

Library user education and use of information resources by students of Federal College of Agriculture Ibadan, Oyo State

- *Kehinde Bolanle R.*¹and

- *Sophia Vivian Adeyeye*²

Article history: Received: 10 April, 2023; Reviewed: 25 April, 2023; Accepted: 03 May, 2023

Abstract

In spite of provision of information resources to suit the educational needs of students and scholars, use of information resources (IR) by students of higher institution of learning can largely be under-utilized. Hence, this study investigated the influence of library user education on use of information resources by students of Federal Colleges of Agriculture Ibadan, Oyo State. Descriptive research design was adopted. Population consists of eight hundred and ten (810) ND 1 and ND 2 students of Federal Colleges of Agriculture Oyo State. Proportionate Sampling technique was adopted as the sampling technique for this study as well. 265 respondents served as the sample size for this study. Data collected was analyzed using descriptive and inferential statistics. Findings revealed that LUE had significant influence on use of IR (Adj. $R^2 = 0.027$; $p = 0.009$). It was recommended that Librarians have to adopt library orientation, on-line instruction and course-related instruction as form of library user education to promote massive use of their information resources.

Keywords: *Federal Colleges of Agriculture; Library User Education; Use of Information Resources.*

Introduction:

Tertiary institutions world over, such as Universities, Polytechnics and Colleges are established for the main purpose of training different levels of manpower for the benefit and development of a country. Students who go through such training and programmes

1. **Kehinde Bolanle R.** is associated with the Federal College of Forestry, Jericho, Ibadan, Nigeria. She can be contacted at <bolarebecca204@gmail.com>.
2. **Sophia Vivian Adeyeye** is associated with the Dept. of Information Management, Lead City University, Ibadan, Nigeria. She can be contacted at <adeyeyesophia@gmail.com>.

Library user education and use of information resources by students of Federal...

are expected to learn, acquire knowledge, undergo change and be assessed before being awarded appropriate degrees and certificates. In all of these, the Library plays a very vital role in the process of teaching, learning and carrying out research activities in tertiary institutions. In other words, the Library serves as a positive learning environment for all users in the academic community, through the provision of information resources, recorded to suit the educational needs of students and scholars.

The available resources in the library, serve as tools that expose students to the right information leading to desired academic successes. It is important to note that students that rely on these information tools for their course requirements including completing assignments, writing tests, term papers and preparation for examinations may typically be ahead of their peers who do not make use of the resources for further research.

The level at which a library's resources are used to satisfy information demands is referred to as the uses of Information Resources. The focus of this study is to investigate the type and nature of information resources use among students of Federal Colleges of Agriculture in Ibadan, Oyo State. Utilizing information resources entails incorporating new information into one's prior knowledge base¹. Since knowledge cannot exist without information, any source of information must be evaluated in terms of the information that is regarded important and is absorbed in order to address a problem. Information is valuable and beneficial if it alters events, choices, and behavior after being received. Information could be used by students to meet their personal and professional goals.

Underutilization of information resources may be a widespread issue. This condition can be attributable to a number of issues, including poor preservation and insufficient user education on how to use information resources. Using a library is the act of browsing the collection, getting help from library employees, finding useful information, checking out a book, studying one's own materials, visiting the library, or simply hanging out with friends there². The term "library use" can also refer to having a library borrower's card and using it or not. It encompasses all of the aforementioned activities as well as possibly a few others. The modern libraries, especially academic libraries are tasked with providing accurate information, unlike libraries of the past that were content with their job as "custodians" of library items. The degree of effective and efficient use of the library and its resources³ determines the library's value in the academic lives of the students.

