Library Use Instruction on Undergraduates' Utilization of Library Resource

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Abstract

Background of the study: This study investigated the effects of library use instruction on undergraduate utilization of library resources: a case study of the Delta State University Library, Abraka.

Purpose: The study's major goal is to investigate library use instruction and undergraduates' utilization of library resources.

Method: The descriptive survey research design was used in this study. The population of the study is 4,714 Faculty of Education students. A sample size of 256 was chosen for this study. A questionnaire was the instrument used to collect data from the respondents. Descriptive statistics (frequency) and the statistical mean were used to analyze the data**.**

Findings: The study found that the types of library resources used by undergraduates are the internet, databases, computer software, e-books, and books. The extent to which they use library resources is low. The types of library use instruction taught to the students are library orientation and electronic databases. The extent to which they participate in the instruction is low.

Conclusion: Consequently, the study recommended that the Delta State University Library make library use instruction programs mandatory for both freshmen and transfer students in order to improve their use of library resources.

Keywords: library orientation, electronic databases, library resource, library use instruction

Introduction

A library is a place where information resources are accessed by professionals who specialize in identifying, collecting, organizing, processing, and interpreting information sources (Adeniran, 2017). According to the New World Encyclopedia (2020), a library is defined as "a collection of information, sources, resources, and services organized for use and maintained by a public body, an institution, or a private individual." A library is a well-organized collection of information resources that includes both printed and electronic material (Uwaifo, 2021). As a result, a library is a collection of print and non-print information resources organized and managed by professionals for effective use by library customers. Library users come to the library to get relevant, up-to-date material in print and non-print formats for effective teaching, learning, and research. Books, magazines, maps, microforms, audio recordings, video recordings, electronic resources, and other reading materials are available in the library (Hussaini et al., 2018)

According to Nworie and Unegbu (2017), library collections are made up of print materials, non-print materials, or digital or electronic materials. Print materials include textbooks, monographs, serials, periodicals, and government documents. Non-printed or digital/electronic materials include e-books, the Internet, e-textbooks, databases, graphics, still and moving images, audio, software, and webpages. Students should be able to make use of library resources through adequate access, where the library ensures that resources are acquired and processed as well as making them readily available and utilized at the right time through the right medium (Odu et al., 2018).

Aladeniyi and Owokole (2018) conducted a study on use of library resources by students of the University of Medical Science. Findings revealed that they use the resources to obtain general information, prepare for exams, complete assignments, and conduct research. Similarly, Igwebuike and Agbo (2017) noted that, at the National Teacher's Institute (NIT), students use library resources for the purpose of acquiring knowledge, consulting reference materials, writing assignments, and consulting journals, among others. Students at the National Institute of Mental Health (NIM) in Hyderabad use more books, e-books, journals, electronic journals, newspapers, magazines, and computers than other library resources (Hussaini et al., 2018). Therefore, all university libraries should implement a well-planned library use instruction programmes.

Library use instructions are designed to teach library users how to locate the information they need quickly, efficiently, and independently. It involves teaching library users to acquire basic library and information skills. It usually covers practical knowledge of the library's system of organizing knowledge, electronic resources, reference resources, and services (Odu et al., 2018). Students need user education to effectively use library resources, facilities, and services. This ensures that users are aware of the available resources and how to access them. According to Wanja et al. (2022), user education is a lifelong process that has no end. Uwakwe et al. (2016) noted that user education has positively affected the students' use of library and their academic performance. Students' should be educated on the benefits of using the library. This will give them the chance to get to know the overall library atmosphere. It will also foster efficient use of the library (Eniekebi, 2020).

Libraries are stocked with both human and material resources (such as print and non-print). Students who are admitted in their first year are given library instructions. It is established to complement classroom teaching and supplement extra reading for students. Observations showed that students were not adequately making use of the library, either through visits to consult materials on the shelves, sitting down to read their books or lecture notes, consulting materials for their assignment, or other personal reasons. The researcher is of the

opinion that the decline in students' use of the library could be because the library instructions were not given initially or were not adequately given. This observation and thought on the decline in student use of library resources is not yet conclusive, hence this study.

The study's major goal is to investigate library use instruction and undergraduates' utilization of library resources. The specific objectives are: 1) determine the categories of library materials used by undergraduates at Delta State University Library, Abraka; 2) find out how much the students use the library resources; 3) investigate the library use instruction the students received from the library or institution; 4) determine how much the undergraduates engaged with the instruction; 5) find out the strategies for improving library usage by undergraduates; and 6) determine the strategies for improving the students' participation in library instruction.

