# CHAPTER ONE
# INTRODUCTION

## Background to the study

Societal development and advancement are the end-products of quality education. Hence, education has been described as the bed rock of every society and the tool for nation building. Education, in its broad sense, embraces all those experiences of the individual through which knowledge is acquired, the intellect nurtured or the will strengthened through learning (Okendu, 2012).

Education is not only an instrument of social change but viewed or perceived as an investment in nation building. Generally, education is important for learning basic life skills, as well as learning advanced skills that can make a person or student more attractive in the job market after graduation (Osarome, 2011). Precisely, and according to Osarome (2011), "education", in its strict sense, has been employed to designate consciously planned and systematically applied formal education or training, carried on through the various social agencies of education, especially the tertiary institutions such as colleges of education in which the National Certificate of Education (NCE) student is a prominent factor. Thus, education is not only an instrument of social change but viewed as an investment in national development through organized and efficient information resources usage.

In this regard, The Federal Government of Nigeria has adopted education as an instrument for affecting national development. Consequently, the Federal Republic of Nigeria (2012) while commenting on National Policy on Education, emphasized that Nigeria's philosophy of education has been based on the integration of the individual into sound and competent citizen based on equal educational opportunities for all its citizens at the primary, secondary and tertiary levels, both within and outside formal school system.

Interestingly, one of the objectives of National Policy on Education (NPE) is the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in, and contribute to the development of his society (Federal Republic of Nigeria, 2012). Lifelong education is the basis for the nation's education policy. To implement the policy accordingly, the Government directed that educational activities will be centered on the learner for the maximum self–development and that the educational system will be structured to develop the practices of self-learning; and acknowledged that the library is an important and indispensable instrument designated to play a pivot role towards achieving educational objectives.

The Library is the storehouse of organized knowledge (embedded in information resources) and expected to play a significant role in teaching, learning, and research processes directed towards national development. In this direction, the primary objective of the library is to adequately provide

necessary information resources and services in its various operations or sectional services to ensure proper utilization and satisfaction of the information needs of teachers and students (Kumar & Phil, 2009). Pointing to the indispensability of library, it is worthy to note that among the requirements for the take-off of any higher institution of learning, the institution's library must be put in place. The institution's library is to provide adequate information resources and services to support teaching, learning and research activities of students.

Consequently, Okendu (2012) revealed that for relevant information resources in a library to be used effectively, students must be taught the skills of using these resources and where to look for information on particular topics to facilitate self-learning; noting that: it is not enough to acquire relevant information resources but they must be used effectively by the students. Unarguably, a library could be well stocked with the best books and their educational gadgets and yet remains useless if the students do not know how to access and utilize them. In this circumstance, many libraries over the years have supported educational efforts by providing teaching of "use of library course", "user instruction programme" or "information literacy" (as interchangeably used in this study) and should be effectively taught by Librarians (Nithyanandam, Kanniyappan, Dhanakar & Rajasekar, 2006).

Following this development, a more active approach has been taken by libraries offering educational courses on "one-to-one tutoring" programmes. In

this light, and at the Nigerian Universities for instance, there is a provision for the teaching of "Use of Library" as a unit conjunction with "Use of English" course under either GST 101, GNS 101, GSE II2 or as the case may be. In most cases however, English Language lecturers hijack the course (Osarome, 2011) and even teach the "Use of Library" aspect together. This ugly scenario is also observable in many other tertiary institutions in Nigeria including polytechnics and colleges of education. This form of behaviour could have been occasioned following the poor/negative attitude of most academic staff and students' perceptions on the use of library course in Nigerian tertiary institutions.

However, at the Colleges of Education, the National Commission for Colleges of Education (NCCE) established by Act 3 of January 1989 and amended by Act 12 of 1993 as a completion of tripod of excellence in supervision of higher education in Nigeria, provided Use of library as a separate but compulsory course for the National Certificate of Education (NCE) students. This commission provides accreditation services for Colleges of Education and maintains standards through periodic accreditation visit using the library as one of the most important criteria. In this regard, Sanusi (2006) observed that the Colleges of Education cannot accomplish their task without the back-up of relevant and functional libraries. Hence, the NCCE mandated all the Colleges of Education in Nigeria to have functional libraries in order to achieve their academic purposes. These Libraries have been

charged by NCCE with the objectives of assisting their Colleges (Institutions) by providing learning and research information resources as well as providing various services to students in order to achieve the objectives of producing well molded teachers (higher-level skilled manpower/NCE students) in their chosen disciplines (Educational Reform Act, 2007; Onifade & Onifade, 2011). Having use of library as a separate course underlines the importance attached to the teaching of use of library as a compulsory course to all students in the present 85 Colleges of Education in Nigeria made up of 21 Federal, 43 State, 1 Military, 19 Private and 1National Teacher Institute (NCCE, 2015). Moreover, use of library course is a set of instructions given to users to help them make the best (effective or competent) use of library resources and services in its various sections.  It is designed to help in enhancing users' effectiveness in searching, identifying, locating, and selecting library materials for use (Kumar & Phil, 2009).  Its  content according to the NCE curriculum,  embraces instructions on: origin and development of library, organizational structure of library and information materials/resources, library automation/ICT, procedure for library use/catalogue use, collection development, reference sources and services, library records/circulation information among others designed to facilitate effective students' use of all categories of available resources in libraries.

In this circumstance, the skills for effective use of library ought be taught by professional librarians only and learnt by the students and not the

indulgence of non-professional librarians and other faculty members as often observed in some tertiary institution including colleges of education. This phenomenon became necessary following what Aguolu and Aguolu (2002), and Chukwuma (2004) observed about information resources use among students. They observed that information resources or sources needed by a student could be considerably available in libraries' open shelves among other information resources that are not relevant to the particular student, and may not be able to lay hands on it due to lack of its access skills. Thus, use of library course becomes inevitable.

According to Ogunmodede, Adio and Odunola (2011), library resources are those materials which enable libraries to carry out their functions effectively. They are made up of books and other information bearing media that can be divided into groups according to their functions and format; as often categorized or organized into various units /sections such as the ICT/ e-resources, reference resources, reserve, circulation, serials, catalogue and acquisition sections in library practices all over the world. These are the conventional structure or arrangement of library resources to enhance easy location and use by patrons or students.

Moreover, students vary in their information needs and seeking attitudes. They constitute a part of society who is fortunate to have access at little or no cost to themselves a variety of information resources and services in their institutional libraries. This is made possible because tertiary

institutions such as Colleges of Education use considerable proportions of their budget to provide these information resources and services for their students through the functions of its various sections to assist in the teaching, learning and research process (Issa, Tunji, Lanre & Tolu, 2011). Without learning the necessary library use skills, library users will always meet frustrations in information search.

In spite of this their fortunate position (access to information resources and services at little or no cost to themselves), students in tertiary institutions in Nigeria, including those in colleges of education still depend solely on the infamous shallow handouts or lecture notes dictated by lecturers during lectures thereby leaving out the rich content of their library resources even when it is a known fact that lecturers in all academic disciplines rarely teach all that students are expected to know in their course of study (Chukwuma, 2004). This phenomenon has over the years been a source of worry to Librarians and other information practitioners. Consequently, the students, therefore, are not exposed to other academics' (academicians') viewpoints outside that of their lecturers; hence, library resources become indispensable and made known to students via use of library course programme for effective usage. Ideally, they have to be exposed to varied academic experts' (authors') viewpoints and other information resources that abound in the library. This would enable students to supplement their class work with further reading that would lead to their improved academic outcomes and learning as incorporated

into user education or use of library course programme by Librarians. The need for use of Library course programme according to Edem, Ani and Ocheibi (2009) is for effective use of the Library resources because of the exponential growth of published materials in various fields of academic studies.

The growth in published materials (particularly in Science and Technology) requires that scattered information in various formats be properly disseminated through effective library use instruction (use of Library course). This is expected to be so, because it constitutes important aspects of librarianship as emphasized by the acclaimed father of librarianship "S.R. Ranganathan" in his book as far back in 1931 (Sen, 2008). In this direction, Edem, et al (2009) noted that it is one of the ways of stimulating the active users, especially tertiary institution students on how to search for, and retrieve materials in library to support their learning and research. According to them, this can take many forms such as; use of Online Public Access Catalogues (OPAC), browsing, and assistance from librarian (Library Staff), as well as through effective use of card catalogue, computers, the internet and different search engines. All these forms of search skills could be properly achieved through well articulated and effective use of library course programme (Edem, et al 2009).

However, Awojobi (2004) reveals that students' lack of knowledge on how to obtain information needed is among the serious problems of academic

(tertiary) institutions' libraries in Nigeria. In this regard, Ottong (2005) observed that students in tertiary institutions lack interest in library use instruction programmes, and thereby influencing their attitude towards library resource use which could be due to the manner or nature in which they perceive library use course. To this end, and at retrospect, it was recapitulated that the Association of Special Libraries and Information Bureau (ASLIB) conference of 1926 was the first forum to examine use of library course critically as a conference theme, and that by 1976, an impressive bibliography of 1,800 items on the topic has been published with their resulting recommendations (Kumar & Phil, 2009). Inspite of this, most library users such as the tertiary institution students are still unable to make effective and efficient use of available resources in Nigerian higher institutions such as Colleges of Education libraries. They also noted however, that proper and adequate user studies will, to a great extent, produce data for planning effective use of library course experience particularly in locating and utilizing library resources through change of attitude or views upon which this study reflects.

However, Aguolu and Aguolu (2002) reveal that academic Librarians seem to be preoccupied with basic library duties like acquisition, processing and preservation without giving proper attention on how to use the library resources by students for their learning/research through the use of library course programme designed unto Colleges of Education (COE) students'

curriculum by the NCCE. In this scenario, Kumar and Phil (2009) postulated aggressive user education (Use of Library course) to enhance students' greater utilization of information resources that are available in libraries.

Although, scholars such as Ray and Day (1998); Ampka (2000); Ifidon (2000); Oyesiku and Oduwale (2004); Ugah (2007); Fordjour, Badu and Adjei (2010) and Issa, Tunji, Lanre and Tolu (2011) also explored the problems facing use of library course programmes to include: scarcity of funds, lack of professional librarians in teaching the course, unjustifiable increase in students' population, lack of faculty cooperation, students' inability to understand library resources organization/retrieval, time wastage in trying to retrieve library resources, over emphasis on bibliographic instruction, students' lack of interest on the course, and poor integration of use of library course period; yet, there has been no considerable changes or improvement on students use of library resource in recent time irrespective of their gender, academic level and discipline or institutional types among others. These problems may have sprung out from the way in which the academic community including students perceived or view use of library course programme in tertiary institutions. Hence, this study intends to investigate "NCE students' perceptions on use of library course as an aid to their use of library resources in South-West, Nigeria".

**Statement of the Problem**

The pursuit of quality education in modern knowledge-based society is of paramount importance in nation building; particularly in meeting the recently emphasized Millennium Development Goals' (MDGs) objectives in Nigeria under the vision 20-20-20. The place of education in its philosophy would serve as the foundation for intellectual empowerment within every discipline, and across every sector. The need for such education calls for effective use of library resources. There are skills for effective use of library resources which must be taught. The teaching of Use of Library course aims at engendering result oriented outcomes through effective use of library resources (information literate) by her citizens especially the undergraduate or tertiary institution students as drivers of such economy.

To be information literate, students need not depend only on their individual course Lecturers' view points as they often do and thereby leading to their poor academic achievement in most subject areas in Nigerian tertiary institutions (Chukwuma, 2004). The researcher's observation coupled with the recent report of Ogunmodede, Adio and Odunola (2011) indicate that most students in higher institutions of learning today, find it difficult to explore library resources, thus leading to poor appreciation (view) of library and its services that has contributed to their inability to undertake meaningful researches or at best become poor library users. In other words, there is poor library resources usage among College of Education students over the years

irrespective of use of library course programme designed to demystify or clearly explain the nature and organization of library resources to students for effective use which is usually organized for them during their freshmen year in school. These forms (kinds) of reports have been worrisome to Librarians over the years. Several other studies have also shown that even with its (the use of library) teachings, students are still not making effective use of libraries in Nigeria.

In this circumstance, certain questions do arise from several researchers in this field of knowledge such as: how can Colleges of Education Libraries ensure that students know how to use their library resources effectively? How do the students view or perceive use of library course programme packaged for its purpose? How has the teaching of this course by librarians affected students' use of information resources available in different sections of the library? (Nithyanandam, Kanniyappan, Dhanakar & Rajasekar, 2006). These researchers wanted to know if the use of library course programme is achieving what it was set out to achieve; and expressed that: if not, more detailed studies on use of library course programme or user information needs should be conducted. In other words, they wanted a study that would give answer to their worry on use of library course programme. This is the worry of this study also. Although, much has been done on use of library course programme, yet, little is known about how it has affected students' use of library resources at the NCE programme.

However, few closely related studies available on existing literature looked at the views of the professional librarians on the effectiveness of the use of library course in Universities. The perceptions of the students, who are the end-users of the teaching of the use of library course in colleges of education in Nigeria, have not been studied. To address this gap, this study therefore, is designed to find out the perceptions of NCE students' on use of library course as an aid to their use of library resources in South-West, Nigeria".

**Purpose of the Study**

The main purpose of the study is to find out NCE students' perceptions on use of library course as an aid to their use of library resources in Colleges of Education in South-West, Nigeria. However, the specific objectives intend to find out:

1. Students' perceptions on use of library course as an aid to their use of library ICT resources.

2. Students' perceptions on use of library course as an aid to their use of library reference resources.

3. Students' perceptions on use of library course as an aid to their use of reserve resources of the library.

4. Students' perceptions on use of library course as an aid to their use of circulation resources of library.

5. Students' perceptions on use of library course as an aid to their use of library catalogue.

6. Students' perceptions on use of library course as an aid to their use of serial resources.

**Significance of the Study**

The findings of this study will be of interest to Students, Librarians, educationists (Lecturers), Colleges and other higher institutions' Administrators or Government, as well as future researchers/scholars in this field in the following ways:

It will enable librarians to know how students perceive use of library course as an aid on their use of available library resources in various library sections or with regards to use of library course effect. It will therefore help to reveal their shortcomings that would give librarians sense of directions on how best to deliver/teach use of library course or make amends to yield desired/ positive perception or effect and foster increased/maximal students' use of library resources to justify librarians' efforts in its teaching to college management. In other words, it would expose to librarians areas to build up more effective and focused use of library course contents to better meet the needs of students for effective use of all library resources that would complement their efforts before management.