There is need for user education in libraries. In order to provide users with the fundamental skills necessary to enable them to make the best, most effective and independent use of the information resources and services offered in a specific library⁴. Library user education encompasses all types of activities designed to teach users about library services, facilities, organization, resources, and search strategies. It is only a methodical procedure and strategy designed to teach library patrons the fundamental knowledge and abilities needed to make the most use of the materials offered by a particular library or

Library user education and use of information resources by students of Federal...

libraries. Due to the massive increase in publishing volumes and the resulting complexity of libraries and methods used for organizing and distributing resources training users on how to use the library has become important. Information on the college's fundamentals, more formal organizational structure, and systematic instructional programs are all covered in the library user education curriculum. Through the learning of skills in the identification, location, retrieval, and exploitation of information resources, several types of user education which have varying degrees of effectiveness seek to teach library users how to make the most of the library and its resources.

Students' academic performance is improved by the availability and accessibility of information resources if they are able to utilize those resources as sources of academic knowledge. The society would not lack in progress if students in tertiary institutions are achieving well in their academic endeavors. This will improve the reputation of their academic institutions and increase support for them. However, preliminary research, direct observation, and a review of the literature show that Federal Colleges of Agriculture students are using libraries less frequently.

This study therefore intends to investigate the library user education, library anxiety as a determinant of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. The following objectives guided the study: to Identify the level of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State, to evaluate the level of library user education among students of Federal Colleges of Agriculture in Ibadan, Oyo State and to examine the influence of library user education on use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Research Methodology:

The research design adopted was a descriptive design due to its objective of studying a subset of a population at a point in time and to examine library user education and library anxiety and use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. The data were obtained without manipulation of data.

The population of this study comprised eight hundred and ten (810) OND 1 and OND 2 students of Federal College of Forestry, Federal College of Agriculture and Federal College of Animal Health and Production Technology Ibadan, Oyo State.

The sample size of this study is two hundred and sixty-six (266) which is made up of the students of Federal College of Forestry, Federal College of Agriculture and Federal College of Animal Health and Production Technology Ibadan, Oyo State. This sample size was gotten from Krejcie and Morgan (1970)⁵ sample size table. Two hundred and sixty-six (266) copies of the questionnaire were administered to the three institutions

Library user education and use of information resources by students of Federal...

physically with the aid of two (2) research assistants who have been trained by the researcher. However, two hundred and fifty-five copies were retrieved.

The data collected from the respondents was analyzed using the descriptive and inferential statistics. Descriptive statistics (frequency distribution, simple percentage and mean) were used to analyze data to answer research question one to three. Inferential analysis was used to analyze null hypotheses one to three using simple regression for hypotheses one and two, while multiple regression was used for hypothesis three. The data collected was analyzed using Statistical Package for Social Sciences (SPSS), Version 24.

Results and Discussion of Findings:

4.1: Demographic Distribution of Respondents

Variable	Frequency	Percentage	Valid percent	Cumulative percent
Gender				
Male	131	47.4	47.4	47.4
Female	118	52.6	52.6	100
Total	249	100	100	
Age				
15-20	102	41.0	41.0	41.0
20-25	142	57.0	57.0	98.0
26 & above	5	2.0	2.0	100.0
Total	249	100	100	
Educational level				
OND 1	120	48.2	48.2	48.2
OND 2	129	51.8	51.8	100
Total	249	100.0	100	

Source: Field Survey, 2022

The above table reveals the gender distribution data of the respondents of this study. With a sample size of 249 respondents, the above data revealed that as far as this study is concerned, there are 131 male respondents, which accounts for about 52.6% of the total sample size for this study. Their female counterparts are 118 respondents which account for about 47.4% of the total sample size for this study. Going by this, there are

more male respondents than male respondents.

Table 4.2 is centered on the age of respondents for this study. Those within the age range of 20 to 25 years of age were 142. This is about 57% of the total respondents for this study. Those within the age range of 15 to 20 years of age were 102. This has about 41% of the total number of respondents for this study. Those that were 26 years and above accounted for about 2% of the total number of respondents for this study were just about 5 in number indicated that they fell within this age range

As regards the educational level of respondents for this study, 120 students which is about 48.2% of the total number of respondents for this study affirmed that they are presently in National diploma level (OND 1) while 129 respondents indicated that they are in class level of National diploma 2 (OND 2).