Method

The research design adopted for this study is the descriptive type. The study's population is 4,714 undergraduates which consist of 10 departments of the Faculty of Education, from 100-400 levels of the Delta State University, Abraka campus. This study has a sample size of 256 students. This is derived by taking 5% of the entire population. One person was taken from each of the levels of the study which altered the sample from 235.7 to 256. The quota as well as the accidental sampling technique was used for the study. Questionnaire is utilized as the data collection tool and it is divided into two sections. Section A was on the bio data of the respondents and Section B was on the constructs of the variables of the study. Descriptive statistics such as frequencies and statistical mean were used to analyze the data.

Result and Discussion

A total of 256 copies of the questionnaire were distributed from which 251 (98%) were retrieved and found usable. This response rate is acceptable because the acceptance level, according to research, is 60%.

Table 1. Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	93	37.1
Female	158	62.9
Total	251	100

Table 1 shows the gender of the respondents. Ninety-three (37.1%) of the respondents were male, while 158 (62.9%) were female. This implies that the majority of the respondents were female.

Table 2. Age Distribution of the Respondents

Age	Frequency	Percentage (%)
16-20yrs	79	31.5
21-25yrs	96	38.2
26-30yrs	60	23.9
31yrs and above	16	6.4
Total	251	100

Table 2 shows that 96 (38.2%) students are ages of 21–25 years; 79 (31.5%) of them are aged 16–20 years; 60 (23.9%) are 26–30 years; and 16 (6.4%) are 31 years and older. Therefore, a vast majority of undergraduates are aged 21 to 25.

Table 3. Number of Respondents' Level

Levels	Frequency	Percentage (%)
100	61	24.3
200	79	31.5
300	54	21.5
400	57	22.7
Total	251	100

Table 3 shows that 79 respondents were 200-level students with a percentage of 31.5. Also, 61 (24.3%) are 100-level students. 57 (22.7%) are 400-level students, while 54 (21.5%) are 300-level students. Therefore, most responders were 200-level education students.

Library Resources

What are the categories of library materials used by undergraduates at Delta State University Library, Abraka?

The essential components for delivering essential services in the teaching and learning processes are library information resources. A library without resources will lose its relevance in society (Aladeniyi & Arikawe, 2017). Library resources include textbooks, journals, indexes, newspapers, diskettes, and microforms. They also exist in printed and electronic formats, such as journals, textbooks, abstracts, indexes, magazines, newspapers, reports, diskettes, magnetic disks, the internet, e-mail, video, CD-ROM, databases, microfilm, computers, etc. (Caroline & Adewale, 2018).

Table 4: Library Resources

Library Resources	Agree	(%)	Disagree	(%)
Books	134	53.4	117	46.6
Magazines	42	16.7	209	83.3
Newspapers	38	15.1	213	84.9
Microfiche /Microfilm	14	5.6	237	94.4
Pamphlets	9	3.6	242	96.4
Audiotapes	4	1.6	247	98.4
Computer Software	147	58.6	104	41.4
Videotapes	8	3.2	243	96.8
Films	6	2.4	245	97.6
Filmstrips	10	4.0	241	96.0
Disc Record	12	4.8	239	95.2
Journals	93	37.1	158	63.0
Internet	191	76.1	60	24.0
Database	157	63.0	58	23.1
Cassette	3	1.2	248	98.8
E-book	146	58.2	105	42.0
Abstract	5	2.0	246	98.0
Index	2	1.0	249	99.2
Compact Disc (CD)	7	2.8	244	97.2

Table 4 shows the library resources used by the undergraduates. As many as 191 (76.1%) use the internet, use databases, 147 (58.6%) use computer software, 146 (58.2%) use e-books, and 134 (53.4%) use books. Conclusively, internet, databases, computer software, and books and e-books are the sorts of library resources used by undergraduates.

Undergraduate students make use of a wide variety of library resources during their studies, including the internet, databases, computer software, books, and electronic books. This finding is in line with the findings by Olorunfemi and Ipadeola (2021), who discovered that the resources that were used the most frequently included textbooks, electronic books, databases, and other resources that were quite similar to each other.

Use of Library Resources

How much do the undergraduates use the library's resources?

