the Faculty of Education, University of Ibadan use the library and its resources in spite of the user education given to them. Survey research method was employed, and a questionnaire was used for data collection. 230 respondents were randomly selected from total population of 1546 users. To a very high extent it was revealed that undergraduates do not use library resources and services effectively. The nature of user education programme, timing and content were the major factors that caused undergraduates dissatisfaction in using the library resources. The findings adjudged undergraduates as non-frequent users of the library. Failure to accord Use of Library the status of a full-fledged GENERAL STUDIES (GES) course was found as the most significant factor limiting effectiveness of user education programme through the Use of Library. Therefore, it is recommended that "Use of Library" should be separated from the USE OF ENGLISH in the GES/GST/GNS 101 and have USE OF LIBRARY as a full fledge course with a unit credit to boost seriousness amongst undergraduates in Faculty of Education in Universities and University at large which could help undergraduates to arm themselves for their future workplace in other to be in the position as educators to serve as a role model to the next generation for the cardinal place and value of library in academic development.

Keywords: Library, user education, undergraduates, use of library course, library resources.

*Corresponding author. E-mail: stanleyunuabor@yahoo.com. Tel: +234 8053010454.

INTRODUCTION

Background of the study

In an information system such as the academic library, users as well as library resources are very important components. The effectiveness of academic library is a function of a healthy interaction between the users, library staff and other components that make up the library system. But for a vigorous communication to subsist amidst library users and library resources there must be relevant information resources readily available and user education programme to make them orient about the collection, services and potential uses of library. Most importantly, undergraduates are the major

users of academic library; studies have shown a good number of undergraduates especially the year one students/fresher's were not exposed to functional library system and its complexities before gaining admission into higher institutions.

User education, according to the Dictionary of Library and Information Science, refers to all the activities involved in teaching users how to make the best possible use of library resources, services and facilities, including formal and informal instructions delivered by a librarian or other staff members one-on-one or in a group. Akalumhe (2006) simply defined user education as instruction given to readers to help them make the best use of the library.

User's education could be seen as a means of creating library awareness to library users by a library staff for effective library usage. User's education also provides an avenue wherein librarians introduce new students to the complexities of institution library resources and facilities, familiarize users who have little or no information seeking skills with a broad range of library resources in order to develop their personal skills and educate them on how to search/navigate for information using the available library tools.

Therefore, the use of library course as an aspect of user's education is referred to as all the spotlight and preparations given to library users to get them accustomed with the resources and services available in a library and how to exploit them effectively and autonomously for the best possible result in their academic pursuits.

Brief history of Faculty of Education Library, University of Ibadan

The Faculty of Education of the University of Ibadan became autonomous in 1962. Prior to this time, both the Institute of Education and the Department of Extra-Mural Studies founded in 1949 existed as Faculty of Education. Thus, the Faculty became the first Faculty of Education in the country. It was established to produce the needed manpower for the country's educational development. The faculty has a library which is part of the university main library system.

The faculty has grown in lips and bounds since it came into being. It currently houses seven departments namely: Department of Adult Education, Educational Management, Guidance and Counseling, Human Kinetics and Health Education, Library, Archival and Information Studies, Special Education, Social Work, Teacher Education and Abadina Media Resource Centre.

Statement of the problem

It has been observed that the university library is always full to its capacity during examination periods but experience low patronage when the examinations are over. But for one to have standard and quality education, which the library is established to make provision for, one must acquire the requisite skill and knowledge to use the library effectively on a continuous basis. Although, some studies have been carried out on user education as it concerns undergraduates' use of academic libraries and its information resources, much has not been done on the impact of the use of library course on undergraduate's use of library resources in faculty of education. Library usage has been seen as dependent on user's education that could lead undergraduates to relevant resources. It is the quest to fill this gap; hence this study impact of the use of library course on undergraduate's use of library resources in faculty of

education, university of Ibadan was carried out.

Objectives of the study

The general objective of this study is to investigate the Impact of the Use of Library Course for Undergraduates for better Usage of Library Resources in Faculty of Education, University of Ibadan: A Study.