To students, it will help them overcome the phobia often expressed in library resource use due to the complex nature of academic library resources organization. Thus, it will help them develop increased interest on library use course for their academic advantage since the findings would help to clarify salient issues on students' library resource use irrespective of librarians' present efforts in the teaching of use of library course through consequent course content modifications and delivery in line with the study suggestions. In other words, when students eventually gain easy access to rich library resources based on reviewed use of library course academic curricula, they will be motivated to maximize the use of library resources usually available in various sections of academic libraries. These include ICT resources, reference, reserve, circulation and library catalogue as well as serials resources to improve their educational outcomes; thereby justifying the huge amount often invested in academic library development by government through TETFund and other sources.

To educationists/lecturers, the consequent improvement of students' use of library resources would reduce their increasing burden in impacting knowledge to students in their respective disciplines since students would easily complement lectures through effective use of library resources via use of library course experiences.

To college and other tertiary institution administrators, it will assist them to identify students' perceptions/deficiencies in library resources usage

and in helping librarians review use of library course content/delivery or implementation that would meet students' needs that will result to their academic excellence even after college life; thereby distinguishing them from products of peer institutions in Nigeria. This would help in projecting their good image before the larger academic world to further justify government expenditure on academic library development. In other words, it will make their products (graduates) visible in the labour market, being that the outcome of the study will make management pay more attention to the development of college libraries and its use of library course services, by providing adequate resources for the teaching of use of library course to engender improved students' outcome of their institutions even after college life.

Future researchers and scholars interested in students' use of library course/library resource usage will find it useful for their study because it will give them insight that would boost their works for greater value/outcome.

**Scope of the Study**

The study discussed vital issues on NCE students' perceives or views on use of library course as an aid on their use of library resources, ranging from the "use of library ICT section resources, reference, reserve, circulation, catalogue, and serials sections or resources as reflected on its specific objectives.

In other words, this study covered the use of library course (user education programme) taught in Colleges of Education in South-West of

Nigeria and its effect on students' use of library resources. Only the NCE students in 200 and 300 levels (i.e. in year II & III) (under the NCE programme) who have received library use training were used for the study. This choice of coverage was made since a student hardly use academic library during his or her first year of schooling in academic/ tertiary institution due to freshmen activities in school (Amkpa & Imam, 2011).

**Research Questions**

The following research questions were raised to guide the study:

1. What are NCE students' perceptions on use of library course as an aid to their use of library ICT resources?

2. What are NCE students' perceptions on use of library course as an aid to their use of library reference resources?

3. How does the teaching of use of library course aid NCE students' use of library reserve resources according to students' perceptions?

4. What are NCE students' perceptions on use of library course as an aid to their use of library circulation resources?

5. How does use of library course impacts on NCE students' utilization of library catalogue based on students' perceptions?

6. How do NCE students perceive use of library course as an aid to their use of library serials resources?

## CHAPTER TWO

## REVIEW OF RELATED LITERATURE

The review of related literature is discussed under the following headings and their subheadings:

**Conceptual Framework**

Academic Library

Library Resources

Use of Library Course

**Theoretical Framework**

S.R. Ranganathan's theory/principles or laws of library.

**Theoretical Studies**

Use of library course as an aid on use of library ICT resources

Use of library course as an aid on utilization of library reference resources

Use of library course as an aid on use of library    reserve resources

Use of library course as an aid on use of library    circulation resources

Use of library course as an aid on use of library catalogue

Use of library course as an aid on use of library    serials resources

**Empirical Studies**

Effects of use of library course on use of library    ICT resources

Effects of use of library course on utilization of library    reference resource

Effects of use of library course on use of library    reserve resources

Effects of use of library course on use of library    circulation resources

Effects of use of library course on use of library catalogue

Effects of use of library course on use of library serials resources

**Summary of Literature Review**

**Conceptual Framework**

**Academic library**

First and foremost, a library is a collection of sources/resources and services, and the structure in which it is housed; information resources organized for use, and maintained by a public body, an institution, or a private individual (Adeoye & Popoola, 2011). According to them, it could mean the collection itself, the building or room that houses such a collection, or both. The term "library" has itself acquired a secondary meaning: "a collection of useful material for common use". Thus, academic library according to Edem, Ani and Ocheibi (2009), is regarded as the "heart" of any academic institution such as Colleges of Education, Polytechnics and Universities. Hence, to a large extent, the quality of any tertiary institution is measured by the services provided by its library because of its unique contributions in the over-all goals of such institution wherein the "College of Education" is one. Its main purpose in this regard, is to support the academic institution in the areas of learning, teaching and research.

Similarly, and in an earlier study by Islam (2004), described the library from two perspectives vis-à-vis elementary and advanced (academic) stages. According to him, at the elementary stage, library is referred to as:

i. A collection of literacy documents or records kept for reference or borrowing.

ii. A depository house built to contain books and other materials for reading and studying.

iii. A collection of standard programmes and subroutines that are stored and available for immediate use, and

iv. A building that houses a collection of books and other materials;

While at its advanced definitions, it means:

a) As a learned institution equipped with treasures of knowledge maintained, organized, and managed by trained personnel (Librarian) to educate the children, man and women continuously and to assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources.

b) As an enabling factor to obtain spiritual, inspirational, and recreational activities through reading, and therefore the opportunity of interacting with the society's wealth and accumulated knowledge.

c) An instrument of self education, a means of knowledge and factual information, a centre of intellectual recreation, and a beacon of enlightenment that provides accumulated/preserved knowledge of civilization which consequently enriches one's mental vision, and dignifies his habit, behaviour, character, taste, attitude, conduct, and outlook/ perception on life.

d) As a place in which literary and artistic materials such as books, periodicals, newspaper, pamphlets, prints, records, and tapes are kept for reading, reference, or lending. In a digital sense, an academic library may be more than a building that houses a collection of books and other materials as the internet has opened up an avalanche of online and electronic resources for accessing documents on various fields of interest in academic institutions.

e) As a collection of texts, images and so on encoded so as to be stored, retrieved and read by means of computer.

To this end, Islam (2004) stated that libraries have been identified as one of the key elements for open access to information in academic institutions, which is crucial to educational development. He added that public and institutional collections and services may be intended for use by people who choose not to – or cannot afford to – purchase an extensive collection themselves, who need materials that no individual can reasonably be expected to have, or who require professional assistance from academic librarians for their research.

In a related development, Adeyemi (2010) described the academic library as the whole stock of books and other resource materials in any higher learning institution; and that it is a collection of a wide variety of learning and teaching materials which were housed in a place indexed to serve readers and students. Accordingly, it could comprise not only books or pencil but also non-print materials, films, slides and tapes. He mentioned that these resources

could be seen in two ways namely material resources such as books, journals, materials such as CD-ROM, Micro film, Microfiche and dissertation abstracts; and human resources such as the librarian and supporting staff. Thus, the academic library is the resource centre of any higher school (Vanguard, 2004; Library Land index Project, 2006). It is an information service point and a self-development centre or the hub of individual/students' studies in academic institutions.

As such, a good student should be able to locate and extract information from primary and secondary sources in academic library (Adeyemi, 2010). However, Adeyemi (2010) argued that providing students with access to an expanded collection would increase their use of academic library through librarians' activities in "use of library course programmes". He however reported that librarians who ought to facilitate and integrate the resources into the curriculum have not effectively done so in many African Countries. In this regard, he attributed the poor performances of students to the ineffectiveness observed in the teaching of library use course by librarians that could be due to academic community' perception/views of the programme including students.

Similarly, Ogunmodede, Adio and Odunola (2011), saw academic libraries as places where information services are rendered to users/students. Catering for the needs of users in the context of the libraries, ideally means, the provision of physical and bibliographic access to information sources

(Oyewumi, 2006). According to him, there are different services and facilities offered to a clientele or users by librarians in order that prospective users' quest might be met. Since personal assistance to readers is the centre of library services as emphasized by Ranganathan's laws of librarianship, it was therefore enclosed in user education programme (use of library course) designed by librarians to appear in different forms. These forms of services provided by librarians can be grouped into three main categories summarized as follows (Ogunmodede, Adio & Odunola, 2011):

a) The provisions of materials/resources to user: This includes selection of materials, acquisition, processing, organization of materials and the placement of these materials on the shelves often called "behind the scene services in librarianship;

b) Making materials available to users is the other category of services rendered by the academic library/librarians. This is usually carried out under the readers' services function where the library makes available all the processed materials to the intending users through the activities of the circulation units of the library;

c) The reference service is the third category of services provided by librarians. Materials kept under the reference section of the library are consulted only when one wants some particular information. This section/librarian provides reference materials such as Dictionaries, Encyclopedias, Directories, Gazettes, Handbooks and some other

Bibliographic materials. According to them, such materials aid users in their pursuit for quick, readymade and factual information needs among others.

Meanwhile, libraries are knowledge creation enterprises where large amount of knowledge is created regularly during various knowledge-related activities (Parirokh, Daneshgar & Fattahi, 2009). According to them, one major source of students' knowledge acquisition tools is the "library use studies". They referred to this study as "user education" or user instructional programme (use of library course); and that one major implication for librarians interfacing with their users (patrons/students) is that they must respond to the informational and service requirements of these patrons which in turn reflects the over-all changes in the social, economic and political conditions of any society or nation. This means that librarians must be "change agents" use of library course services, and that such services must meet emerging needs (growing organism) of their patrons/students over time.

In view of the above requirements, several libraries/librarians in developed nations of the world have embarked on them to improve their service delivery and utilization through effective teaching of use of library course contents to users and students alike. This circumstance has positively influenced users' perception (views) of library importance to their information needs, retrieval and utilizations.

However, the situation appears different in the case of African nations including Nigeria. Hence, studies by several authors such as (Chukwuma, 2004; Ottong, 2005; Mohammadi, Moghaddam & Yeganeh, 2008; Parirokh, Daneshgar & Fattahi, 2009; Ogunmodede, Adio & Odunola, 2011) reported that despite considerable research in library and information discipline about clients' (users') needs, their information retrieval behaviours and feedbacks about library services indicates ineffectiveness of user education programme.

This phenomenon has over the years posed as source of worry to librarians/information scientists and library administrators in Africa, particularly in Nigeria to be most specific. Hence, the NCCE made "user education programme as a separate credit earning course in Colleges of Education in Nigeria with the view of changing students' perception or views of library services to nation's building and development based on knowledge creation and utilization.

Moreover, and according to Parirokh, Darneshgar and Fattihi (2009), in knowledge base societies in which knowledge cycle constantly creates new knowledge, clients' (students') needs and expectations change constantly. Since academic libraries are user centered organizations, their services should be changed according to changes in users' needs, expectations, attitude and perceptions. One commonly adopted solution is to build services through close cooperation between clients and the organization or institution, in this case, the academic libraries (Parirokh, Daneshgar & Fattahi, 2009).

Interestingly, the academic library has been viewed as an important component of education without which no meaningful educational efforts can be carried out (Adeoye & Popoola, 2011; Osarome, 2011). According to them, functional education involves skills needed to cope with everyday situations. In this light, the importance of the library in education cannot be over-estimated. Thus, academic libraries have essential and close bearing upon the advancement of education and learning at all levels and at all times to come. They added that academic libraries teach the skills students need to become effective users of ideas and information among other values through librarians under the "use of library course programmes" packaged by their administrators. Academic libraries were positioned to provide leadership and expertise to educational outcome challenges associated with information literacy; even though, higher education institutions should not expect them to do it alone (Kuh & Gonyea, 2003). In other words, they teach skills and strategies that students need to learn and make commendable achievements since academic libraries have been described as the shrine where all relics (information materials) of the ancient Saints, full of true virtue, and that without delusion or imposture, are preserved and reposed through user education activities by librarians (Osarome, 2011). It is a pivot role played by libraries/academic librarians to help in the development of society/human civilization for increased productivity.

In academic libraries, the users are the last links or the recipient of the information in the communication cycle. However, there are a number of terms used as synonyms or near synonyms to "users" such as patrons, clients, clienteles, members, customers, and so on.

The user, who could be a student, is very important in the practice of librarianship; hence library processes revolve around the users. Such processed library resources are made known to users through user education programme by librarians. Accordingly, users must be constantly asked to assess the services and resources provided, as this will help the library to improve upon its services (Ogunmoded, Adio & Odunola, 2011) through "user education" programme or studies. According to them, no matter how large the stock of a library is, if the services and its resources are not fully used, such a library will be a white elephant project.

The academic library therefore, provides "library user education or use of library course" to equip users including tertiary institution students with the required knowledge to enable them exploit its resources effectively and efficiently.

**Library Resources**

First and foremost, the term library" has variously been seen as organized collection of information resources; while resources could be described as essential assets required for a library or any establishment to attain its target goals or aim (Ahmed, 2008). Interestingly, the aim of any

academic institution of learning is to advance teaching, learning and research since no society grows without researches. Students in such institutions cannot possibly carry out quality researches or learning in the absence of or without consulting materials (library resources) or information resources in their institutional libraries (Nworie, 2012).

Resources however mean different things to different people. In library, resources are regarded as integrated contents consisting of documents, databases, e-books, e-journals, links to other resources (catalogue) and other multimedia materials (Okore, Asogwa & Eke, 2009).

In this light, academic library's primary aim is the provision of awide variety of information resources and making them known to its user community via use of library course programmes. In this regard and according to Nworie (2012), library resources cut cross varieties of print and non print materials that support the achievement of their institutional objectives such as books, journals, magazines, newspapers or reference books like encyclopedias among others. These information resources are often acquired, categorized through processing and placed in different sections of academic libraries for easy access and utilization.

The nature or forms in which the information resources appear, go a long way in determining their placement in such library sections for users' accessibility and consultation; hence, academic libraries have their resources

classified or categorized and placed either in the ICT section or resources unit, reference resources, reserve resources, circulation resources, catalogue, and serials resources among others. These form of library resources arrangements and services are often made known to its user community through use of library course programmes, often offered to them in their freshmen year(s) in academic institutions.

An electronic resource according to Okore, Asowa and Eke (2009), is any resource which is accessed via the internet. There are different types of e-resources which include e-books (electronic books), e-journal (electronic journals), index, and collections of journal articles and references works. Others are digital collections like newspapers  and magazines articles, databases (such as EBSCOHOST, JSTOR, AGORA, HINARI etc) and websites (all been part of ICT resource)  can be accessed through the library, but the most prominent among them in the library are the e-books, e-journals and online database (Okore, Asogwa & Eke, 2009).