Library use is crucial for expanding the boundaries of knowledge and reaching new levels of intellectual achievement (Olorunfemi & Ipadeola, 2021). Users of the library are urged to utilize the many informational resources offered there for their various courses in order to attain academic achievement. Most students spend one to four hours daily reading their own books, lecture notes, etc., with textbooks as the most used. According to Obasuyi (2020), undergraduates use library resources to find general information, study for exams, complete assignments, and do research. They utilize library services frequently. As a result, Olorunfemi (2021) demonstrated that a university's efficiency depends on how well its resources and services are used. Mani et al. (2019) noted that the extent of use of library resources by undergraduates was low, with the exception of reference materials, monographs or textbooks.

Table 5. Use of Library Resources

Library Resources	VHE	HE	LE	VLE	MEAN
Books	116	47	27	61	2.87
Magazines	19	35	67	130	1.77
Newspapers	13	23	39	176	1.49
Microfiche /Microfilm	11	13	33	194	1.37
Pamphlets	10	23	34	184	1.44
Audiotapes	12	24	58	157	1.57
Computer Software	68	52	55	76	2.45
Videotapes	17	13	51	170	1.51
Films	22	15	41	173	1.55
Filmstrips	3	7	57	184	1.32
Disc Record	18	21	56	156	1.61
Journals	27	23	60	141	1.75
Internet	96	26	28	101	2.47
Database	72	69	36	74	2.55
Cassette	21	24	47	159	1.63
E-book	67	18	23	143	2.04
Abstract	8	17	31	195	1.35
Index	20	12	55	164	1.55
Compact Disc (CD)	47	29	76	123	2.19

Aggregate mean 1.81
Criterion mean 2.50

Table 5 shows the extent to which the undergraduates of the Faculty of Education at Delta State University use library resources. With an aggregate mean of 1.81, which is less than the criterion mean of 2.50, it can be concluded that the extent to which they use library resources is low.

The findings of the study indicate that first-year students in the Faculty of Education have very restricted access to the many resources that are made available to other students. This conclusion gives validity to a study that was carried out by Jamogha et al. (2019), which revealed that the resources available in libraries are not being exploited to their full potential.

Library Instructions

What are the library use instructions received by the students from the library or institution?

Library instruction is an academic program designed by higher education institutions to educate library users on how to effectively utilize library resources and services. A study on library instruction and the academic performance of undergraduate students at Babcock University revealed that library instruction helps students identify and search for their information needs (Omeluzor et al., 2017). According to Madukoma et al. (2013), librarians can develop reading and library use plans by delving into a series of lectures under user education, user instruction, or library programs. Library instruction should be result-oriented and must focus on sensitive areas such as bibliographic instruction, electronic databases, and referencing and citation techniques.

Table 6. Library Instructions

Library Instructions	Agree	(%)	Disagree	(%)
Bibliographic Instructions	50	20.0	201	80.1
Library Tour	89	35.4	162	65.0
Electronic Information Training	96	38.2	155	62.0
Electronic Database Training	149	59.4	102	41.0
Boolean Search Technique Training	74	29.4	177	71.0
Reference and Citation Training	64	25.4	187	75.0
Information Evaluation Instruction	35	14.0	216	86.1
Information Access and Retrieval	46	18.3	205	82.0
Library Orientation	175	70.0	76	30.3
Information Literacy Program	31	12.4	220	88.0

Table 6 shows that 175 (70.0%) of the respondents agreed that they received library orientation and 149 (59.4%) received electronic database training. This suggests that the students do not partake in the use the institution's library use courses.

Undergraduate students at Delta State University Abraka have access to two different kinds of library instruction: orientation to the library and training in the use of electronic databases. This finding agrees with that by Bamidele (Omeluzor et al., 2017), which stated that library instructions include things like electronic databases, library tours, and library orientation, among other things.

Library Use Instruction

How much do the students participate in the instruction?

Strong data suggest that interacting with materials and personnel increases students' enthusiasm. The American Library Association (Luetkenhaus et al.,2017) noted that students at Kapiolani Community College met or exceeded expectations for proficiency in four areas following library instruction. This means that additional library instruction increased the number of students who achieved proficiency in information literacy skills.

Table 7. Library Use Instruction

Library Use Instruction	VHE	HE	LE	VLE	MEAN
Bibliographic Instruction	8	27	95	121	1.69
Library Tour	43	54	37	117	2.09
Electronic Information Training	11	32	113	95	1.84
Electronic Database Training	27	15	83	126	1.77
Boolean Search Technique Training	12	29	72	138	1.66

Referencing and Citation Training	17	8	81	145	1.59
Information Evaluation Instruction	15	18	68	150	1.59
Information Access and Retrieval	14	25	127	85	1.87
Library Orientation	46	64	48	93	2.25
Information Literacy Program	18	43	78	112	1.87

Aggregate mean 1.82
Criterion mean 2.50

Table 7 shows the extent to which the engage in the library use instruction. With an aggregate mean of 1.82, which is less than the criterion mean of 2.50, it is concluded that the students' interest and participation in the program/training is low.