The specific objectives are to:

- i. find out the exact and comprehensive use of library as a course has actually enhanced the undergraduates' awareness and use of the various information resources and services in the faculty library or not;
- ii. determine the ways use of library as a course has actually improved undergraduate's use of information resources in faculty library or not;
- iii. find out the factors restricting or affecting the use of library as a course for undergraduate's use of library resources in faculty of education.

Research questions

In order to achieve the objectives stated above, the study would be guided by the following research questions:

1. to what extent use of library as a course has enhanced the undergraduates' awareness and use of the various information resources and services in the faculty library?
2. In what ways use of library as a course has improved undergraduate's use of information resources in faculty library?
3. What are the factors militating against use of library as a course on undergraduate's use of library resources in faculty of education?

Significance of the study

The significance of this study beckon on the hope for the librarians, library instructors, library management, the university authority and government and all concerned to make use of the findings of this study to fashion out a more holistic, pragmatic and improved user education programme through the use of library course that could turn out our undergraduates (in faculty of education in particular) into seasoned educators who are competent and productive library and information users, for the good of our educational system in Nigeria "Because you cannot give what you don't have."

LITERATURE REVIEW

User education, bibliographic instruction, library instruction, library orientation, reader instruction,

information literacy are all terms used in the field of librarianship to describe educating library users on the independent use of library resources effectively and efficiently (Bhatti, 2009). Suleiman (2012) affirms that "it is the library's responsibility to provide better services to its clients to make sure that information sources, services and resources are well utilized for users' benefits. Hence user education programme is very crucial for library users' achievement." Aina (2004) was of the view that the library provides user education in order to equip a user with enough knowledge on the use of the library which will enable the user to use the library resources effectively. He added that through user education, the user is able to get any information he/she desires as well as developing the skills to use the resources of the library independently.

The essence of user education is to equip library users with the skills and awareness to become independent and efficient library users (Maduako, 2013). According to Bhatti (2009), in her study on user education programme in the John Rylands University library of Manchester, the purpose of the library instruction programme is to acquaint the users with the mechanisms of searching, analyzing and utilizing the resources held in the library in all forms.

However, undergraduate students constitute a greater percentage of users in most university libraries, studies have shown that a good number of them most especially the fresh students were not exposed to academic library system and its complexities before gaining admission. This their peculiarity makes user education programme very essential in a university. The study of Abosede and Ibukunle (2011) found that students come to the university unprepared and unequipped to handle the demands of their course work, primarily because they do not have experience with large research library or that they do not understand how library works and are yet to acquire the skills needed to do meaningful research.

Osagie (2003) gave rapid growth of published materials, change in methods of teaching and course content, lack of awareness of library services and facilities, users' ignorance coupled with the fact that students come from diverse background and culture as reasons user education becomes imperative in tertiary institutions. Nwalo (2000) posits that: "no matter the quality of information acquired for use in the library, the library's effort would be in vain if those materials are utilized by users out of ignorance of either their information contents or how to wade through them in search of particular information." Ilo and Idiegbeyan-ose (2011) also averred that "efficiency in exploring and utilizing such resources depends largely on the extent to which users are educated on the types and formats of the resources as well as the skills required to access them". Ogunmodede and Emeahara (2010) opined that the essence of the library user education is to equip the users of the library with enough knowledge and skills on the use of library resources effectively and efficiently.

Thus, its relevance in our universities where undergraduates constitute the greatest percentage of library users cannot be overemphasized

Similarly, Agyen-Gyasi (2008), in his study on user education at Kwamme Nkrumah University of Science and Technology Library, stated that the objectives of orientation and user education are to: introduce students to facilities and resources in the library; develop library skills; make students independent users and learners in the library; develop capabilities as self-sufficient users; establish the library as centre of academic activities; provide basic understanding of the library so that users can make use of library resources and services and educate users about information sources and resources and how to exploit such resources effectively and efficiently.