The above listed library resources are vital tools in any library operations. The library has a great role to play in the provision of the right information resources in the right format to the right user and at the right time; hence library resources are carefully selected organized, carefully categorized and distributed into different departments or sections (such as the ICT department, references, reserve, circulation, catalogue and serials) to meet the information needs of users or students as desired. In any given library, the

determination or  categorization of library resources into the above mentioned sections is necessary as it helps in determining the placement of their library resource such textbooks, journals, magazines, indexes and  abstracts, encyclopedia, government publications, microforms; publications of international organizations, theses and dissertations, research and technical reports, microforms and electronic databases and appropriateness in meeting the demands of users timely to avert the problem of inaccessibility or non-use (Haruna & Mabawonku, 2001; Aguolu & Aguolu, 2002); since non-use or inadequate use of library resources/ use of library course programme affects students' academic performance (Oluwatoyin, 2003). He noted that both human and materials resources are essential for effective use of libraries and that the availability of these vital resources for students use in academic institutions will lie in waste without user education or use of library course programme.

Meanwhile, human resources in libraries refer to the skilled labour force which has received educational and or professional trainings often categorized into three basic groups vis-à-vis professionals, Para-professionals and non/supporting staff in library context. The materials or information resources on the other hand, refers to "carriers of information that are  in different formats (such as books or textbooks, journals, magazines and newspaper or (serials),  encyclopedia and dictionaries (reference materials),  government publications and  grey literature- theses/projects (research materials/reserve

resources), manual catalogue and OPAC (catalogue resource), audio visual and other information and communication technology (ICT resources) gadgets or databases) that are required or expected to be available and accessible for the benefit of users or students via use of library course programme (Aina, 2004; Ahmed, 2008).

Moreover, Ogunmodede, Adio and Odunola (2011) explained library resources as those materials which enable libraries to carry out their functions effectively. According to them, library resources are made up of books and other information bearing media; and that they can be divided into groups according to their functions and level of scholarship or according to their different formats. Thus, library resources are often grouped and sectionalized into the ICT department or section, reference, reserve, circulation (open collections/readers service) section, catalogue resources and serials sections as mirrored in the specific objectives of this study.

However, Ogunmodede, Adio and Odunola (2011) explained that: in academic libraries, the resources fall into two major categories according to the level of scholarship and their functions. These include study materials and research materials or resources (Fayose, 2000).

Study or teaching materials are the resources required by students for their study. They consist of recommended textbooks, books to support class texts, journals, past examination papers, reference books, monograph, among others

while the research materials/ resources are used by higher degree students and lecturers (Ogunmodede, Adio & Odunola 2011). According to them, this later group is made up of periodicals (serials), documents of different kinds, treaties, manuscripts, pamphlets, government publications, conferences proceedings and papers. They also expressed that library resources can be grouped according to formats such as:

- Printed materials or resources

- Non printed materials or resources

- Electronic materials or resources

PRINTED LIBRARY MATERIALS/ RESOURCES: They are made up of all items that are printed on paper through moveable types. This consist of books, periodicals such as journals newspaper and magazines (serials), government publications, graphic and other illustrative materials such as maps and atlases (reference resources). Other printed resources in libraries include judicial publications, indexes and abstracts, legislative publications and ephemerals.

NON-PRINTED MATERIALS OR MEDIA: They are often referred to as audio visual resources. They are the products of advanced technology, some of which require special equipment to operate. Non printed media can be grouped into three as follows:

a. <u>Audio</u>: This has to do with hearing. They are sound recordings produced on magnetic tapes. Only the auditory senses are required for their appreciation such as the MP3, CD audio information resources.

b. <u>Visual</u>: Materials in this group include photographs, three dimensional objects, painting and other information bearing objects or resources that appeal to the eye or upon which the eyes can focus on and abstract information.

c. <u>Audio visual</u>: These are information resources that combine both the features of the audio and visual objects or materials, (i.e. auditory and visual) such as sound recordings, film, slides, video tapes, video cassettes, TV, video compact disk (VCD) etc.

ELECTRONIC RESOURCES: In this age of information technology (IT) as it is fondly called, libraries in both developed and the developing countries are characterized with the provision of information resources to their teeming users on-line. In this regard, Oduwole, Oyewumi and Oyesiku (2002) opined that electronic resources/ services are characterized by state of the art computer equipment that are fast at processing and retrieving information and relatively cheap to maintain. This includes the electronic mail and CD – Rom databases with their massive information storage capacities and transfer. As a result of the introduction of the CD-Rom and other related electronic databases online, libraries have reported an increase in the use of journal collections, online public access catalogue (OPAC) and interlibrary loan

services (Oduwole, Oyewumi & Oyesiku, 2002), as often observed in libraries ICT sections of modern academic libraries.

Moreover, Fidzani (1995) as cited by Ogunmodede, Adio and Odunola (2011), stated that the use of online public access catalogue (OPAC) and internet resources has become a major electronic resources used by libraries especially in South Africa, and that students in Nigerian tertiary institutions are introduced to the use of library  electronic resources via user education or use of library course  programme in order that they might  know "what and how" to consult them in their quest for information.

**Use of Library Course**

The concept of use of library course signifies its relevance or importance in library resource usage.  However, Osarome (2011) stated that use of library course refers to the process of learning library resources and acquiring information. Osarome (2011) noted that it is important for learning basic life skills, as well as learning advanced skills that can make a person more attractive in the job market. And that it could be a system of formal learning/teaching as conducted through schools and other institutions. He mentioned that use of library course has the same importance as food and shelter in academic environment, and known to be essential to the life of an individual. As food is considered necessary for health and shelter for the body, so also use of library course is needed for the development of the human mind.

Use of library course happens to be one of the major services or tools that libraries/Librarians use in inspiring such knowledge or education. This is so because, they teach effective skills and strategies that individuals need to learn and make desired achievements (Osarome, 2011). This phenomenon therefore inevitably ushers in the concept of use of library course as treated below after library resources.

The importance of use of library course could among others be gleaned from studies/indicating that library patrons (students) expect to become effective users of library resources through use of library course programmes. One prominent study in recent time, and in this direction, is that of Mohammadi, Moghaddam and Yeganah (2008) in which 90% of library users considered 'use of library course' as "vital". This is so because its content at the NCE programme has been designed to give students adequate knowledge of libraries origin and development, library automation, procedure for library use, collection development process, reference sources and services, library records/circulation data. It includes library organizational structure in relation to information materials or resources into various sections as x-rayed in this study specific objectives such as the ICT section or resources, reference, reserve, circulation, catalogue and serials resources. The NCE use of library course content enumerated above is meant to expose students to the relevance or importance of library resources to their academic success or outcome.

Edem and Edem (2002) had earlier in a similar study confirmed the importance of "use of library course programme" in understanding the organization and utilization of library resources particularly in enhancing and promoting information resources search and location. They claimed that the teaching of library instruction amongst other methods in tertiary institutions in Nigeria to first year students is a sine-qua-non to enhance effective use of resources in our academic libraries.

Similarly, 96% of students studied at the International Islamic University, Malaysia, believed that use of library course programme helped them to make effective use of library resources including the OPAC (Suleiman 2012). He stated that one of the objectives of use of library course programme is to enable students to patronize libraries for their academic activities independently following its importance for commendable learning and research outcome. In like manner, Suleiman (2012) found that there is a significant relationship between the usefulness of academic programmes and use of library course programme; and modules of use of library course programme and educational skills. He commented that there is no doubt that use of library course programme brought a positive change to respondents' attitudes towards library resource use considering their previous background. He also re-emphasized that the purpose of use of library course programme is to enable students patronize libraries for their academic activities; and that through use of library course programme, majority of the students are able to

find relevant information resources they need. He further specified that 60% of his studied population agreed that the skills they gained after use of library course programme were enough to find the relevant/needed information.

In like manner, Nathyanandam, Kanniyapan, Dhanakar and Rajasekar (2006) affirmed that use of library course programme helps to orient freshmen or new students who came from secondary school systems where there are generally no school librarians or well established libraries on how to use the complexities of academic library facilities.

In responding to the relevance of use of library course issues, Kuh and Gonyea (2003), stated that it helps to effectively allow students to have access to the exponentially expanding information base; and to effectively achieve the aims of the new shift in focus of Colleges and Universities from teaching to learning. These could be the attributes of its (use of library course) recognition in the international arena conference theme of UNESCO (2005) hosted in Czech Republic in which proponents of use of library course or information literacy described it as "the critical literacy for the 21st century" (Bruce, 2003). He mentioned that it serves as the foundation for intellectual empowerment within and across every discipline. In reacting to this phenomenon, Osarome (2011), remarked that use of library course enhances students use of library resources to supplement and support their classroom experiences, to learn skills in locating sources of information, and to develop good reading and study habits. He added that it helps students and other user

categories in accessing information and services that are essential to learning and progress.

Osarome (2010) emphasized that user education or use of library course has the ingredience that empowers individuals of all ages to explore information that matters to them; thus, inspire education to all ages by equipping/teaching them skills and strategies they need to learn and make achievements in life through effective use of recorded ideas and information resources.

Dickenson (2006) asserted that participating faculty (librarians inclusive) expressed how their library education plans supported their teaching objectives; specifying that three out of every five responding faculty members (61%) felt that the programme assisted students in finding appropriate information for assignments and projects. Also, Dickenson found that the programme (use of library course) gave the respondents extreme confident about their ability to access electronic resources through their library as well as access to materials included in lectures and reading assignments.

According to Amkpa and Imam (2011) a student hardly uses library during his or her first twelve years of schooling (primary and secondary school education) and library becomes present in a student's life when he or she becomes an undergraduate (higher education student). This is why freshmen in higher institutions in Nigeria have to be taught on how to use the

library and its facilities they added. In this circumstance, they specified that the various academic library institution programmes through which it could be done include: Library orientation, library tours, lectures and classrooms instructions or accredited library skill course. These programs according to them, assist to equip students in the use of library resources, but the most effective is the accredited course in library use aimed at introducing students to basic knowledge and skills about library use. This is so because, it is the culmination of library staff efforts at organizing information sources for effective access (Popoola, Udoh & Aderibigbe, 2001). It also enables students to acquire skills or competence in using library catalogue as an effective tool or device in locating library collections. It was emphasized that the success or failure of students' ability to locate resources in the library depends on the skill acquired through library instruction programme (Amkpa and Imam, 2011).

Similarly, Mohammadi, Moghaddam and Yeganah (2008) in their earlier study, noted that instruction in using reference works is an important aspect of use of library course. They also stressed that use of library course programme provides a collection of skills that have close relationship to other educational goals. This phenomenon is an added indicator of the importance of use of library course programme in students' educational pursuit. Thus, Tiefel (1995) quoted by Mohammadi, Moghaddam and Yeganeh (2008), demonstrated that there is significant relationship between use of library

course and students grades in their Iranian experience (Iranian University Students' Study).

Relatively, Ogunmodede and Emeahara (2010), stressed that use of library course programme helps to equip a library user with enough knowledge on effective and efficient use of library resources. They noted that its ultimate importance is to acquaint users and students alike with the use of information materials in libraries of all types. Specifically, they mentioned that:

- It enables users to know how to use the library catalogues independently in any library with particular references to the Author, Title and Subject Catalogues.
- It enables users to understand the classification schemes in any library so as to be able to locate materials (Books, journals, audio-visual materials e.t.c) with little or no problem.
- It enables users see the catalogue as indexes to the entire collections and use it accordingly.
- Enable users see the library as a repository of knowledge that determines the success of the students' academic programme because it is not possible for an individual to have the collections of a library.

Moreover, Kumar and Phil (2009) outlined the importance of use of library course to include:

- Make students aware of the existence of the library, its content, procedures and services

- Help students create love for books and reading

- Provide students (scientists) with basic skills for current/retrospective information collection of every kind as necessary/desired.

- Make students aware of different information holding agencies

- Provide students with the techniques for information search from secondary periodicals, reference sources and other databases like the CD-ROM.

- Provide good foundation for continued self-education of readers (students) throughout their life time among others.

Moreover, Ogunmodede, Adio and Odunola (2011) stated that library processes may be so complex such that the average user may not easily comprehend how to use available resources. As a result, it is important to explain the working of a library to a new students in detail through use of library course or "use of library course programme" organized by librarians. The ultimate objective is to enable users exploit library resources to the fullest.

In this regard, Ogunmodede, Adio and Odunola (2011), cites Fjallbrant (1990) defines use of library course concept thus: The teaching of those skills that will enable students to locate and use information materials effectively, and feel confident in using the library. Also, its aim is to acquaint users with the use of library materials. In the same vein, other authors conceptualize

library user education or use of library course "as various programmes of instruction, education and exploration provided by libraries to users to enable them make effective, efficient and independent use of information sources and services to which such libraries provide access" (Nithyanandam, Kanmiyappan, Dhanamakar & Rajasekar, 2006). Similarly, Kumar and Phil (2009), specifically thought of use of library course programme as "a process of activities involved in making the users of library conscious about tremendous value of information in day to day life; and to develop interest among the users in seeking information as at when required or needed. In general, they saw it as "a process or programme through which potential users of information are made aware of information sources". They also emphasized that as far as library activities are concerned, the users are illiterates; and as such, they need some sought of "user education" on how to use library resources and services because the collection of libraries are very complicated.

Kumar and Phil (2009), iterated that to know how to use academic library resources, and what services are available, they must need assistance and guidance (instruction, initiation and education) as packaged by librarians under "user education programme". Fortunately, the use of library course programme has its own objectives. In broad term, it means to bring the awareness about or to guide the users about library facilities, collections and services. For new users, this type of guidance is necessary. According to them, it has important and specific objectives to include:

i. Making aware of the existence of the library, its content, procedures and services to users/students

ii. Create love for books and reading.

iii. To provide the scientists with basic skills for information gathering that is current, retrospective, data or facts or whatever it may be.

iv. To make the scientists aware of the different information holding agencies.

v. To expose the methods for searching scientific information collected on different research topics.

vi. To provide techniques for information search from secondary periodicals, reference sources and other data bases like those online (internet), and CD-ROM.

vii. To enable users ascertain the relative merits and demerits of reading materials and reference tools.

viii. To provide good foundation for continued self-education by readers during their life time among others.

In a related development, Ogunmodede and Emeahara (2010), in their own opinion viewed use of library course (user education) as a device by which librarians educate users on how to use resources available in libraries in a result oriented manner. Thus, it is concerned with information retrieval; since the objectives of the library use education according to Osagie (2003) are as follows:

❖ To enable users know how to use the library catalogues independently in any library with particular references to the Authors, Title and Subject Catalogues;

❖ To enable users understand the classification schemes in any library so as to enable them locate materials (books, journals, audio-visual materials etc) with little or no problem/difficulties.

❖ To be able to see library catalogues as indexes to the entire collection and use them as such; and

❖ To enable the users to see (view) the library as a repository of knowledge that determines the success of the students' academic programme because it is not possible for an individual to have the collections of a library.

This form of knowledge or services to students according to San Joaquin Delta College Library (2004) aimed at, and one based on the following purposes that influence students' perception of it:

a. To support the instructional program,

b. To increase students skills and abilities,

c. To develop a broad background of knowledge,

d. To develop students sense of moral and civic responsibility, and

e. To encourage students reading and research for information pleasure, and lifelong learning among others via effective use of library course programme.