The findings indicated that the pupils were not very involved in the library education program. This finding concurs with the findings of Omeluzor et al. (2017), that students dislike receiving education on how to make use of libraries.

Strategies for Improving Library Usage
What are the strategies to improve undergraduates' library usage?

A study has found that the provision of current books, improved infrastructure, orientation, and regular power supply will enhance library usage. Ani et al. (2022) recommended that up-to-date sources should be acquired. Therefore, a library should be well-stocked with resources (Kwabena et al., 2021). Oyedum (2012, as cited in Obasuiyi, 2020) averred that provision of current and adequate library materials, internet facilities and a conducive atmosphere will attract students to visit and use university libraries. They recommended that internet facilities should also be provided.

Table 8. Strategies of Improving Library Usage

Strategies of Improving Library Usage	A	(%)	D	(%)
Provision of adequate power supply	213	84.9	38	15.1
Organizing seminar, conferences and workshop for users(students)	179	71.3	72	28.7
Provision of up-to-date library resources	184	73.3	67	26.7
Introduction of compulsory library orientation	176	70.1	75	29.9
Releasing funds by the parent institution to purchase resources	137	54.6	114	45.4
Practicing the culture of borrowing books	143	57.0	108	43.0
Improvement on internet connectivity	182	72.5	69	27.5

Table 8 reveals the strategies for improving library usage by undergraduates. These include provision of adequate power supply, provision of up-to-date library resources, improvement in internet connectivity, organizing seminars, conferences, and workshops for students, compulsory library orientation, practicing the culture of charging and discharging books (borrowing books), releasing funds by university management to purchase library resources, and practicing the culture of borrowing books.

According to the findings of this study, undergraduate students at Delta State University Abraka can improve their library utilization through the implementation of the following strategies: the provision of a suitable power supply, the provision of internet access, the organization of seminars, conferences, and workshops for users (students), the introduction of library orientation, and the practice of cultivating a culture of borrowing books

Strategies of Improving Students' Participation
What are the strategies to improve students' participation in library instruction?

It was revealed by Oyedipe et al. (2018) that academic library instruction in Nigeria's universities has many problems to grapple with. As a result, information literacy classes should

be included in the curriculum and made mandatory for all students. There is a need for an alternative power supply as well as the incorporation of library use into the educational curriculum.

Table 9. Strategies of Improving Students' Participation in Library Use Instruction

Strategies of Improving Students' Participation	A	(%)	D	(%)
Constant contact of librarian with the users (undergraduate students)	169	67.3	82	32.7
Introduction of library use into school curriculum	178	70.9	73	29.1
Compulsory attendance of the students	136	54.2	115	45.8
High publicity and awareness of library program	173	68.9	78	31.1
Giving prizes to staled students who have been using the library	134	53.4	117	46.6
Availability of current library resources	210	83.7	41	16.3
The building of the library should be attractive	185	73.7	66	26.3
High quality services should be rendered by the library	197	78.5	54	21.5

Table 9 shows the response rate of the Delta State University undergraduate students to the strategies suggested to improve students' participation in library instruction. It was discovered that respondents agreed that there were current library resources, high-quality library services, an attractive library building, the inclusion of mandatory library use instruction in course curriculum, and so on.

The provision of an adequate power supply and internet connectivity; the organization of seminars, conferences, and workshops for users (students); the introduction of library orientation; practicing the culture of borrowing books; and the release of funds for the library by the parent institution are the strategies that will increase library usage by undergraduate students at Delta State University Abraka. It's little wonder that Oyedipe et al. (2018) recommended that information literacy classes be made mandatory.

Conclusion

For any library user to be active, library usage instruction is crucial because it teaches patrons how to use the library's resources successfully and efficiently. Instructions are important to be offered to students the same way that food is given to the body to grow and become strong. Thus, all students are advised and required to engage in the instruction in order to boost library usage.

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Authors' Contributions

Author has contributed to the final manuscript. The contribution author: conceptualization, methodology, formal analysis, writing original draft preparation, writing review and editing. Author has read and agreed to the published version of the manuscript.

Conflict of Interest

Author has no conflict of interest related to this study.

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