The study by Maduako (2013) on User education and library use in Colleges of Education in Abia and Imo state, Nigeria, showed that user education enhances library use. She reported that it has improved their use of the library, turned them into regular users and now aware of the available library resources and services. Bello (2003) as well, reported in his study on library user education evaluation at the Ibadan Polytechnic that a greater percentage of the respondents (93%) agreed that the user education course has to a great extent benefited them in the proper handling and use of the library resources.

Akande (2002), in his study on library use skills of new undergraduates and library orientation programme at university of Ibadan, stated that students have always been introduced to the use of library since the inception of the university, tagged initially as introduction to library but advanced to what is now called library orientation programme. In addition to the library orientation usually organized for fresh students, user education in university of Ibadan is also done in form of lecture as one credit unit curriculum based use of library being part of GES101 course called use of English. It is a semester course which is usually delivered in form of lecture by professionals in the field of librarianship, based on the contents of the curriculum.

The research conducted by Agboola (2010) on library use by undergraduate students, on use of print and electronic resources by agricultural science students in Nigerian Universities and that of Ajiboye and Tella (2007) have shown that undergraduate students do not make good use of library resources. The study also carried out by Agboola and Bamigboye (2011) on students' level of study and use of library resources in Nigerian Universities, likewise revealed that there was underuse of library resources by students surveyed in Olabisi Onabanjo Universty. They also claimed that their findings substantiated an earlier study on same University by Agboola (2010) and the study by Tommy (2009) who pointed out that libraries always have low patronage when they are not adequately equipped to provide the range of services entrusted to them. But, interestingly,

the study by Nwezeh (2010) on undergraduate library instruction in Nigerian Universities establishes that a greater percentage of the respondents are aware of the existence of library catalogues as the first port of call in searching and retrieving library materials. Undergraduates and faculty members were reported by Whitmore (2001), in his longitudinal study of undergraduate academic library experiences found that undergraduate students used the online or card catalogues most.

Finally, students who use the library more effectively tend to perform better in their academics than others who do not. Wong and Webb (2011) finding, agrees with this position as established in their study on, "uncovering meaningful correlation between students' academic performance and library material usage, using Hong Kong Baptist University Library, that there is positive correlation between books and multimedia usage and students' academic performance.

RESEARCH METHOD

Survey research design was used in this study. Structured questionnaire was used for the collection of data. The population of the study focused on was the undergraduates of the faculty of Education, University of Ibadan. The target population was from six out of seven departments in the Faculty of Education. The undergraduates' population at the time of this study stood at one thousand five hundred and forty six (1546) (Table 1).

Thus, proportionate sample size was taken from each department because of the uneven undergraduates' 15% of the population in the various departments. The total population of the study was 230. A simple random technique was used to determine the sample size of each department. Structured questionnaire was used to elicit information from the respondents. Cronchbach alpha method was used to ascertain the reliability coefficient for all the variables. A reliability coefficient of 0.95 was derived. Descriptive statistic was employed in the analysis with the aid of Statistical Package for Social Sciences (SPSS).

Data analysis and interpretation

The results of the investigation carried out in this study, the analysis of data collected and discussion of findings are presented here.

Response rate of questionnaire

Out of the two hundred and thirty (230) copies of the questionnaires administered to undergraduates of the selected departments, two hundred and five (205) duly

filled in questionnaires were received back representing 89% of the total administered questionnaires used for the study.

Demographic information of respondents

The results obtained from the analysis of data are shown in Table 2.

Table 2 shows that 118 (57.6%) of the respondents were males while their female counterparts were 87 (42.4%). This indicates that we have more male undergraduate respondents who participated in the study than the female undergraduates respondents.

Table 1. Population of undergraduates in the selected departments of Faculty of Education.

Departments	Population
Adult Education	271
Educational Management	243
Guardian and Counseling	246
Human Kinetics and Health Education	242
Special Education	162
Teacher Education	382
Total	1546

Source: Office of the Sub-Dean Undergraduates, Faculty of Education.

Table 2. Gender distribution of respondents.

Gender	Frequency	Percentage (%)
Male	118	57.6
Female	87	42.4
Total	205	100.0

RESULTS

Research question 1: To what extent use of library as a course has enhanced the undergraduates' awareness and use of the various information resources and services in the faculty library?