Moreso, user education programme in the academic setting such as in Colleges of education, is a useful approach to guide all users of the library on the way to use library resources (Ogunmodede & Emeahara, 2010). It could be seen as a general plan for finding needed information for learning, teaching and research. However, Edem, Ani and Ocheibi (2009) specifically indicated that such plan could take many forms such as, use of card/online catalogues, browsing, and assistance from librarian, and through the use of computer, the internet and different search engines. They further emphasized that all these forms of search strategies could be properly achieved through "user education programme".

In this premise, Edem, Ani and Ocheibi (2009) collectively conceptualized user education as "instructions given to users to help them make the best use of the library". They also mentioned that it comes in two basic forms (types): Library orientation and bibliographic instructions, as well as general familiarization with the organization of these resources in the library. Similarly, Nithyanandam, Kanniyappan, Dhanakar and Rajasekar (2006) stated that librarians provide use of library course programe to users to enable them make more effective, efficient and independent use of information sources and services to which these libraries provide access. According to them, some specific components of user education are:

❖ Librarians introducing new students, some of who came from school system where there are generally no school librarians (teacher-librarians) or

well established libraries, to the complexities of academic (university, polytechnic or college of education) library facilities.

❖ Librarians familiarizing users, who have little or no information seeking skills at all with a broad range of library resources in order to develop library skills

❖ Librarians educating users on how to find materials manually or electronically using on-line public access catalogues and CD-ROMS.

According to Amkpa and Imam (2011), Library instruction is often interchangeably used with library literacy, user education, information literacy, and bibliographic instructions among others, which will be applicable in this study. Flemming (1990) similarly described library instruction as various programmes of education, exploration provided by librarians to enable users make more use of information sources and services in the library.

For instance, the library user education at the Lagos State University is coded GNS 101. The centre for General Nigerian Studies at the University has tailored the course to meet the standard of the National Universities Commission for the award of Bachelor's degree in which all students are expected to write and pass some units of General Nigerian Studies (GNS) courses. One of which is the "use of Library" to be taught by only professional librarians. It is a "2 unit" course which includes: Use of the library catalogues, CD-ROM searches, mode of accessing the library collections, the loan system among others. The centre has published a book titled: general-Studies book of

Readings and, the audiovisual version containing lectures on the use of library. The course contents of the programme include:

(i)     History, roles and types of libraries

(ii)    Reference sources and research activities in libraries

(iii)   Organization of library resources

(iv)    Information and communication technology (ICT) in libraries.

(v)     Copyright and libraries among others.

Meanwhile, in an earlier study by Wilson (1997), he described user education as one of the less sensible terms invented by librarians, because it makes absolutely no sense out of context. He cited Line (1983) who argued that the term is among others pretentious, and that unless one is a librarian it is not at all immediately obvious what it is being referred to. And that if only librarians would spend time and efforts to ensure that their libraries are more friendly, then, they wouldn't have to spend so much time doing user education. In this scenario, Wilson (1997) noted that this is at least partly unfair; and that students have to use indexing and abstracting sources and computer catalogues to demystify the complexity of library collections as embedded in user education programmes. He therefore simply described the concept of user education to mean "educating the patron, whether student, staff or member of the public, on how to use the library and its services".

Accordingly, Amkpa and Imam (2011) user education or library instructions enable users make more use of information sources and services

in the library. They further ascertained that library becomes present in a students' life when he or she becomes an undergraduate through libraries user education activities. They iterated that such activities include library orientation, library tours, lectures and classroom instructions (accredited library skill course) programmes. According to them, all these programmes assist to equip students in the use of library, but the most effective is the accredited course in library use.

In this regard, Kumar and Phil (2009) noted that tremendous increase in the volume of publication as well as the resulting complexity of libraries and the methods by which literature is organized and disseminated necessitate the user education programme. They also emphasized the need to plan user education along the lines of orientation, and Bibliographic instructions. According to them, it includes acquaintance with six (6) skills viz-a-viz reference sources, indexing and abstracting periodicals, library catalogue orientation knowledge, search strategy and subject analysis.

As a matter of fact, and in line with the above, many library scientists have suggested many methods for the planning of user education. All these may conveniently be grouped in the following broad groups (Kumar & Phil, 2009):

i. Introduction to the library

ii. Introduction to library techniques;

iii. Introduction to the information sources.

They (Kumar & Phil, 2009) mentioned that the course contents of each of the three (3) areas above may be under:

*Introduction to the Library*

- *Library Timing*: Opening and closing hours on week days and holidays close of the day, times for issues and return of books. Lay-out of library building floor areas, collections, location of various sections, services etc.

- *Library Rules*: Such as number of books to be issued according to category of borrowers, type of books, loan period of reference books, periodicals, general books and other categories of books, overdue charges, reservation of books and so on.

- *Staff*: this has to do with introduction with staff in charges of each section

- *Procedures*: i.e. membership, registration and borrowing procedure among others.

*Introduction to Library Techniques*

This has to do with knowledge of the scheme of classification in use, its features and class number representing subjects, arrangement of subjects, catalogue inner form, author, title, subjects and others in the catalogue, how to use catalogue, how to find book with the use of catalogue, shelves' arrangement and special collections.

*Introduction to Information Sources*

In this case, knowledge of types of reference books contained in them are made known to users including dictionaries, encyclopedia, directory of

quotations, bibliographical dictionaries, gazetteers, almanacs, general and subject encyclopedias, subject biography, abstracts, indexes, several publications, demographic sources, standards, primary and secondary information sources and use of non-traditional sources.

Kumar and Phil (2009), also indicated important methods for the delivery of these "user education contents" to include:

(i)   Lecture method (may be formal or informal): The classes may be short i.e about 25-30 minutes

(ii)  Advertising (paper, Journal, Posters, Pamphlets) if it is limited to a particular small geographical area. In case of online and database, then, it requires very wide advertisement through papers, journals, internet, etc

(iii) Workshops: Highly recommended for use of CD-ROM and online services (then give hands on practice-workshop).

(iv)  Brochures: It is brought out by each and every industry. It may contain history, use benefits, comparison, purchases, addressee in brochures and leaves/leaflets.

(v)   News letters

(vi)  Demonstration method

(vii) Book exhibition

(viii)  Display of new arrivals, and

(ix)  Mass media.

*Literature search techniques*: This is the knowledge of use of indexing and abstracting periodicals, thesaurus, citation indexes, style manuals, how to use citation, prepare bibliography, introduction to all audio-visual methods and so on and so forth.

Not surprisingly, teaching and research depend upon the library, and achievements in teaching and research are not possible without the library. Hence, user ought to be familiar with library materials and their applications to make such achievements. User education is a vital part of this process (Mohammadi, Moghaddam & Yeganch, 2008). Consequently, American Library Association (2005), emphasized that library instruction programmes should improve students' ability to use library collections and services effectively, and should include instructions in the use of the full range of information and knowledge resources. The Association mentioned that the instruction may be offered as part of coursework in an academic subject or interdisciplinary programme; in a separate course on research skills and information literacy; in workshops, in network-delivered instruction, in term-paper clinics, and through print-of-use aids in the library.

In this premise however, Lawson (2005), Okello-Obura and Magara (2008) noted that in this digital era, any student at the higher level who intends to better achieve, should have the ability to explore the digital and print environments as embedded in user education programme. They emphasized that to make use of the growing range of electronic information resources,

students must acquire and practice the skills (user education experiences) necessary to exploit them as tremendously enhanced through user education practices. These skills (user education content) include knowledge of the structure of databases and the instructions required to access, handle and evaluate them, are still relevant core skills traditionally associated with information professionals' (librarians') concern for patrons/customers in their user education programmes (Okon, 2005).

Resultantly, proponents of use of library course suggest it to be the critical literacy for the $21^{st}$ century as it serves as the foundation for intellectual empowerment within every discipline and across every sector (Bruce, 2003; and Beile, 2005). This acknowledgment for user education became necessary following the fact that it deals with the art of effective utilization of available information resources and expertise in acquiring and examining scholarly information when individuals of all ages have the opportunity to explore information resources that matters to them. Libraries have put in place tools to inspire education for all ages through use of library course education programmes (Osarome, 2005).

For a College of Education to perform its myriad functions, its library resources must not only have quality and current books/journals, but also modern information sources in electronic formats, such as e-books, e-journals and internet facilities among others (Edem, Ani & Ocheibi, 2009). Beside these, such information sources must be easily accessible and retrieved for use

by potential users. Consequently, the demands for effective use of library resources in Colleges of Education calls for the need to ensure that students effectively and efficiently have access to these resources. Meanwhile, Ocheibi (2003) argues that user studies of this nature in library and information science is based on the premise that effective library services must begin with a clear understanding of the actual needs of information for problem solving and perceptions of information users through user education programme.

Since problem solving through quality education is a critical component of successful library research, teaching these skills is believed to be fully as important as utilizing conceptual frameworks or learning to use library resources in the creation of self-reliant library users. In this regard, Oberman (2000) cited by Tuckett and Stoffle (2003) asserts that teaching problem solving demands a framework that will stimulate it as a process. She maintains that a commitment to fostering independent study and research abilities in library users requires not only conceptually organized course content but also a teaching methodology designed to promote the use of abstract reasoning and problem-solving skills among library users upon which this study is conceptualized to reveal 'NCE Students' perceptions of use of library course Programme as an aid to their use of library resource in South-West, Nigeria''.

**Theoretical Framework**

The theoretical framework for the study will be based on Ranganathan's five laws of Library Science particularly on the first law which states that "books

(documents) are for use"; while the second law states that "Every Reader his Book (Document)"; the third law states that "Every Book its Reader"; while the fourth states that "save the time of the Reader", and the last (fifth law) states that "a library is a growing organism" ((Finks, 1981; Sen, 2008; Steckel, 2002).

The first law, upon which this study is principally based, constitutes the basis for library services. Without the use of materials, there is little or no value in them. By emphasizing use, Ranganathan refocused the attention of the field of librarianship to access-related issues, such as the library location, loan policies, information on classification system in use, hour(s) and days of operation and types of library catalogue. The law is recognition of the fact that: part of the excellence of library service is its ability to meet the needs of library users effectively and efficiently.

However, the five laws of S.R. Ranganathan are regarded as the kernel, the essence and the distillation of library professionals' mission that creates eternally the climate in which a library will live and flourish. The five laws centre on users satisfaction with the services and operations of every library. This has compelled librarians to device user education or use of library course programme to bring awareness of libraries or their nature of operation and organization of information resources to users/students in academic institutions compulsorily to foster close intellectual contact between librarians and patrons or students. This practice would enable them have effective use of

available library resources often categorized and placed in different sections of the library such as the ICT section, reference, reserve, circulation, catalogue and serials sections among others.

Specifically, the five laws are operated upon by libraries and librarians in the following manner and as reflected and adopted in this study:

**The First Law (Books are for Use)**

This law emphasizes the need to make library resources available or accessible to users/patrons at requests; i.e. ensuring that library materials are put into use by patrons or students in academic institutions by librarians through any known means (such as the use of library course programme) among others and not to be under lock and key practices neither on denial of access/ use (usable items/resources) as iterated by Finks, (1981); and Sen (2008).

**The Second Law (Every Reader His Book)**

This law lays emphasis on the equality of treatment to users in terms of library service provision to all categories of people without prejudice or discrimination. This means that there must be library resources provision for all categories of patrons; hence materials or books in academic libraries cater for all disciplines or programmes undertaken in such institutions often evaluated during course/programme accreditation exercise and as thought in use of library course programmes to students irrespective of their disciplines.

**The Third Law (Every Book its Reader)**

This law encourages the application of intelligence and creativity in library resource cataloging and bibliographic compilation or in its overall organization. This is to ensure that books or library resources actually do reach their intended audience by applying common sense (simplicity) in their description or cataloging; hence the library catalogue unit or device is compulsorily put in place and thought to students under use of library course programmes in academic institutions such as colleges of education among others. In essence, librarians must know the books that they have and be able to connect them with those readers who will profit from them or useable items for all class of patrons (Finks, 1981; & Sen, 2008).

**The Fourth Law (Save the Time of the Reader)**

This law urges librarians to be intelligent and have reasonable concern for effective library practice that puts the reader at the center of it. In other words, the convenience of the readers should always be set before the ease of the cataloger. It calls at librarians' attention on the need for library instruction (use of library course), helpful signs and guides, specialized local indexes and bibliographies, and other simply understood ease-to-use systems of control. It means that librarians must make use of all their skills and of all technical resources to keep its ever-more-complicated processes moving as fast and smoothly as possible. Infact, it is a general appeal to librarians to put mechanisms in place to facilitate quick access to library resources by users or

students as done through use of library course programmes in academic institutions to enable them effectively use library resources available in all its sections or departments (Finks, 1981; & Sen, 2008).

**The Fifth Law (The Library is a Growing Organism)**

Ranganathan in this fifth law felt that library is our friend and therefore needs to grow. In other words, the library should grow, especially in richness in all of its systems and planning to be strong and useful to the extent that it should be able to attend well to the first four laws. He noted that: so long as the library is our special friend, we must care for it and nurture it to its proper growth; hence we can observe today that libraries now embrace changes in society with regards to ICT use, and as found or incorporated into library practices under their ICT sections or department as also specially reflected in one of this study objectives; and as taught in use of library course programme activities.

From the above, and as rightly observed by Ranganathan (1928), Library resources are for use. The functionality, inevitability and the continuous existence of any library can be judged by the level of usage of its collections. It is no gainsaying that dissemination is a significant service in libraries. This effort must be geared towards adopting all techniques within a library's disposal to disseminate library resources and services to both real and potential users. Library resources can only be made meaningful to the students

by librarians especially if the course use of library course is tailored to meet this end in a changing and growing nature that embraces change in society.

**Application of the Five Laws of Library Science to the Study**

The essence of "Library use course" is to improve users' ability to be able to manage themselves when faced with realities in a library or information environment. Through this programme, a student acquires approved skills, standard or level of attainment for maximum utilization of information resources available in all sections of academic libraries. The information handling skills to be acquired in the course programme includes good or positive view or perception of use of library course for effective use of information and how information resources are packaged in libraries; knowledge of search techniques (catalogue), and ability to evaluate needful information among others.

Moreover, the first law (upon which this study is principally based), "Books (documents) are for use" and "library use course" are related. Books or library resources would not be effectively used by students if adequate knowledge of the library and what it stands for (content and operations) are not made clearly known to them. This can only be effectively done through "library use course". Therefore, the sustenance and effective/efficient use of this course content would provide the much needed or sought after reform for Colleges of Education to launch Nigerian/NCE students into the information superhighway effectively and efficiently.