Table 4.2: Level of Use of Information Resources by Students of Federal Colleges of Agriculture in Ibadan Oyo State

Use of IR	VL	L	H	VH	Mean
	(%)	(%)	(%)	(%)	
Level of Information Literacy Skills					
Mastery experience (the use of personal past experience to a particular task)	55 22.1	85 34.1	97 39.0	12 4.8	2.27
Verbal persuasions (positive comments and encouragement)	48 19.3	76 30.5	61 24.5	64 25.7	2.57
Physiological state (being in a general more relaxed state that is free from anxiety, fear, fatigue etc)	42 16.9	100 40.2	45 18.1	62 24.9	2.51
Constructive feedback (getting clear, concrete and positive feedback)	53 21.3	84 33.7	57 22.9	53 22.1	2.46
Weighted Mean:					2.45
Attitudes to Information Resources Use					
Using library's electronic information resources to source materials for research\ writing project Use to know what has been done in the field of research in my subject area	56 22.5	62 24.9	89 35.7	42 16.9	2.47
Using library's electronic information resources to do class assignments	58 23.3	118 47.4	34 13.7	39 15.7	2.69

Library user education and use of information resources by students of Federal...

Use of IR	VL	L	H	VH	Mean
I find the print and electronic resources easy to use	65 26.1	64 25.7	59 23.7	61 24.5	2.22
Weighted Mean:					2.50
Sufficient functional Computers adequate ICT infrastructure	59 23.7	112 45.0	30 12.0	48 19.3	2.47
Ease in accessing electronic resources	57 22.9	63 25.3	68 27.3	61 24.5	2.27
Enough knowledge in the use of e-library	35 14.1	75 30.2	70 28.1	69 27.7	2.53
Weighted Mean:					2.42
Accessibility of the Resources					
Availability of Newspapers/Magazine	31 12.4	72 28.9	59 23.7	87 34.9	2.69
Availability of Textbooks	100 40.2	100 40.2	19 7.6	30 12.0	2.81
Availability of Journals	59 23.7	57 22.9	77 30.9	56 22.5	1.92
Accessibility of Online Database	69 27.7	133 53.4	18 7.2	29 11.6	2.52
Weighted Mean:					2.48
Grand Mean:					2.46

Source: Field Survey, 2022

Key: Very Low(VL)=1, Low (L) = 2, High (H) = 3, Very High (SA) = 4

Decision Rule: 1.00 – 1.49 (Very low), 1.50 – 2.4 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

The first research question in this study is on the level of use of information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State. With a grand mean score of 2.46 on a scale of 4, it can be concluded that the level of use of information resources by students of Federal Colleges of Agriculture in Ibadan is low. Furthermore, four indicators was used to determine the level of use of information resources by these students. The indicators are: information literacy skills, attitude to information resources

Library user education and use of information resources by students of Federal...

use, computer self-efficacy and accessibility of information resources. Each of this indicators have a weighted mean score of 2.45, 2.50, 2.42 and 2.48 respectively. It is evidently clear from each of the indicator, only attitude to information s resources use is on the average level, though this is also not to good. The remaining three indicators were below average. The least of the weighted mean was that of computer self-efficacy. This indicator has a mean score of 2.42 on a scale of 4. This indicates that the computer self-efficacy level of students of Federal Colleges of Agriculture in Ibadan, Oyo State at the national diploma level is unremarkable. This is coupled with the fact that their information literacy skill is also uninspired. With a weighted mean score of 2.45 on a scale of 4, it means that these set of students have very low level information literacy. Accessibility to information resources was also low. This indicator attracted a mean score of 2.48 on a scale of 4. What this implies is that accessing information resources in the school was actually undistinguished. This might be connected to the fact that perhaps the institution lacks high level availability of information resources.