The results in Table 3A and 3B bothers on the extent use of library as a course has enhanced the undergraduates' awareness and use of the various information resources and services in the faculty library?

Books (Mean = 4.22) was ranked highest by their mean score rating and was followed in succession by reference information resources (Mean = 4.00); Electronic resources: Internet, E-book, E-Journals (Mean = 3.85) periodicals (Mean = 3.56); Africana collection (Mean = 3.31); Maps, manuscripts collection (Mean = 3.27);

Table 3A. Library resources.

Book	Never (%)	Very low (%)	Low (%)	High (%)	Very high (%)	Mean (%)	S.D (%)
Books	8 (3.9)	7 (3.4)	21 (10.2)	64 (31.2)	105 (51.2)	4.22	1.03
Reference information resources	9 (4.4)	15 (7.3)	29 (14.1)	67 (32.7)	85 (41.5)	4.00	1.12
Electronic resources: Internet, E-book, E-Journals	24 (11.7)	9 (4.4)	24 (11.7)	65 (31.7)	83 (40.5)	3.85	1.32
Projects/dissertations	13 (6.3)	17 (8.3)	59 (28.8)	55 (26.8)	61 (29.8)	3.65	1.17
Periodicals	14 (6.8)	21 (10.2)	56 (27.8)	64 (31.2)	50 (24.4)	3.56	1.16
Africana collection	21 (10.2)	25 (12.2)	63 (30.7)	61 (29.8)	35 (17.1)	3.31	1.19
Government documents/Legal deposits	19 (9.3)	35 (17.1)	62 (30.2)	54 (26.3)	35 (17.1)	3.25	1.20
Staff publication collection	27 (13.2)	31 (15.1)	70 (34.1)	51 (24.9)	26 (12.7)	3.09	1.20

Table 3B. Library services.

Library services	Never	Very low	Low	High	Very high	Mean	S.D
Internet/e-resources	31 (15.1)	4 (2.0)	34 (16.6)	65 (31.7)	71 (34.6)	3.69	1.36
Library Online Public Access Catalogue (OPAC)	23 (11.2)	9 (4.4)	44 (21.5)	82 (40.0)	47 (22.9)	3.59	1.21
Electronic Classroom (E-Classroom)	22 (10.7)	20 (9.8)	67 (32.7)	51 (24.9)	45 (22.0)	3.38	1.23
Reprographic Services-Bindery/photocopying	29 (14.1)	19 (9.3)	56 (27.3)	54 (26.3)	47 (22.9)	3.35	1.31
Library Catalogues	21 (10.2)	18 (8.8)	72 (35.1)	59 (28.8)	35 (17.1)	3.34	1.17
Lending Services (borrowing of books)	26 (12.7)	23 (11.2)	56 (27.3)	57 (27.8)	43 (21.0)	3.33	1.28
Reference Services	27 (13.2)	19 (9.3)	61 (29.8)	64 (31.2)	34 (16.6)	3.29	1.23

Government documents/Legal deposits (Mean = 3.25); Staff publication collection (Mean = 3.09).

Table 3B revealed the extent of the undergraduates' awareness of the various services in the university library.

Internet/e-resources services (Mean = 3.69) was ranked highest by their mean score rating and was followed in succession by Library Online Public Access Catalogue (OPAC) (Mean = 3.59); Electronic Classroom (Mean = 3.38); Reprographic Services-Bindery/photocopying (Mean = 3.35); Library Catalogues (Mean = 3.34; Lending Services (borrowing of books) (Mean = 3.33); Reference Service (Mean = 3.29); lastly by Reservation of books services (Mean = 2.90).

Research question 2: In what ways use of library as a course has improved undergraduate's use of information resources in faculty library?

Table 4 reveals the ways Use of library course has improved the undergraduates' use of information resources.