**Theoretical Studies**

**Use of Library Course as an aid on Use of Library ICT Resources**

Currently, there are more questions than answers about how best to address ICT instruction and use by students. Hence, Macklin (2007) observed that while we have made valiant efforts over the past two decades to incorporate information literacy (use of library course) into the curricula; experts continue to report insufficient skill acquisition for success in the classroom, library and beyond. According to him, students frequently cope poorly with the escalating complexities of available electronic (ICT) resources, often demonstrating undesirable thinking including the inability to identify information needs, uncertainty about selecting information resources, weak evaluation of information resources, and inappropriate use of information for problem solving.

Moreover, Information and Communication Technology (ICT) is a fast emerging field in recent human history that encompasses many job sectors open unto students during and after school. Its recognition and pursuit in higher education provides students with the knowledge and skills needed to effectively apply, use, and manage modern human knowledge based databases by acquainting students on how to be effective users of technology used to support organizations' information infrastructures, (University of Kentucky, 2014). As such, ICT knowledge and commercialization focuses on ICT as an

enabling tool to drive modern economic growth and as well having significant impact on how people including students perception of it.

Meanwhile, Emojorho (2011) conceptualized Information and Communication Technologies (ICTs) as computer based tools used by libraries/librarians in acquiring, processing, storing and disseminating information  to boost information services globally. Moreover, Afolabi and Abidoye (2012) cited Ayodele (2002) defined ICT as electronic based technology generally used to retrieve, store, process and package information as well as provide access to knowledge.

In this direction, global industries, international media, and academics are increasingly using the term Information and Communication Technology (ICT) literacy  to mean key qualities and competencies they are looking for in today's well educated people; particularly in tertiary institutions' graduate students (Macklin, 2007). Macklin asked: if employers want these qualities, how are secondary and higher education meeting the learning needs?

Interestingly, and by way of response to Macklin's question about the emergence of ICT has lead and contributed to the number of projected items in higher education library collections and services (Nworie, 2012).  According to him, most libraries now have computers and other ICT components "here and there" doing much work to meet the demand and the test of time. For instance, power point presentations are almost used in the presentation of seminars, conferences, lectures (such as use of library course training) and so

on in libraries which has over the years positively affected students' perception of it he added.

These aforementioned qualities include a combination of cognitive (the ability to identify and address information needs and problems) and technical (the ability to use digital tools, software, and other infrastructural facilities that facilitate the creation, storage, manipulation, transfer of information) proficiencies (Macklin, 2007; cites educational testing services, 2003). Hence, Oyelude (2004) observed that ICT use or literacy education is one of the good qualities of higher education libraries otherwise known as academic libraries. This is why academic libraries have made valiant efforts in recent time to acquire and organize both print and electronic (ICT) information resources for the accessibility and use of their patrons, with ultimate emphasis on students for their modern academic advancements as required by today's employers of labour (Ahmed, n.d); and has been giving its pride of place in their perceptions of technology advancement.

The emergence of Information and Communication Technology (ICT) in library today according to Aliyu (2004) raised the status of the collections, information generation and dissemination functions observed in the growing importance of online and available animation that is fast bringing about the conterminous evolving of libraries and their changing activities, roles and task for Patrons/ students. Access to modern information is characterized as having fussy or indefinite boundaries in contrast to traditional printed books or

other physical media that normally have an identifiable beginning and end (Ahmed, 2008; cites Howart, 2000).

In this premise, Ahmad (2005) posits that the essential function of academic libraries is to support the teaching, learning and research programmes of the institution by acquiring print and non print (ICT) materials, processing them and making them available for use. He emphasized that if the Nigerian libraries would not want to be isolated, then, they should yearn towards acquiring and processing their materials technologically for the services of patrons. He added that this is even more important nowadays because some information materials (books or journals) are no longer in printed formats but in electronic databases. Nevertheless, the most facilitating technique of making needed information available in recent times is through ICTs he iterated. Hence, Atimo (2000) revealed that access to modern information practices or services is vital if an individual and students alike are to function effectively in the information age. In this regard, librarians are making efforts in the provision of numerous services to students and other patrons such as ICT information skills via library use course programmes in addressing their needs, characteristics, and interests (Simmonds & Andaleeb, 2001). They stressed that in this circumstance, students need not to be physically present or step into the library before accessing information on online catalogue, CD-ROMS, online databases and other electronic resources.

Meanwhile, Ogunsola (2004) submitted that these technological innovations have contributed to globalization by supplying infrastructure for trans-world connections;  and that revolution taking place in Information and Communication Technologies (ICTs) have been the central and driving force for the globalization process in a dynamic manner.  He noted that this  is occurring in nearly all facets of human existence and affecting the underlying structures of the society particularly in higher education upon which the library acts as a pivot point of its  activities wherein the students is a key factor. As such, many higher educational institutions have also exploited the potentials of new ICTs to develop new approaches to distance education students and beginning to replace more conventional types of academic exchange among the world tertiary institutions and has therefore become a vital tool for students learning through librarians use of library course initiatives to fresher's/new arriving students to higher education (Ogunsola, 2004). He iterated that ICT holds a great potential for broad knowledge dissemination in higher education at low cost, and for reducing knowledge gaps globally. He concluded that in a broad sense, such learning through access to the right information at the right time gives people/students great control over their destinies. He added that this form of learning can therefore not be over emphasized in modern library services to students particularly now that digital library concept is fast evolving around the globe via today's

popular world wide web (www) based resources as part of the ICTs components.

It must be conceded here that in using ICT based learning, students can absorb more information and take less time to do so; hence, some Nigerian tertiary institutions and their libraries are now well-equipped with ICT facilities. It is no longer strange to see lecturers and students doing their researches as well as other academic works using various ICT devices such as the e-mail and the internet (Ogunsola, 2004). In this circumstance, Ogunsola (2004) noted that no one can deny the fact that Nigerians and students alike deserve a better ICT information delivery services and training than they are getting at the moment as effective tools for collective national development and therefore presenting his positive perception of its importance and use in libraries.

Perhaps, it is in this regard that a Model virtual (Digital) library at the National Universities Commission (NUC) will be the hub of the university and other tertiary institutions based libraries to lead the way in ICT information delivery services to Nigerians including students as the most target group (Ogunsola, 2004). In a related development, he mentioned that the Federal Ministry of Education has also embarked on the establishment of the National ICT based (Virtual or Digital) library project, noting that "one of the objectives of this is to provide, in equitable and cost effective manners, enhanced access to national and international library and information

resources and to share locally available resources with libraries all over the world using digital (ICT) technology. Conclusively, Ogunsola (2004) stressed that "the truth is that no country and her citizens including students, small or big, can afford to be isolated in the information and knowledge based society of the 21$^{st}$ century rigorously pursued by academic librarians via use of library course programmes. Perhaps, this is the reason why Shahid (2005) posits that "it is important to develop best practices guidelines (views) to utilize the ICT technologies in the best way to bring about global development; noting that it is also important to students for their academic growth.

In this direction, and in earlier study by Virkus and Metsar (2004) acknowledged that the main trends and developments in ICTs have influenced and are going to have a major role in the future of higher education, particularly in the organization of studies, curricula development, and the mode of study delivery programmes among providers. They recalled that during the last decade, the discussions about change in academic libraries focused most frequently on the ICT developments, the implication of information in digital format, new learning and teaching concepts, new economic models and legal frameworks to which students must be oriented through user education programmes. They mentioned that it is believed that ICT offers libraries opportunities to critically redefine how information and associated instruction are communicated to students and faculty; stressing that

teaching students and faculty on how to access information in whatever format or location, and how to evaluate what they find is of paramount importance to libraries/librarians in all subject areas.

Moreover, the rapid development of ICT with its proliferation of information resources, pressures from the expanding higher education system, the rising students' numbers, and the new economic and administrative activities in tertiary education programmes nowadays, makes its adoption in library use training of much more importance (Agyen-Gyasi, 2008). Currently, information can be found in different digital formats such a e-books, CD-ROM online journals and other electronic (ICT) based databases for students academic usage via library ICT section in tertiary education environments he added.

Agyen- Gyasi (2008) explained that the shift from print to digital information available via the internet (ICT component) can provide end users of students with seamless connection to internet based services; noting that this new technology has not only enhanced the potential range of publications that libraries could provide for their users, but also the speed with which requests can be met and or transmitted via social media such as e- mail to the affected students, lecturers and other users. This relatively new library practices can only be efficiently made possible in the ICT section. The awareness of this new development is adequately made known to students via

use of library course, upon which most students in recent times have positive perception of particularly in their quest for modern information needs/search.

Similarly, a comparative study of credit earning information literacy skills courses of three African universities by Rasaki (2008), indicated that information literacy (use of library course) is taught by librarians at the Lagos State University and Federal University of Technology, Akure; while in the University of Botswana, it is handled by the librarians and staff of the computer science department; and that this fell short of students' expectations in the first two named Universities, thereby affecting their perceptions of effective use of library course on ICT resources. The Rasaki (2008) study also revealed that although use of library course programme has been relatively effective, obsoleteness of its curriculum and lack of computerized library systems are major factors for the deficiency in the curricular of the Federal University of Technology, Akure and Lagos State University, Lagos. However, the inclusion of ICTs and automated library systems in the curriculum of the University of Botswana would have been helpful, but its exclusive teaching by librarians resulted in emphasis placement on library skills and not on computer/ICT literacy thereby affecting students' perception of the library ICT section negatively.

Meanwhile, developments in computers, microelectronics, other Information and Communication Technologies (ICTs) have radically changed the library and information environment. Traditional libraries were dominated

by print publications and access mechanisms were also by and large manual (Agyen – Gyasi, 2008). He explained  that the shift from print to digital information available via the  internet (ICT component) can provide end users or students with seamless connection to internet based services; nothing that this new technology has not only enhanced  the potential range of publications that  libraries could provide for their users,  but also the speed with which requests  can be met and or transmitted via social  media such as e- mail to the affected  students and lecturers. This relatively new library practices can only be effectively achieved or made possible in the ICT section, and make known to students via use of library course programme.

However, Rasaki (2008) observed that in some tertiary institutions, particularly the universities cluster the course with other general studies courses, and as a non credit earning type, nothing that in the few that offer it as a credit earning one, the unit and status of the course is not enough to achieve the desired results; therefore, making it worrisome for its effective use of modern library resources by students. He added that in some other Universities that offer the course for credit in Africa, the emphasis is on library and reading skills with utter neglect of computer and technology literacy that further compound the situation for students' effective use of digital (ICT) library resources. For instance, Rasaki (2008) mentioned that responses from his interviews with librarians at the Federal University of Technology, Akure and Lagos State University, Lagos reveal that there is little

emphasis on computer and technology skills in their curricula because the courses are out of date, and were created when the emphasis was mainly on library literacy and therefore has adverse effects on students present use of library ICT resources.

Moreover, Ojedokun and Lumande (2005) earlier advocated that information technology literacy is the ability to continually adapt to, and use innovations in ICT; and that it helps to understand the human, organizational, and social context of technologies as well as criteria for information use evaluation in libraries.

Meanwhile, the University of Delaware Library (2013) at Newark, USA reported some issues on access to electronic library resources of the library. In this regard, it stressed that the library provides access to a wide variety of electronic library resources including electronic journal indexes and abstracts, tables of contents of journals and full text electronic journals and other ICT resources which are networked and accessible in the library and also to all classrooms, offices and dormitories on campus, as well as off campus via internet using the university proxy server. The university library noted that the knowledge and usage of these ICT information resources are highly appreciated by students via use of library course services and evaluation as an effective aid.

In this direction, Ifidon (2000) earlier acknowledged that it is through use of library course programme that an ICT user needs to be taught on how to

sit down before the computer terminal or screen; type in a few key words or part of word (in the events of use of online access catalogue, popularly known as OPAC) and given immediate access on the screen to the holdings of the library. This practice according to her has also enhanced students' positive perception of the course as an aid to their use of library ICT resources. She noted that at the same terminal, it may be possible too to access holdings of other libraries regional, state, national, and international via other ICT components and networking as also taught in use of library course programme and appreciated by students.

However, Ifidon (2000) finally emphasized that in our present information age where there is hardly any field of human endeavour that has not been touched by the new technology or ICT. She expressed that automation via ICT will be the answer to most of the readers services problems in libraries; stressing that circulation of materials can now be done much more faster such as in records of loan transactions which cannot only been stored in computer memory but can also be analyzed by type of materials, status of borrowers (in terms of gender and academic status) among others that is currently attracting students positive perception or view of it via use of library course programme. She added that in the references and information services, many of the quick reference materials are in machine (ICT) - readable form and much simpler to process and disseminate to users compared to the traditional manual approach. Besides, computer aided

searching has a number of other advantages often more appreciated by the 21st century compliance library patrons/students she added.

In another development, students are of the perception that ICT knowledge and usage by them in library services is of paramount importance and should be given a great deal of attention by libraries via use of library course programme. For instance, Adetimirin (2011) study sketched an argument towards ICT based library services favour around distance learning philosophy of recent times. He started by saying that "distance learning is often described as the formalized learning received while the student is on a location outside the university campus; and that both the teacher and students are expected to have minimal physical contact, but much reliance on electronic communication and independent studying that normally should demand much use of library resources, audio visual media and information and communication technology for its success. Thus, the students need to use ICT based library centers or resources in information search and reading as encouraged through library use course programmes. He therefore, concluded that ICT library services are essential support services to distance education students and must be given its pride of place in modern education to enable distance learning students appreciate and perceive use of library course programme as an aid to their use of ICT resources in libraries.

Relatively Ogunmodede, Adio and Odunola (2011), Cited Aina (2004), emphasized that as a result of the era of information explosion in which we

are, information is expanding at a very fast rate and new resources are being introduced into the library. They stressed that with the advent of ICT which has permeated almost all the activities of libraries, it is important to explain the working of a library to a new user or fresh students in detail; adding that its ultimate objectives is to enable users explore the resources of a library to the fullest, thereby painting positive perception of it as an effective aid to their use of library ICT resources. They further explained that its concept is the teaching of those skills that will enable students to locate and use materials effectively, and to feel confident in using modern library services under its ICT section and other information centers alike. This has supported participating students in no little measure in modern information resources usage which has equally made them to perceive use of library course as an aid to their use of ICT resources. However, in Nigerian universities today, most students find it difficult to effectively explore the world of electronic (ICT) based information resources thus leading to their poor appreciation of the library and its resources. This has contributed to their inability to undergo meaningful researches or at best become poor library users they concluded.