Table 4.3: Level of Library User Education Among Students of Federal Colleges of Agriculture in Ibadan, Oyo State

User Education	SD	D	A	SA	Mean
	(%)	(%)	(%)	(%)	
Inhibition and Extinction					
I am educated on how to use the library	43 7.3	67 26.9	65 26.1	74 29.7	2.03
I can use the catalogue effectively to retrieve information	43 7.3	84 33.7	54 21.7	68 27.3	2.68
I was aware of the scope of library Resources	49 9.7	83 33.3	50 20.1	67 26.9	2.59
It has greatly improved my ability to retrieve needed information from the library	43 7.3	82 32.9	54 21.7	70 28.1	2.54
Weighted Mean:					2.46
Stimulus Generalization					
I think Readers services should be extended to weekends	48 9.3	60 24.1	97 39.0	44 17.7	2.61
I can inculcate in me the ability to think critically	32 2.9	80 32.1	65 26.1	72 28.9	2.55
I can develops my reading culture	72 8.9	66 26.5	48 19.3	63 25.3	2.71

Library user education and use of information resources by students of Federal...

User Education	SD	D	A	SA	Mean
	(%)	(%)	(%)	(%)	
My motivation to use the library as increased	42 6.9	77 30.9	68 27.3	62 24.9	2.41
Weighted Mean:					2.57
Shaping and Reinforcement					
I think more fund should be allocated to the library	26 0.4	66 26.5	58 23.3	99 39.8	2.60
I think catalog should be updated regularly	7 2.8	108 43.4	79 31.7	55 22.1	2.92
I think the serial section should be expanded	45 8.1	107 43.0	55 22.1	42 16.9	2.73
I can acquire skills for independent Learning	60 4.1	69 7.7	57 22.9	63 25.3	2.38
Weighted Mean:					2.65
Grand Mean:					2.56

Source: Field Survey, 2022

Key: Strongly Disagree(SDA) =1, Disagree (DA) = 2, Agree (A) = 3, Strongly Agree (SA) = 4

Decision Rule: 1.00 – 1.49 (Very low), 1.50 – 2.4 (Low), 2.50 – 3.49 (High), 3.50 – 4.00 (Very High)

Three indicators were used to buttress the major variable in this research question which is library user education. The indicators are: inhibition and extinction, stimulus and generalization, shaping and reinforcement. These indicators have the following weighted mean scores: 2.46, 2.57 and 2.65 respectively. Inhibition and extinction has the lowest mean score which was even below the average of a scale of 4. The other two indicators were quite above average on scale of 4. With a grand mean score of 2.56, the level of user education established for national diploma students in Federal Colleges of Agriculture in Ibadan, Oyo State is just average. What this therefore implies is that library user education in the institution is just having an average effect on national diploma one and two level in the institution. The cause of this minimal average effect is the fact that, going through the items that make up this aspect of the research instrument, one will see that there are fundamental items in that have low mean score.

Test of Hypotheses:

H₀: There will be no significant influence of library user education on use of

information resources by students of Federal Colleges of Agriculture in Ibadan, Oyo State.

Table 4.4 : Summary of result of significant influence of library user education on use of information resources by students of Federal Colleges of Agriculture, Ibadan Oyo State.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165 ^a	.027	.023	.38237
a. Predictors: (Constant), user education				

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.005	1	1.005	6.872	.009 ^b
	Residual	36.113	247	.146		
	Total	37.118	248			

a. Dependent Variable: use of IRM

b. Predictors: (Constant), user education

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.040	.155		13.174	.000
	User education	.154	.059	.165	2.622	.009
a. Dependent Variable: use of IRM						
Source: Field Survey, 2022						

The first null hypothesis to test in this study has to investigate the influence of library user education on use of information resources. Findings from this null hypothesis are that library user education will definitely influence use of information resources. This is evidenced from the probability value which is at .009. The level of relationship

between the two variables – library user education and use of information resources is at .165. This means there is a 16.5% level of relationship between the two variables. This means that the relationship is a positive but weak one. The adjusted r square in the model summary table has a value of .023. This means there is a 23% variance caused by library user education to bring about use of information resources. In other words, for there to be increased use of information resources by students of Federal Colleges of Agriculture in Ibadan, other factors will bring about this at a 77% level. This 77% emanated after the 23% variance was deducted from 100%. In a nutshell, 77% extraneous factors will bring about use of information resources. All in all, this first null hypothesis was rejected because library user education will bring about use of information resource.