It has helped me to become independent learner (Mean = 3.20) was ranked highest by their mean score rating and was followed in succession by raised my awareness of the scope of library resources and services (Mean = 3.10); it has raised my knowledge level in library use

skills in identification, location, retrieval and evaluation (Mean = 3.04); it made me to better understand how information materials are organized (Mean = 3.00); it has helped me to be able to identify and use reference materials (Mean = 3.00); it has removed from me symptoms of library anxiety (Mean = 2.98; it made me to become a regular library user (Mean = 2.79) and lastly, it has helped me to know how to effectively search for and gather relevant information to do research using all kinds of tools (Mean = 2.66).

Research question 3: What are the factors militating against use of library as a course on undergraduate's use of library resources in Faculty of Education?

Table 5 shows the factors militating against use of library as a course on undergraduate's use of library resources in faculty of education.

Failure to detach use of library from GES 101-Use of English and make it a complete GES course of its own (Mean = 2.91) was ranked highest by their mean score rating and was followed in succession by inadequate professional staff handling large number of users/too large classes (Mean = 2.79); the time allocated to the programme is not sufficient (Mean = 2.75); the way library orientation is organized is not detailed (Mean = 2.72) etc.

Table 4. Ways used for library as a course has improved undergraduate's use of information resources in faculty library.

Ways	SD (%)	D (%)	A (%)	SA (%)	Mean	S.D
It has helped me to become independent learner	10 (4.9)	24 (11.7)	86 (42.0)	85 (41.5)	3.20	0.83
Raised my awareness of the scope of library resources and services	17 (8.3)	21 (10.2)	91 (44.4)	76 (37.1)	3.10	0.89
It has raised my knowledge level in library use skills in identification, location, retrieval	9 (4.4)	33 (16.1)	103 (50.3)	60 (29.3)	3.04	0.79
It made me to better understand how information materials are organized	18 (8.8)	31 (15.1)	89 (43.4)	67 (32.7)	3.00	0.91
It has helped me to be able to identify and use reference materials	12 (5.9)	36 (17.6)	98 (47.8)	59 (28.8)	3.00	0.84
It has removed from me symptoms of library anxiety	13 (6.3)	39 (19.0)	93 (45.4)	60 (29.3)	2.98	0.86
It made me to become a regular library user	17 (8.3)	46 (22.4)	106 (51.7)	36 (17.6)	2.79	0.83
It has helped me to know how to effectively search for and gather relevant information to do research using all kinds of tools	40 (19.5)	34 (16.6)	86 (42.0)	45 (22.0)	2.66	1.03

Table 5. Factors militating against use of library as a course on undergraduate's use of library resources in faculty of education?

Factors	SD	D	A	SA	Mean	S.D
Attaching use of Library GES 101 to Use of English	14 (6.8)	49 (23.9)	84 (41.0)	58 (28.3)	2.91	0.89
The time allocated to the programme is not sufficient	22 (10.7)	59 (28.8)	72 (35.1)	52 (25.4)	2.75	0.96
The way library orientation is organized is a detailed programme	21 (10.2)	51 (24.9)	97 (47.3)	36 (17.6)	2.72	0.87
The nature of the curriculum	31 (15.1)	66 (32.2)	76 (37.1)	32 (15.6)	2.53	0.93
Lack of awareness of the resources and services available in the library	51 (24.9)	56 (27.3)	59 (28.8)	39 (19.0)	2.42	1.06
No access to electronic library resources	22 (10.7)	59 (28.8)	72 (35.1)	52 (25.4)	2.75	0.96
Lack of functional internet facilities with no or little fee	21 (10.2)	51 (24.9)	97 (47.3)	36 (17.6)	2.72	0.87

DISCUSSION

Findings made in this study are discussed in relation to the research questions derived from the objectives of the study. Awareness of and use of library resources is dependent on the kind of instruction and user education received.

The findings of this reveal that user education though the use of library has raised the undergraduates' awareness about the resources available in the library, most especially the key resources they need to meet their information needs. In his study on library users' education programme in Nigerian Universities, Akalumhe (2006) as well found that majority of the respondents affirmed that the knowledge acquired has exposed them to the numerous information sources in the library. This is what is expected since the essence of user education is to equip library users with the skills and awareness to become independent and efficient library users (Maduako, 2013). Their awareness level about the availability of book material in the library was found to be very high. This finding corroborates that of Akande (2002) who had earlier found from his study that students are more familiar with the use of textbooks.