To this end, Johnson, Trabalsi and Tin (2004) explained that the growth in online learning, in which education is delivered and supported through ICT networks such as the internet. Interestingly, they expressed that internet and other ICT based learners and traditional learners now have access to a universe of digital information through the information superhighway as

taught in use of library course programme.  New ICTs, as well as new educational models require librarians to re-evaluate the way they develop, manage and deliver resources and services to students in order to gain their positive perception of ICT resources available in libraries.

Historically, librarians have sought to  provide services to distance learners that  are equivalent to those available to "On-campus learners", and that this aspiration is grounded in the philosophical framework of the Canadian Library  Associations Guidelines for library  support of distance and distributed  learning in Canada (Johnson, Trabelsi & Tin, 2004), and the Association of College and Research Libraries' Guidelines for distance learning library services in which use of library course  plays a prominent role. They recognized that both the Canadian and the American Guidelines recognize that distance learners frequently do not have direct access to the full range of library services and materials, and that in this situation, the goal of equity makes it necessary that librarians provide services that are more "personalized" (ICT- based services) than might be expected on campus, and therefore re-emphasizes the need for shift unto ICT related user education services for students. The adoption of its philosophy and current practice by modern libraries/librarians via use of library course programme has been perceived by most students as an aid to their use of ICT resources in libraries.

In this regard, and to serve students connected to their institutional library primarily through a computer network, librarians are now providing

remote access to students and other users other words known as virtual library services as well as electronic delivery of library resources, and are using information and communication technologies to deliver electronic reference services and instructional support (Johnson, Trabelsi & Tin, (2004) that has equally attracted students perception of it as an aid to their use of online library resources. They posit that in developing virtual library services anchored on ICT innovations, librarians have the opportunity to provide e-learners with directions/instructions (use of library course) to rescue them from information over load. They however noted that e-learners or distance education students are frequently silent and invisible as they search and explore a library's online resources, and they do not have the same access that on campus learners/students have through formal library instruction sessions; thus, affecting their perceptions on its effect on their library ICT resources usage. They concluded that library services including use of library course programmes are essential components of a quality online/ ICT learning system; and that increasing number of e- learners (students) are dispersed around the globe, often in parts of the world where physical access to the collections of large academic and research libraries is impossible.

In effect, and according to Pace University Library (2014), a synergistic relationship exists among constituent libraries via ICT adoption, which fosters cooperative acquisitions and resource - sharing, creation of complementary and transferable collections. The institution explained that it has brought the

elimination of redundancy wherever feasible for effective virtual library services to students; and therefore calls for attitudinal change towards library ICT resources usage by adopting use of library course programmes as a reliable platform in tertiary institutions, particularly under the systems (ICT) division.

In this circumstance, Emojorho (2011), explained that the systems division, also known as ICT section of modern libraries handle all issues concerning ICT operations and services; adding that systems unit of the library therefore oversees all data entries including retrospectives conversion of catalogue records in the serials section. This new development is generally made known to students via use of library course programme he added. In the same year, and according to the University of Strathelyde, Glasgow (2011), ICT library application helps to increase information access and save physical space through the operation of an "electronic preferences" policy of modern library practices with regards to journals information resources acquisition and usage. The institution therefore emphasized the need to extend its importance to students via use of library course programmes, stressing that such practice encourages more rapid access and greater currency of information, simultaneous and multi user access that permits desk top delivery of information services to "on and off campus" students for their academic pursuit and success.

In this scenario, Issa, Blessing and Daura (2009), asserted that the emergence of ICT has recreated the face of librarianship; stressing that it has permeated evenly into our daily activities, and created limitless opportunities for open access to information, and perceived its usage knowledge acquisition by tertiary institution students as inevitable via use of library course programmes. They added that as use of ICT based library practices or digital library continues to soar, then, users (students and others) are expected to develop information literacy skills as contained in modern use of library course outlines which has made students to perceive it as an aid to their effective use of ICT related resources.

Regrettably, during a conference in 2006 on the difference between print and digital libraries, the directors of two very large university libraries expressed dissatisfaction with the prevailing provision of library services to undergraduate students, and especially, references services (Buckland, 2008; Cites Lee, 2007). One concern here was that "professional librarians would staff their references desk from 9am to 5pm, but students often preferred to do their assignments in their dorm rooms using their laptops and other ICT resources from 9pm to 5am. In other words, and services need to be improved upon with students' use of library ICT resources regards to ICT application facilitate at their convenient time. However, this content will be better handled or presented under the references services sub-heading of this literature review efforts. Moreover, the above directors' comments is an indication or are of a

view that use of library course programmes is yet to have significant effect on students' use of library ICT unit and resources.

Meanwhile, Abiodun (2013) reported that changes in technology, society, and educational system are having a considerable impact on libraries and their instruction programmes in recent times. These changes according to him, require information literary programmes for users to become more effective, efficient and independent in their information searching and usage; stressing that the goals of library use education have expanded from teaching tools to teaching concepts and from library instruction to information literacy and lifelong learning. In this trends, students will learn to: analyze a topic and identify key concepts, formulate successful search strategy, understand and use controlled vocabulary and thesauri, select and use appropriate print and electronic research tools for their assignments; critically evaluate sources regarding their relevancy, authority, accuracy, objectivity, and content, and integrate these information literacy concepts or use of library course concepts and skill into their academic experience, as well as apply them to their field of study (Abiodun, 2013). He further explained that ICT has deeply affected academic libraries, as a result, there is an increase in information resources available online with the capability of flexible delivery via networks of computer literate user community; to which librarians and students are now adapting its concepts for effective library use education and in a variety of forms to manipulate, delivery and receive information ideas. He noted that this

librarians' new operation is so vital to current educational practice, such that the educational testing services" has designed an instrument to measure and evaluate students' aptitude for ICT. This new educational position therefore, is invariably a commendable credit perception on use of library course services to the new millennium era students.

Surprisingly, Ajidahun (2007) in his earlier study reported that courses that are run in library schools both  at the undergraduate and postgraduate levels have no biases towards ICT but  graduates of librarianship in Nigeria are produced with a lot of deficiencies  in the areas of computer manipulation, software management, and information technology. Therefore, one then wonders how efficient these librarians would be in ICT use instruction courses designed for freshmen students under their use of library course programmes that could positively influence students' use of library ICT section or resources he added.

Interestingly, and in a contrary  view to Ajidahun (2007) above, the Barnard College Library (2010), reported  that first year students (freshmen) arrive  at Barnard library ICT section  generally  very comfortable in front of a computer,  able to use the web to satisfy their interest  in popular culture, the arts or politics, and  skilled at using websites like Facebook and  YouTube to find information about people,  movies or music. However, he noted that we in the library (librarians soon discover that "many are at sea in dealing with scholarly information".  In particular, they are often unclear as to how to

distinguish between articles and books that are scholarly and those that may be well written and seem authoritative, but are not scholarly. In addition, they have many questions about what constitutes plagiarism' they know that they must not do it, but they are often unclear as to exactly what it is while using electronic library resources. These, then, are some of the information literacy issues librarians are trying to deal with in the teaching of first year students at Bernard Library, the institution added. In effect, use of library course knowledge and applications by students for effective use of library ICT/ e-resources become inevitably considerate; and at its long run, often appreciated by student i.e. Students eventually perceive it as an aid to their use of ICT resource online.

In a related development, Gong and Loomis (2009) disclosed that in recent times, teaching faculty contact librarians of the Connecticut State University (CSU) to schedule library instruction sessions during some of their regular class periods and students are brought to the library and are usually accompanied by the faculty member. After discussing the assignment with the faculty member, the library instruction was then tailored to match the specific research needs of the class. According to them, the following areas are generally covered among others:

- Online (ICT- based) catalogue shared by the four consentient state universities and the Connecticut state library.

- Library pins for off campus access and for requesting materials from other CSU campuses.

- Discussion of library services such as ICT related interlibrary loan and reserves services, and

- How to search for journal articles in selected electronic databases. This innovation has often influenced students perception of the course as an aid to their use of ICT resources in libraries.

In the same vein, Chu, Chow and Tse (2010) acknowledged that there has been much research showing the benefits (effects) of use of library course on ICT skills for students' effective electronic library resources usage across the globe. They further expressed that such skill is crucial since it helps learners such as students to become "critical users of ICT related information resources and creative producers of knowledge in our present global evolving educational system. As such, Nwezeh (2010), affirms that library use course knowledge has significantly influenced students usage of library electronic related resources.

Similarly, the study of Thanuskodi (2011) recognized that majority of college libraries in India now have electronic information resources sections and providing good information services to their clients via effective use of library course programmes. Morealso, Budd (2009), noted that few questions asked of librarians can be a function of people making heavy use of ICT or electronic resources/section that have alternative traditional services; stressing

that such usage was a resultant effect of the prior knowledge gained through use of library course efforts from librarians. He concluded that in the era of ICT innovations, more people come into libraries now than they did a few years ago due to the complexity associated with access to quality e-resources and as a result of this, guidance, direction, assistance - in short, instruction in library complexity nature, requires that use of library course is more needed than ever before.

In recognition of this new developments around ICT innovations in library operations that Wasike and Munene (2012) commented that "librarians are doing well in use of library course programmes in Kenya, and therefore advocating for subscription to electronic journals as a means of overcoming geographical barriers which would otherwise reduce or limit library resources to just the building and the fact that they have further embraced the idea of forming consortiums in order to overcome the persistent problems of library funding; thereby generating considerable increase in library ICT resources patronage by students in recent times. Similarly, a number of interesting computer-mediated communication (CMC) or ICT based distance learning courses or case studies were documented in the 1990s, and these studies, including use of library innovations based around e-mail communication with dispersed groups of students (smith, 2011). He emphasized that they often taught about the technologies that were delivering the teaching such as the internet, Usenet, list-serv, and the like that enhances

electronic information resources usage by students and has brought about their positive perception of the library ICT unit.

Frempong (2010) posits that modern trend in use of library course delivery in networked environment has considerably expanded the means or knowledge of access available to users. They explained that with the advent of ICT, most academic libraries in Ghana have started converting their catalogue into a database with the ultimate aim of enabling users through library use education programme to access library materials online and to facilitate their maximum utilization; expressing that online public access catalogue (OPAC) has become a sine- qua-non for most academic libraries in this era of information evolution. This is because OPAC will lead to comprehensive local internet; enable users and students alike to know each library's holdings irrespective of their location to ensure interlibrary loans and document delivery among academic libraries locally and internationally with information tailored to the needs of students which has over the years been perceived as an aid to their use of library ICT based resources.

Agyen-Gyasi, Lamptey and Frempong (2010) also assert that the manner in which libraries process, store, retrieve information and educate users is changing, just as information medium itself is changing from print based to ICT or electronic based. They further stressed that today's libraries are in transition from manual to electronic system wherein electronic databases are replacing card catalogues and printed indexes, and that the

merger of computers (ICTs) and paper is leading to a new method of information transfer often enhances through libraries ICT units or section; and as communicated to students via use of library course programme as well as been perceived by them as an aid to their use of them. They concluded that there is no doubt that the introduction and use of ICT has brought demonstrable benefits to academic libraries together with their users.

Relatively, Afolabi and Abidoye (2012) cited Neankwo (2006), opined that ICT application to library works and services inclusive of use of library course could be seen as the best way that could be used to assist researchers and students to adequately solve their literature needs for effective research and other educational activities. This according to them, is because the application of ICT to library operations greatly helps in the provision of efficient references and information services, the utilization of network operations such as cataloging, authority control, inter library loans and cooperation, and in the participation of international bibliographic project, and has therefore makes its use essential to users/ students via use of library course and library ICT section (Afolabi & Abidoye, 2012).

In this phenomenon, and in a much more earlier observation of Humphreys and Cooper (1998) reported that students believe that accessing the internet as a part of ICT is simple, but in actuality they are frequently unprepared for the complexities of the network and face difficulties with equipment and connections and the overwhelming amount of relatively

unorganized information on it. As with all forms of technology, to maximize its benefits, users need to be conversant with the internet's strengths, weakness and peccadilloes through use of library course (Humphreys & Cooper, 1998). They emphasized that it has been observed that library automation attracts users including students who have infrequently used electronic library materials in its ICT section, while studies illustrate the "dismal" abilities of students to effectively use electronic resources that has made use of library course readily handy in academic libraries.

However, and as a result of students' dismal with the new technology of automated systems and electronic formats supplementing and complementing manual systems and traditional print formats, librarians are further being encouraged to assume leadership in the responsibility of teaching library research related computer literacy as taught in use of library course to students (Humphreys and cooper, 1998) which has reasonably influenced students' perception of the course as an aid to their use of academic library ICT resources. Today, this same concept is referred to variously as "virtual library, electronic library, library without walls and so on that simply mean libraries in which computer and telecommunications technologies or ICTs make students' access to a wide range of information resources possible (Ogunsola, 2004). He emphasized that it is called virtual library" because in a good electronic wide area networked library, the user or students enjoy the euphoria of being in distant libraries and yet he has not physically moved via

his local (institutional) library ICT section resources. It is an experience of "virtual reality". One of its features is that its emphasis is access over ownership of collections. The knowledge of which has been made possible to students via use of library course and as perceived by them as an aid to their use of virtual library resources. Ogunsola (2004) further explained that this concept stems from assumption that the whole universe of the global information super highway is a human resources and heritage, which all who have the necessary infrastructural capabilities in academic library ICT section resources can tap for their own development. He added that it is a child of necessity which every modern high education student need arising from the quest to use ICTs in accessing the world information overload or explosion for human survival and development; stressing that this need for virtual library system has therefore become a most urgent necessity in the Nigerian universities and colleges empowered through their library ICT section and use of library course services.

To corroborate the above view, Rasaki (2008) cites Chan (2003) reports that use of library course has long been in place, but with the introduction of an automated library system, students needed more extensive use of library course programme to facilitate their effective usage particularly now that it is becoming possible for anyone to learn from any remote corner of the world as practiced in distance learning/ education via ICT innovations. Perhaps, this is the reason why Adtimirin and Omogbhe (2011) stated that distance learning

has become more popular in recent times because it is cost saving  for higher institutions of learning to reduce the number  of  residential and full time students facilities that should rather demand much use of  library resources, audio visual media and  information and communication technology  (ICT) in libraries than the old fashioned  talking and chalking blackboard of  the old/ fading  millennium practices. They further explained that these ICTs are essential for communicating with a large group of people especially in distant locations. They also make for interactive sessions with groups and individuals students.  On the other hand, the learners/ students also need to read all kinds of texts and information materials when they are not in school. This is to prepare them for the course content and examinations. Thus, the students need to use libraries ICT resources/ for information search by applying use of library course knowledge (Adetimirin & Omogbhe, 2011). They noted that as a result of this development, students in recent time have perceived the course as an aid to their use of library ICT resources.