Discussion of Findings

The finding has it that the level of use of information resources was really low. This means that use of information resources must have been as a result of certain factors as identified in this study. Some of these factors are: low level of information literacy skills, attitude to information resources use, computer self-efficacy and accessibility of information resources. Studies have actually revealed that a certain level of information literacy and skills can actually determine use of information resources^{6,7}. Also studies have revealed that poor attitude to information literacy can actually determine the use of information resources as well^{8,9}. Computer self-efficacy has lots of studies empirically showing that it can actually determine use of information resources. The findings were actually positive^{10, 11, 12, and 13}. Likewise also, accessibility to information resources was also found to determine use of information resources, however, in this study, it was found to be low, which implies that as far as this study is concerned, it does not determine use of information resources and this is not supposed to be so^{14, 15, 16}. Also in this study it was found that a particular item attracted a low mean score. The item was based on getting constructive feedback from students in the Federal College of Agriculture, Ibadan.

The result on level of library user education among students of Federal Colleges of Agriculture in Ibadan, Oyo State as presented in Table 4.2 found that library user education was at just hovering a little bit above 2.50 on a scale of 4. Precisely, it was at 2.56. Certain factors have been identified in this study to determining library user education. These factors are: Inhibition and extinction, stimulus generalization and shaping and reinforcement. Out of all these factors, only shaping and reinforcement was well above average. The mean score was 2.65. Studies have actually revealed that shaping and reinforcement will go a long way in determining library user education^{17, 18, 19}. Also from this research question, it was found that the item “I am educated on how to use the library” attracted a mean score of 2.03 on a scale of 4. This means that many of the respondents are not actually taught how to use the library. Another item in the research

instrument of this particular research question that attracted a low mean score was that of “my motivation to use the library has increased” this item attracted a mean score of 2.41 on a scale of 4. The implication of this item is that many of the respondents of this study feel that they are not well motivated to use the library.

Findings from the first hypothesis made the researcher to reject the null hypothesis. This means that library user education will definitely bring about use of information resources. Studies from an empirical perspective have actually shown that library user education will definitely contribute to use of information resources^{20, 21, 22, 23}. The *R* value in the model summary table of this first null hypothesis in this study actually revealed the level of relationship between the first independent variable and the dependent variable. The level of relationship was .165. This means that there is a 16.5% relationship between library user education and use of information resources. The implication of this is that the relationship is positive but weak. The adjusted R square also in the model summary table indicates a value of .023. This implies that library user education will only contribute about 23% variance in use of information resources the remaining 77% will be brought about by other factors.

Conclusion:

This study has shown that to a large extent that library user education will always bring about the use of information resources in the context of librarianship. This study has also established that where there is low level information, literacy skills, attitude to information resources use, computer self-efficacy and accessibility to information resources will definitely contribute to low level use of information resources.

Recommendations:

1. Librarians have to adopt library orientation, on-line instruction and course-related instruction as form of library user education to promote massive use of their information resources.
2. Librarians should make the environment conducive for their patrons in order to make use of their library facilities which will result to high level use of her information resources.
3. Librarians and institutional heads of libraries should develop instructional programs to teach library users how to locate the information they need quickly and effectively.