In terms of the extent of awareness about the library and services, the result equally shows that user education through the use of library course has helped the undergraduates to have good awareness about library services including internet services and library Online Public Access Catalogue (OPAC) where they have the best awareness. Student's good awareness about library services as a result of library use education was equally reported by Ilo and Idiegbeyan-ose (2011) in their study on user education programme in Covenant University where their respondents indicated that the programme exposes them to various services in the library. It is very encouraging to discover that our undergraduates have good awareness about the services rendered by the university library and that they have impressive awareness about internet and online services in particular. Considering the era we are – the age of technology, it will be very unreasonable for any undergraduate to be in the dark in the matter of technology. Good awareness about library services is expected to facilitate use of the services. This is what use of library course taught in the University tends to achieve. On the extent use of library course has enhanced the undergraduates' use of the various library resources; the

result shows that book is the only library resource the majority of the undergraduates made high use of going by percentage rating (54.6%). On the extent use of library course has enhanced the undergraduates' use of the various library resources; the result shows that book is the only library resource the majority of the undergraduates made high use of going by percentage rating (54.6%).

The only exception is electronic resources which the study revealed both by mean score and percentage rating was used below average. Similarly, Ogunmodede et al. (2011) also found that very few students make use of IT tools in the library he surveyed. That the undergraduates only made fair use of the resources they have much need of and even used electronic resources below average is a bad omen. This is quite absurd, judging by the fact that the result revealed that the undergraduates have high awareness of the key resources in the library including electronic resources.

In terms of the extent use of library course has enhanced the undergraduates' use of the various services available in the library; the result reveals that the undergraduates made poor use of the library services. Internet services which was ranked highest amongst library services used by the undergraduates, was only made high use of by a minority of 78 (38%). This shows the majority of the undergraduates made low use of each of the services in the library including Internet services. This corroborates the study of Ogunmodede et al. (2011) which found that very few students make use of IT tools in the library they surveyed. This study also reveals that about 20% of the undergraduates have never used any of the library services.

From the study it was revealed that the use of library course to a very high extent has improved the undergraduates library usage in the various ways as itemized in the. This include: made them become independent learners; raised their awareness of scope of library resources and services; raised their knowledge of library use skills; made them know the difference between books and journals and the significance of primary, secondary and tertiary sources of information; made them understand better how information materials are organized; enable them to identify and use reference sources; removed symptoms of library anxiety; made them to become regular library users and so on. Similar findings were made by Maduako (2013) in her study, where she revealed that user education enhances library use. According to her there was a general agreement that the user education received by the students she surveyed has improved their use of their institution library in so many ways: turned them into regular users, made them aware of the available library resources and services, help them to identify reference books and how to use them and so on. Bello (2003), also found from his study that a greater percentage of the respondents (93%) agreed that the user education course (use of library) has to a great extent benefited them in the proper handling

and use of the library resources.

Finally, on factors militating against of use of library course on undergraduates use of library resources, the finding study revealed that: failure to detach use of library as a course from GENERAL STUDIES (GES) 101 in the Use of English and make it a complete GES course of its own is the most significant factors militating against of use of library course on undergraduates use of library resources in faculty of Education, University of Ibadan. Other factors include insufficient time for the use of library under the Use of English, library orientation is organized not detailed, failure to give priority to use of library as independent course due attention, The nature of the curriculum, and Lack of functional internet facilities with no or little fee. The aforementioned factors affirm the study of Ilo and Idiegbeyan-ose (2011) and Ayodele (2010), which posit similar factors such as too large classes, insufficient period, timing of the programme, etc were found to be militating factors against user education through the use of library.

Summary of findings

The result of the study shows that male was more than female, that the undergraduates are quite aware and use books and reference information resources than any other resources. To a very high extent undergraduates were very much aware of Internet/e-resources, Library Online Public Access Catalogue (OPAC), Electronic Classroom (E-Classroom) and Reprographic Services-Bindery/photocopying.