In this connection, Koohng (2001) in a study on use of digital library (ICT library section/ resources) by students in the university of Wisconsin, USA and found that the students had positive perception or view towards the use of digital library.  This disclosure was confirmed by the statement of Karim & Hasan (2006) that the experiential growth of digital information is changing the way students perceive or view education in terms of study, reading and how printed materials are used in facilitating their study.

However, Ogunmodede, Adio and Odunola (2011) study comment on students' university library usage in Nigeria, is a negation of Koohang (2001) statement in the united state of America (USA) above; when or in effect, commented that their assessment of the use of library instructional manual by students showed that it was useful, while the result of information technology (ICT) search tools used by the students negates the usefulness of library 101 as a course of study to students. In this scenario therefore,  September (1993) cited by Issa, Blessing and  Daura (2009) earlier assert that students need some level of ICT skills to enable  them make decisions about academic matters and other aspects of their  daily lives wherein ICT library use education and resources become handy.

Relatively, Buckland (2008) acknowledged that students being taught by distance education and indeed, for most users of most libraries most of the time, a visit to library including its ICT unit/ resources is more or less inconvenient. It was also reported that tertiary institution students feel that they have little need to look for information outside what faculty (lecturers) provide for them in their course, and where extra information need is required, they could be able to acquire it using general search engines rather than visiting the ICT section or resources of the library irrespective of their knowledge of use of library course experiences (Agboola & Bamigboye, 2011). In other words, students do not perceive the course as an aid to their use of library ICT resources. Moreover, Agyen-Gyasi, Lamptey & Frempong

(2010) submitted that users including students have different perceptions on information needs which they expect their libraries to meet, particularly now that the ICT has tremendous effect on the growth, transmission and exploitation of information.

In this regard, Nithyanandam, Kanniyappan, Dhanakar and Rajasekar (2006), emphasized that the establishment of the UNISIST programme within UNESCO as an inter-Governmental programme to stimulate and guide voluntary co-operation in the flow of Science and Technology (S&T) information at the national, regional and international levels, and the launching of ICT-based national information systems, such as NISSAT in India. This has focused attention on the need for training the users on effective use of library ICT related information resources; thereby enhancing their positive perception or the course as an aid to their use of library ICT resources.

Use of library course programmes should therefore aim to make all users aware of ICT information resources available, both directly in the library and from external sources and enable users to enjoy the search for information based on ICT platforms. It is interesting to note that many of the objectives listed by libraries stressed on the self-sufficiency of users through a successful use of library course education programme practicalized by librarians to students (Nithyanandam, Kanniyappan, Dhanakar & Rajasekar, 2006).

In this regard, it was reported however that development is being hindered by the fact that use of library course programme often lacks permanent formal status and position, and short-comings in the pedagogic competence of librarians in relation to ICT resources, whose education has so far included little training in their teaching or usage skills (Nithyanandam, Kanniyappan, Dhanakar & Rajasekar, 2006). Nevertheless, they emphasized that use of library course services in this premise includes:

*Course-integrated instruction*: Working in collaboration with professors and other classroom instructors, the User Education Librarian and other library faculty provide course-related library instruction to students and others on request that has greatly influenced their perception of it as an aid to their use of ICT resources in libraries. Topics of instruction vary widely, from instruction on how to use the databases available for a particular field, or in using on-line catalog, to using the internet for research, noting that this instruction can take place in the classroom or at the various computer labs across the campus, to aid students' use of library on-line resources.

*Individual Instruction:* Faculty and students may request an appointment with the User Education Librarian for assistance in learning new ICT resources and skills. This has proven beneficial to faculty writing dissertations or those preparing a literature review for grant applications. Students who are writing lengthy and complicated research papers also benefit from this service.

*Library Assignment Consultations:*

The use of library course or User Education Librarian can help faculty design assignments that offer students a successful and challenging ICT-based library experience. In their (Nithyananadam, Kanniyappan, Dhanakar & Rajasekar, 2006) more emphatic nature on ICT resources perception and usage, they discussed as follows:

*Information Technology and Use of Library Course:*

There is no doubt that the information environment in libraries is changing considerably across the globe. Libraries are either automated or are in the process of being automated. This new information technology in libraries poses a considerable challenge for students and librarians. Librarians have to teach users (students) with little or no knowledge of computers how to search the OPAC.

Instructions on the use of OPAC, forms a basic step to searching a computerized database, which might lead to more sophisticated searches like searching other databases thus being exposed to more information (Tuckett & Scoffle, 2003).

In this ambience, the London Metropolitan University (2013), posits that we do have objectives though; but on academic courses, what is the prime reason for having objectives? So that the teacher/librarian and student both know what is expected of them by the end of the class/course. And how do the

teacher/librarian and student know that the objectives have been reached? It is by assessment he noted.

Kuh and Gonyea (2003) on such strategy suggested that librarians should move out of library into classrooms where they "team-teach courses" with faculty colleagues from various disciplines. Most of this work takes place in lower-division courses wherein, for better or worse, institutions emphasize general education skills and competencies. They noted that at Indiana University, Purdue University Indianapolis, for example, a librarian serves on each of the four-person instructional teams (instructor, librarian, academic advisor, student mentor) that deliver the learning community course designed for first-year students. At Sonoma State University, a librarian teams, work with the instructor of the freshman Interest Group Seminar to increase information competence (Kuh & Gonyea, 2003). According to them, librarians about this time began to offer instructional workshops and guidance on how to use the Web. Another factor may have been the involvement of librarians in student success programs, such as orientation and first-year students' seminars. This behavior varies a bit more from the mid-1990s on, perhaps because librarians were more or less involved in such efforts at the different schools participating in various years. What cannot be gleaned from these data is whether the nature of the requests of librarians made by students changed through time.

In this regard, Abolaji (2009) noted that by so doing, the libraries would also inculcate reading and library use habit in patrons. They could also develop in patrons effective library use by teaching them the skills and techniques of using collection of this kind as a basis for library use in later life (Abolaji, 2009).

Nonetheless, libraries all over the world are beginning to be more interactive than passive. "The coming of ICT into the library has completely changed the face of library to more of a social networking centre. This is the only way you can attract young audience to use the library outside reading to pass examination" (Akinbulumo, 2008)

Meanwhile, Anie (2011) posits that the training in the use of information infrastructure outside tertiary institutions system is weak and poorly developed. In this regard, Swartz (2000) contends that in such a situation, society relies heavily on academic institutions to provide technology both in specific skills and general learning ability to promote its development. This calls for increased access to information resources including digital libraries with e-learning resources. Kachel (1993) believes that such innovations will be beneficial to students, cognitively and educationally. In this circumstance, Mehta (2000) asserts that access to these resources, and cooperation among institutions, is essential for economic transformation and development and achievable through effective User Education Programme.

Fordjour, Badu and Adjei (2010) therefore noted that students from the social studies, Science, Education and Arts faculties expect in the future to have access to Internet service in their hostels and also look forward to a well structured programme to train students to use ICT information retrieval tools effectively to retrieve relevant information to improve academic work wherein modern education librarian(s) becomes handy.

Accordingly, Holt (2012) posits that all aspects of student engagement are positively related to students overall satisfaction with University or tertiary institutions' study. More engaged learners (in user education programme) are more satisfied, and vice versa (ACER, 2008).

Global competition amongst universities/college students' engagement in information literacy (UE) is a critical factor for all stakeholders, especially the students. Gwen Vander Velden, director of learning and teaching enhancement, University of Bath, first understands what student engagement means: There are many interpretations of the term, one relates to how and whether students are engaged, for example, or motivated to learn through information literacy. Another concentrates on how to actively involve students of specific backgrounds, or from specific groups in society. Thirdly, and arguably the most pressing for universities/colleges at the moment is the issue of engagement in terms of students' information satisfaction, much encouraged by the National Student Surveys (NSS in the UK, NSSE in North America; and AUSSE in Australia, cited by The Guardian, Wednesday 26th

October, 2011) on critical knowledge of Information Technology (IT) via user education librarians.

### *Knowledge of IT Via User Education Librarians*

There is a growing divide between the capabilities of students entering higher education and their use of electronic information resources (Ray & Day, 1998). They reflected that when an "Assistant Librarian" was interrogated over this issue, his responses include:

"you have the people that rush into IT room upon their day one library encounter… saying where's e-mail, e-journals… and then you have people saying I don't know anything about this or that".

This highlights the pressure exerted upon Library and Information Science (LIS) professionals (Librarian) and other academic staff. Moreover, Information skills training aimed at the whole University and other tertiary institutions such as Colleges of Education and need to take into account the varying abilities of the students under user education programme.

In the view of the foregoing debate over access rather than holdings among students this form of attitude amongst students seem encouraging; however, the importance of print-based information must not be dismissed, since it is essential for students to be aware that ICT or electronic resources and print-based resources complement each other as often emphasized by librarians under user education programme (Ray & Day, 1998). Morealso, the perception of LIS staff interviewed in the IMPEL project together with these

findings from students suggest that the following approaches may support students' use of its experiences:

- Ensure there are sufficient networked computers available for students, especially at peak times.

- Information retrieval skills training to be embedded in the curriculum, undertaken at an appropriate time and supported by academic staff. Academic staff must be aware of the services which are most beneficial to their course and therefore their students.

- Ensure students studying subjects without emphasis on technology receive sufficient information retrieval skill training and are not prejudiced against due to chosen subject.

Waldman (2003), therefore stressed that understanding how students navigate this maize of resources is important in helping we librarians to develop and assess pedagogy designed to instruct our students in library usage. It was observed that students are more and more Web-savvy (Kibirge, 2000), many of them having been brought up around computers and the Internet. He however, posits that they matriculate with a diversity of computer and Web-searching skills and experienced students may not have been exposed to library resources, or not aware of resources a library might have, or how to make use of them.

It is therefore of interest to us librarians to try and understand what characteristics will make one student branch out and explore library resources,

while another one might not (Valentine, 1993). In this regard, a study of undergraduates showed that they looked for the fastest way that would lead to satisfactory results when doing research, and thereby going for electronic information sources first (Valentine, 1993). First and foremost, Ray and Day (1998) stressed that a number of surveys do exist, in the main relating to the use of CD-ROM, but are significantly lacking considering the amount of technology available and therefore desire use of library course programme. According to them, this can have implications for how much encouragement students will get from their professors when completing assignments. Anyone having worked at the reference desk can attest that professors will send students to use those resources with which they themselves are familiar, regardless of whether the library still has resource about that particular resource, or whether it is still the most appropriate one they added.

As students scale confident in their academic skills, so they expect higher marks on exams, as well as expect the quality of their work to reap benefits via user education programme. The opposite is also true of those who lack such confidence; noting that students who doubt their academic ability envision low mark before they begin an exam (Waldman, 2003); and that such inadequacies (lack of academic confidence) are often addressed by librarians under user education programme.

Relatively, and in studying working adults' information seeking behavior, Brown, Challagalla, and Ganesan (2001) found that "employees (graduate

students) with high self-efficacy (user education experience) effectively seek, integrate, and use information to increase role clarity and performance, whereas employees with low self-efficacy (without user education knowledge) do not "(Brown, 2001). It seems reasonable to assume that the same would be true of students' information seeking behavior/nature while in school he added; noting that students with higher self-efficacy tend to use the library more often and are more active academically through effective use of information resources available to them. This also explains why students who use the library more often use the library's electronic resources more frequently and resourcefully; thus, supporting students' perception/view of the course as an aid to their use of ICT resources in libraries (Brown, 2001).

To this end, Fordjour, Badu and Wiredu (2011), observed that naturally, most individuals/students' seek information from their friends, neighbors and colleagues among others. But when the information required is complex, individuals resort to libraries. They emphasized that long experience on user education programmes has shown that teaching information retrieval skills be it traditional or modern (ICT) based (user education) to students should be embedded into the curriculum and done at a time when the user can understand its appropriateness. This training should also be adapted to the varying abilities of the users. If students are aware that the skills required for using electronic resources are not insular, and indeed provide them with valuable and transferable lifelong skills, skills which employers will be

looking for; then, they may more likely learn how to use them and thereby actively participate in user education programme.

On this note, Adeoye and Popoola (2011) stated that accessibility of information resources is an important and recurring theme in available literature. It was therefore mentioned that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them (Aguolu & Aguolu, 2002). Therefore, libraries are important in helping academics/students generate information for the purpose of effective teaching of students and research through effective user education packaged by librarians.

Lucas (2003) however lamented that valuable information generated from health research is not widely applied to the benefit of the Nigerian people due to the fact that many practitioners are not aware of the current scientific information. He iterated that many practitioners do not have regular access to current (ICT-based) literature that Colleges, Medical Libraries /Nursing School Libraries can or acquired because they are neither aware nor know how to access them due to inadequate user education.

In this regard, Kuh and Gonyea (2003) stated that in the final section, students estimate the extent to which they have gained or made progress since Staring College in twenty-five areas of their study represent desired outcomes of higher education via effective use of library resources. They indicated that students' use of library has changed overtime and that this is not surprising

given the now near-universal access to computing, or to information technology. Nonetheless, these data corroborate anecdotal reports and other studies; noting that more important students contact with librarians that has increased some-what during this period, suggesting that librarians may be becoming more visible and accessible to larger numbers of students. Perhaps students need help to find good information and to make judgments about the quality of the information they do find through effective user education programme.

As a result, students who frequently attend user education programme, and use library resources, are also more likely to work harder than they thought they could do to meet faculty members' expectations and in response to instructor's feedback, as they are assigned projects that require integrating ideas, putting facts and ideas together, and applying class material to other areas in life. In addition, students who have interest in user education and at academically challenging institutions, are more likely to ask a librarian for help, use indexes and databases, and make thoughtful judgments about the quality of information they receive (Kuh & Gonyea, 2003). For example, students who reports higher levels of information literacy were attending institutions that emphasized the importance of information literacy and encouraged students to use computers/digital library and other information resources (Kuh & Gonyea, 2003).

Consequently, Anie (2011) mentioned that when students were asked to suggest ways to improve the use of the digital library, their suggestions included:

- Train and retrain library staff and students to enhance effective searching skills for the use of university digital library via user education programme.

- Students in all tertiary institutions in Nigeria should be encouraged to be computer literate via user education to access information personally on the internet and other electronic databases.

Meanwhile, Whinnie (2003) and Thachill (2008), argue that students sometimes lack technical and research skills and so do not find the best and appropriate information online, tempting them to use whatever information they can find first, fast and full text. More importantly, even with a good easy to use integrated library system, students very often need the expertise of a librarian to apply search techniques and find the information they need through effective user education empowerment.