References:

1. **D. Mizrachi. (2017).** *Library anxiety. In Bates MJ, Maack MN. (eds.) Encyclopedia of Library & Information Sciences, Taylor & Francis Group, 2017, 5, 2398-3302*

2. **E. Abels, P. Liebscher & D. Denman.(2017).** *Factors that influence the use of electronic networks by science and Engineering Faculty at small Institutions Part I- queries.* Journal of the American Society For information science,47(2), 2017,146 –158.
3. **I.O. Yahaya, Z.O. Ambali, T.T.Oyedokun & T.R. Balogun. (2021).** "EDULIB." *Evaluation of the use of law library among legal practitioners in Kwara State.* 11(1), 2021, I-13
4. **K.Yılmaz & V.Temizkan. (2022).** *The effects of educational service quality and socio-cultural adaptation difficulties on international students' higher education satisfaction.* SAGE Open, 12(1), 2022, 21582440221078316.
5. **N.H. Oguchinalu & O.O. Sunday. (2018).** *Assessing the adoption of mobile learning in Nigeria: The library perspective.* Library Philosophy and Practice, (e-journal), 2018, 2035.
6. **Anastasi, Psychological testing. (2001).** New York; Macmillan Publishing Company. 2001.
7. **A. Bandura, &D. H. Schunk. (2013).** Cultivating Competence, Self-efficacy, and Intrinsic Interest through Proximal Self-motivation. *Journal of Personality and Social Psychology.* 41; 2013. 586 – 598.
8. **A.Bandura. (1997).** Self-efficacy: the exercise of control. New York: W.H. Freeman. 1997.
9. **A.Bandura (1999).** Social Cognitive Theory: An Agentic Perspective. *Asian Journal of Psychology,* 2, 1999. 1-41.
10. **A. Borrego, L. Anglada, M. Barrios &N. Comellas. (2017).** Use and users of electronic journals at Catalan Universities: The results of a Survey. *Journal of Academic Librarianship.* 33: 2017. 112
11. **A.I. Olayinka, V. O. Taiwo, A. Raji-Oyelade, &I. P. Farai. (n.d).** Ibadan: postgraduate school University of Ibadan: 179.
12. **A.O. Bamiro, A. E. Oluleye, &M. A. Tihamiyu. (2004).** Use of computers and the Internet for research purposes. *Methodology of basic and applied research.* 2004.
13. **A. P. Bishop. (2017).** Scholarly journals on the net: a reader's assessment. *Library trends,* 43(spring), 2017. 545-570.
14. **American Library Association. (2013).** Presidential Committee on information literacy: final report. Chicago: ALA. 2013.
15. **Association of College Research Libraries (ACRL) (2000).** Information literacy

Competency standards for higher education. 2019.

16. **C. Amalahu, O. O. E. Oluwasina & O. A. Laoye. (2019).** Higher education and information literacy: a case study of Tai Solarin University of Education. *Library Philosophy and Practice*. 2019.
17. **C.L. Borgman. (2018).** Why are online Catalogs hard to use? Lessons learned from information retrieval studies. *Journal of the American Society for Information Science* 37(6), 2018. 387 – 400.
18. **C.V. Anunobi. (2016).** “Survey on impediments to students’ use of internet facilities”. *The Information Technologist*, 3 (2). 2016. 40-50.
- 19 **E.E. Badu, & E. D. Markwei. (2015).** Internet awareness and use: the University of Ghana. *Information Development* 21 (4), 2015. 260-8.
20. **R. Agarwal, & J. Prasad. (2007).** The role of innovation characteristics and perceived voluntariness in the acceptance of Information Technologies. *Decision Sciences Journal* 28(3), 2007. 557-582.
21. **R.J. Bazillion. (2018).** Academic Libraries in the Digital Revolution: Libraries in the midst of revolution need new ways of thinking about their mission. *Educause quarterly* (1). 2018.
22. **S.A. Amkpa. (2018).** Students’ use of University of Maiduguri libraries: an evaluative study. *Gateway Library*, 2 (3), 2018. 70-80.
23. **S.A. K. Alkhanak, & I. A. Azmi. (2017).** Information technology usage and attitudes towards online resources- Students perspective. *African Journal of Business Management*. 5(7), 2017. 2582-2589.