The findings revealed that majority of the undergraduates agreed with all the various ways the use of library course have enhanced and improve their ability to use library resources.

Moreso, amongst all the factors militating against the use of library course, as a user education programme, indicated by the undergraduates as factors limiting the effectiveness of user education programme in University of Ibadan, failure to detach "use of library" as a course from GENERAL STUDIES (GES) 101 in the "Use of English" and make it as a complete GES course of its own with credit unit was found to be the most significant factors militating against of use of library course on undergraduates use of library resources in faculty of Education, University of Ibadan. Other factors include insufficient time for the use of library under the use of English, library orientation is organized not detailed, failure to give priority to use of library as independent course due attention, The nature of the curriculum, and Lack of functional internet facilities with no or little fee.

Conclusion

This study was carried out with the intent to investigate the impact of use of library course for undergraduate to

better usage of library resources usage in Faculty of Education, University of Ibadan. The study revealed that the most significant way the user education has benefitted the undergraduates was it helped them to become independent learners. It was found that the user education undergraduate received is not detailed enough in this era of information explosion, a self efficacy and skills are required in this era in information searching and retrieving, the kind of fire brigade approach use of users education/use of library course and the curriculum is no longer fashionable, the present curriculum have been perceived to be designed during the conventional era in library practice. Therefore, there is need to make use of library a course of its own with credit units in higher institutions and overall the curriculum to suit global best practice in library user education in this technological and information explosion era. If we all agreed that the library plays a pivotal role in our education system, then why playing down on a course that will facilitate the use of library. Hence, the need to beam our search light on the user education programme in the university.

RECOMMENDATIONS

At the end of the study, the following recommendations were made.

1. The university authority, library management, library staff, faculty members the students themselves and all other stakeholders should see the use of library course as alternative to modern day user education programme through which students of the faculty of education can better use the library and its resources that will propel them towards their work place as educationist through which they can also help to promote reading culture directly or indirectly.
2. University of Ibadan should see the "use of library" as a compulsory course and accord it credit units as one of the GES course for faculty of education students as is the case with philosophy and agriculture while library orientation should be merged with it to constitute the practical aspect of the course. The curriculum should be developed along this line.
3. Classes on the use of library course and library orientation should not be so long that it becomes rowdy beyond what the lecturers can control and so becomes boring to the students themselves. This has been revealed from the study to be a factor limiting the effectiveness of the programme. The classes can be held at departmental level to reduce the size.
4. The lecturers handling use of library course, the reference librarians and all the other library professionals and library staff who organizes library orientation and participate in the training of the users in one way or the other, should always keep in view the objectives of user education programme. They should personally and

collectively evaluate it from time to time to ensure that it fully achieves its aim.

5. Since this study has revealed that availability of relevant library resources arouses the interest of the undergraduates in the library, while on the other hand inadequacy or insufficiency of relevant materials douses their interest and impede their effective use of the library, it is hereby recommended that the university management should not only be concerned about getting relevant materials into the library stock but should as well see to it that the relevant materials are adequate and sufficient enough to attend to the teeming population of our undergraduates. One of the principles of book selection which state that, "collection must satisfy existing needs and anticipate future demands should be taken into consideration in this regard."
6. The library management should put in more effort to get more funds and seek the assistance of both local and foreign donors to build up the library collection on yearly basis with sufficient and adequate relevant materials that can satisfy the information needs of the various disciplines or programmes that are being run in the university in anticipation of increase in population of users. When preparing the budget for the library the University Librarian as well as the collection development librarian and all those who have one role or the other to play in the library budgetary allocation should always bear in mind the principle, that "library is a growing organism"
7. The assumption that our undergraduate freshmen have been using library from their secondary schools and so must have acquired some rudimentary skills of library use, which the design of library orientation programme curriculum of University of Ibadan is based, should be jettisoned. The reality on ground is that the majority of our secondary schools where many of our undergraduates came from, most especially the public ones do not have functional libraries like the International School, Ibadan, where one could be exposed to rudimentary skills in library use. So, the curriculum should be redesigned and the programme overhauled to take care of the inadequacies that have bedeviled the existing programme. Unless such step is taken, our hope of getting our undergraduates become competent and effective library users would be a mirage.

REFERENCES

- Abosede, A.T. and Ibikunle, O.O. (2011).** Determinants of library use among students of agriculture: a case study of Lagos state polytechnic. *Library Philosophy and Practice*.
- Agboola, I. O. (2010).** Use of print and electronic resources by agricultural science students in Nigeria universities. *Libraries and Information Science Research*, 32(1): (62-65).
- Agboola, I. O., and Bamigboye, O.B. (2011).** Students' level of study and user of library resources in Nigerian universities: a comparative study. *Library Philosophy and Practice*, 1-11.
- Agyen-Gyasi, K. (2008).** User education at the Kwame Nkrumah University of Science and Technology (KNUST) Library: Prospects and Challenges.

- Aina, L. O., (2004).** Library and information science text for Africa. Ibadan: Third World Information Services Limited.
- Ajibo, J. O. and Tella, A. (2007).** University undergraduates information seeking behavior: implications for quality in higher education in Africa. *Turkish Online Journal of Educational Technology*, 6(1): 40-52.
- Akalumhe, K. O. (2006).** Library users' education programme in Nigerian Universities: a case study of Lagos State University, Ojo. *Lagos Librarian* 16: 19-24.
- Akande, S. O. (2002).** Library use skills of new undergraduates and library orientation programme at University of Ibadan. *Nigerian Library and Information Science Review*, 20(1&2): 53-61.
- Ayodele, S. K. (2010).** Effect of user education programme on library use by students of selected Polytechnic in South-Western Nigeria. Unpublished thesis, Department of Library, Archival and Information Studies, University of Ibadan.
- Bello, A. S. (2003).** Library user education evaluation at the Ibadan Polytechnic. *Nigerian Library and Information Science Review*, 21(1): 1-6.
- Bhatti, R. (2009).** User education programme in the John Rylands University Library of Manchester: a case study. *Pakistan Journal of Library and Information Science*, 8: 49-62.
- Ilo, P. I., and Idiegbeyan-ose, J. (2011).** Library user education programme for Covenant University freshmen: Impact, challenges and possible solutions. *Samaru Journal of Information Studies*, 11(1&2): 7-12.
- Maduako, P. U. (2013).** User education and library use in colleges of Education in Abia and Imo states. *Library Philosophy and Practice*, 955: 1-15.
- Nwezeh, C. M. T. (2010).** Undergraduate Library Instruction in Nigerian Universities: A Case Study of Hezekiah Oluwasanmi Library, Obafemi Awolowo University, Ile-Ife, Nigeria. *Library Philosophy and Practice*.
- Ogunmodede, T. A., Adio, G. and Odunola, O. A. (2011).** Library use education as a correlate of use of library resources in a Nigerian University. *Library Philosophy and Practice*.
- Ogunmodede, T. A., and Emeahara, E.N. (2010).** The effect of library use education as a course on library patronage: a case study of LAUTECH library, Ogbomosh, Nigeria. *Library Philosophy and Practice*.
- Osagie, J. N. (2003).** User education in tertiary institutions in Nigeria. *Lagos Journal of Library and Information Science*, 1(1): 32-36.
- Suleiman, S. A. (2012).** User Education Programs in Academic Libraries: The Experience of the International Islamic University Malaysia Students. *Library Philosophy and Practice*.
- Tommy, L. (2009).** Nigeria university libraries and challenges of globalization. *The Electronic Library*, 28(2): 45-52.
- Whitmore, E. (2001).** A longitudinal study of undergraduate academic library experiences. *The Journal of Academic Librarianship*, 27(5): 279-385.
- Wong, S. H. R., and Webb, T. D. (2011).** Uncovering meaningful correlation between students' academic performance and library material usage. *College and Research Libraries*, 72(4): 361-371.

Citation : Unuabor, S. O., and Oseghale, G. C. O. (2018). Impact of the use of library course for undergraduates' better usage of library resources in Faculty of Education, University of Ibadan: A study. *African Educational Research Journal*, 6(3): 181-189.