Tella…et al (2007) argue that the students' ability to find and retrieve information effectively is a transferable skill useful for their future life as well as enabling the positive and successful use of the electronic resources whilst at school. They noted that in this digital era any student at the higher level who intends to better achieve should have the ability to explore the digital environment. Students are increasingly expected to use electronic information

resources, whilst at the university. To make use of the growing range of electronic information resources students must acquire and practice the skills necessary to exploit them (Okello-Obura & Magara 2008). Skills' learning is essential in a technology driven environment but can be enhanced tremendously through the use of innovative learning strategies (Lawson 2005).

Other findings reveal that students' participants were comfortable using technology to learn and that web modules could be used in the future to teach library instruction.

To make use of the growing range of electronic resources, students must acquire and practice the skills necessary to exploit them (Okello-Obura & Magara 2008). Skills learning are essential in a technology driven environment but can be enhance tremendously through the use of innovative learning skills/techniques via user education programme by librarians (Lawson 2005). Ray and Day (1998), therefore acknowledged that skill required to access the maximum potential of electronic resources are much greater than those required for searching printed sources and therefore required intensive training through effective user education programme.

Bansod (2012) noticed that almost all i.e. 99% of students said the library staff helped them and that the college library staff is well qualified and cooperative with students; noting that they are eager to provide better services to students through their efforts in user education programme.

Fordjour, Badu and Adjei (2010) posit that associated problems notwithstanding, there have been positive uses of the search strategies to retrieve relevant information by students from the social studies, Science, and Arts Faculties but expect in the future to have access to internet services in their hostels and also look forward to a well structured programme to train students to use information retrieval tools effectively to retrieve relevant information to improve their academic work via effective user education programme. They observed that the number of students entering higher education is increasing and the number of staff not rising accordingly; and that the possibility of ensuring that students have acquired the correct information retrieval skills is essentially very difficult to monitor/train or ascertained under the current user education practices.

Holt (2012), observed some comments/observations from students such as: 'I use to think that libraries were just spaces to study' 'I use to think they were boring and suffocating places' 'No idea about e-resources before coming to university' 'Internet is sufficient for my information needs' 'other students should learn how to use library's e-resources'. In other words, this/such set of students had a negative perception of library practices and its user education programme.

**Use of Library Course as an aid in the Utilization of Library Reference Resources**

One can learn a great deal on almost any topic in a short while in a reference library information resources and services (Buckland, 2008). The reference information service unit or desk of a library is the public services counter where professional librarians provide students and other users with direction to library materials, educate or advice on library collections and services, and expertise on multiple kinds of information resources. The reference section is very important in every academic library. For any library to have free flow of information, the reference section must be highly functional in disseminating information to its users via use of library course programs (Ogunniyi, Efosa & Sheji 2013).

Reference resources are materials in the reference section, while reference services are rendered by reference librarians in meeting the information need of users in the library (Ogunniyi, Efosa & Sheji, 2013). The reference section is very important in every academic library since the resources and staff (reference librarians) is the image makers of the library through effective use of library course programmes (Nwalo, 2003). He stressed that the reference section or department is that area in the library where users get in contact with the library properly; noting that reference librarians are experts in the contents and arrangement of their collections, as

well as how available resources are organized in and outside the library, and for library users' consultations and services.

However, it was reported that students often do not consult the information services available in the reference sections of higher institutions of learning, but were encouraged not to be shy about asking a reference librarian for help (Ballard Carnegie library, 2014). They expressed that even though most librarians stay busy when not servicing a patron, their primary duty when they are at the desk is to assist library users and students alike

Information is a key word in today and tomorrow's society. A well developed library system with relevant resources is a condition for meeting the challenges of the information society through good knowledge of bibliographic sources concerning users information needs (Agyen- Gyasi, 2008). The reference section is the image making unit of every academic library designed to conduct research for users own research works based on institutions on time saving strategies as reflective of Ranganathan's laws of library science adopted in this study above. Reference services and its instruction is a general and essential service meant to provide students and faculty basic information resources and services.

According to the San Joaquin Delta College (2014), reference resources are made up of both print and electronic materials that include but not limited to: indexes, almanacs, both general and specialized encyclopedias, bibliographies, handbooks, directories, atlases, dictionaries, and statistical

resources. In its electronic form description by Ifidon (2000) she expressed that there is hardly any field of human endeavour that has not been touched by the new technology; as it is now the answer to most students and other readers' services problems. She stressed that in reference information services, many of the quick reference materials are in machine readable form. For example, the British National Bibliography, Ulrich's International Periodical Directory, New Encyclopedia Britannica, Readers' Guide to Periodical Literature, and a host of other quick reference tools are on CD-ROM discs/online and are now attracting students to the library for their usage. According to her, this is so because, for simple enquires from laymen and students, the reference librarian turns to a general index; for the complex ones, he turns to the subject index (referral services); and has a number of advantages that has increased students patronage of reference resources via awareness efforts of use of library course programme service experiences.

In this regard, Ogunmodede, Adio and Odunnolo (2011), explained that the reference service(s) is the third category of services (i.e. after '"behind the scene", and readers/circulation services) provided by the library to users. Materials kept under (this section of the library are made available for users' consultation only when they want some particular information (Ogunmmodede, Adio and Odunola, 2011). They enumerated that this section provides reference materials such as dictionaries, encyclopedias, directories, gazettes, handbooks, and some other bibliographic materials not meant to be

read from cover to cover, adding that they aid users and students alike in their pursuit for quick, ready made and factual information needs.  In their further explanation of the importance of the referral services of the library to students, they indicated that there are situations in which a student reader might be directed to another library or to an  alternative source of information such as "research institutes like the International Institute for  Tropical Agriculture (IITA)  library,  Ibadan, and individual specialists libraries such as the Chief Afe Babalola's  Chamber Library or professional organizations"  that can meet the requirements  of such student or reader based on certain conditions. This could be the condition of collecting a "letter of introduction" from such students' institutional reference librarian to the library where they are directed to. They added that this form of library referral service condition has made its patronage by some students' user unavoidable via impacts or effects of use of library course knowledge/ programme.

Moreover, Johnson, Trabelsi and Tin (2014) illustrated that librarians have become increasingly creative in enhancing their web sites; because not all e-learners/ students' have physical access to reference tools, the quick face-finding tools that are the staple of library collections libraries can perform a valuable service by providing printers  to online versions. For instance,  and according to them, the Athabasca University Library's Digital Reference Centre, offers a digital version of an academic library's reference collection services to students, through almanacs and directories, atlases and maps, data

and statistics, dictionaries and encyclopedia among others that is influencing students' positive perception of use of library course as an aid in their use of reference resources in libraries. In this scenario, they expressed that e-learners (modern age students) require more than access to e-resources, noting that traditionally a reference librarian acts as an additional type of resource, one who can be counted upon to provide expertise in making sense of library systems and research tools, and to offer helping hand along "that often slippery path" known as "the research process" that has been attracting increased students usage of the reference section/ resources of the Athabasca University Library.

Relatively, and in another catching expression of Johnson, Trabelsi and Tin (2014) on reference services to students, noted that the provision of e-learners (students) with a toll -free telephone number remains an effective, convenient and attractive reference service strategy to students, particularly for intricate inquiries, adding that the telephone reference interview works better when online students are working in front of computers connected to the internet. In this connection, and as earlier reflected in the work, Buckland (2008), however narrated that: during a conference in 2006 on the difference between print and online libraries, the directors of two very large University libraries expressed dissatisfaction with the present provision of library services to undergraduates and especially, reference service thereby painting students' wrong picture of use of library course as an aid to their use of library

references. One major concern as earlier mentioned, was that professional librarians would staff the reference desk from 9am to 5pm, but students often preferred to do their assignments in their dorm rooms using their laptops from 9.pm to 5am. Not many reference collections are open from 9pm to 5am and not many students would want to go to visit one at that time even if it were".

Buckland (2008) narrated further on this issue that professional literature of reference service to students explores the feasibility of making reference librarians available with 24/7 call center technology, which doubtless has a useful role but which would still require librarian to work from 9pm to 5am, constitutes only one component of reference library service, and does not seem likely to scale through, but what is wrong with this picture and; what could be done about it, Buckland asked? He expressed further by saying that "the problem is, of course, much large; for students being taught by distance education and, indeed, for most users of most libraries of the time, a visit to a reference library is more or less inconvenient.

In the same vein, Buckland (2008) somehow lamented the functionality of the reference library, stating that the role it plays in the print environment does not seem to have migrated effectively to the digital environment to attract students' usage. He mentioned  that the internet public library ([www.iplorg](www.iplorg)) provides a fine example of a  reference library transposed to a  digital environment, noting however,  that it is an attractive and useful site with a familiar feel and  that "what is striking is the extent to which it is",  a careful

reconstruction of the characteristics and technology of the codex". He explained that having found the reference equipment within the virtual library, one selects a section based on a combination of topic and genre, and again selects a promising resource, and drills down into it in the hope that one might find mention of the name or topic of interest, and surprising backing out (up a layer or two) and then drilling down again until one finds one or more acceptable records or abandons the effort. The approach is essentially top down, i.e. initial selection at the highest levels, then drilling down, backing out, and moving laterally at higher levels in order to drill down again. It is a faithful reproduction of the affordances and characteristics of the codex he added and he asked a question at this point: is this digital mimicking of a non digital technology, the best answer? One is therefore reminded of Robert Faithorne's quip that directs mechanization of traditional library classifications which is like building locomotives to run with legs (Buckland, 2008; cites Fairthorne, 1961). One may wonder at this point the idea it portends in relation to its relevance of this study or issue on ground, but it portrays the need for use of library course programme in information search.

In this circumstance, Buckland (2008) tried to conclude that "there is, of course, a continuing research on teaching library use to students, which includes the use of reference library resources, but it is not presented in available literature as been closely tied to increased students' usage of reference library services or resources. Meanwhile, Whitlatch (1990) earlier

wrote in her work entitled "the role of the academic reference librarian" that users/ students' who request reference service represent users who are generally less experienced with the library and have a relatively incomplete understanding of how to use the library; noting that the more users know about the library via use of library course, the more likely they are to help themselves. The attempt to meditate or reflect on the meaning of "reference service" would picture its importance to academic students research information needs. "Reference services" is understood as dealing with questions for which a "right" answer is plausible (Back Buckland, 2008); nothing that reference libraries are a very good resource for initial investigations for research students. In this regard, he re-emphases that " it is so tedious, time wasting,  and discouraging to look in one reference  work after another and failing to find the  name or topic being sought; and that  it would be nice for students to  know reliably ahead of time where  to look and where not to bother  via use of library course programmes. By way of projecting its relevance to students of the modern/ future age, he mentioned that evolving technology in the digital environment involves an increased emphasis on empowering the library user, and on optimizing reference library service as a whole. This phenomenon according to Abiodun (2013), is intensive efforts in digital referral (reference) services. Abiodun (2013) in his study concluded  that there is significant relationship between library use course and  students use of reference desk/ resources; and that users/ students

training  using programs such as:  lecture method,  seminar, tutorials, guided tour, audio visual method, computer aided  programmed instruction, individuals  instruction at the reference desk,  course related instruction, web based  instruction and so on have improved  students information search skills and making them information literate  at using reference resources or section of the library.

In this scenario, the  registrar of University  of Texas (1997) commended the efforts of  its library and the department of  Library and Information Science  in the  training support given to students in the use of government  information resources; stressing that students' training on generation, production, distribution, bibliographic  control, and administration of government information resources, is an emphasis on developing the students "proficiency  in reference and research use" that is largely observed among the graduate  students of the university in Texas.

The recent  assertion by Chu, Chow  and Tse (2010) greatly supported the  above view, when they disclosed that:  during  the information literacy and library sessions, students were  equipped with the basic skills for  using various electronic sources, and  according  to the school librarian,  the provision of relevant materials to  students, as well as training on using  the materials effectively increased  students motivation and interest in  conducting their own project based  learning (PBL) with emphasis on  reference resources and section of the school library.

Similarly, Roes (2001) in reporting a research project in England, investigated issues involved in linking virtual (or digital or managed) learning environments with digital libraries, looked at "technical, institutional and end user challenges"; and that with emphasis of the last two aspects, and analysis on stakeholders and learners needs, with its point of departure on how teaching staff can best be supported when designing digital learning environments and enriching such environment with resources available in digital libraries, found that this tailor made approach was an analogous to the work of reference librarians putting together reserve collections to support courses; and that this tailor made approach is very much apparent in the Res/De project where the focus is on the teachers and their courses for effective students learning, and has consequently influenced students increased use of library reference resources in England.

However, Budd (2009) reported that there is a decline in students' use of reference resources and services; noting that some points in this regard include declines in reference questions asked by students and in circulation services point which could lead to concern about the place of academic libraries on their campuses. He emphasized that this circumstance have also led to academic library been tagged as "the deserted library". He argued that libraries were more marginalized on campuses than they used to be due to the emergence of the internet that has eliminated many of the traditional reasons for which patrons actually visit the physical library with its carefully

maintained reference and other collections, as well as its helpful staff, and well designed reference service point. In this regard, Budd (2009) suggested a shift from library-located (traditional) reference and consulting services to "embedded librarians" or librarianship". In this case, and according to Shumaker (2009);, "you are building a collaborative relationship a partnership…" (with lecturers and students)";  in which it is not just what I can do for you",  it is about what we can do for each other" (P. 241). He stressed that the shift also represents commitments from all parties, and that its success will requires sustained efforts, and it is not without cost.  Thus, he opined that a starting point for such activity is usually in reference transactions even though there has been a precipitous drop in reference transactions in recent years that has equally affected  users/students'  perception of its resources negatively.

Although, Agyan Gyabi, Bamptey and  Fremont (2010) disclosed that librarians  working at  the reference desks find themselves  continuing to provide traditional reference services  to students, but sometimes doing so with a new range of  electronic tools.  They added that even though, such resources allow for a vast increase in the amount of information, they also create anxiety unlike the physical reference desk that used to be the place where librarians caught their breath between patrons due to modern changes in teaching use of library course to students as occasioned by the changing society needs of today electronically.

Nonetheless, Ogunniyi, Efosa and Sheji (2013) revealed that most students are not even aware of the various services rendered in the reference section inspite of library use course in their curriculum. This is an indication of weaknesses in the laudable programmes under the general studies of academic institutions that consequently influence their perceptions and use of reference resources and services readily available to them. Hence, Nair (1995:53) earlier emphasized the strong need for students to be aware of reference resources and services available to them when he explained that:

> "every College Library will have a large reference collection of general nature consisting of various types of encyclopedias e.g. encyclopedias Britannica, encyclopedia of social sciences, encyclopedias of science and technology, encyclopedia of world biography etc, dictionaries, yearbooks, hand books and manuals, specialized and general; and that the college libraries which utilize information technology for efficiency will stoak information source in microfiche, floppy disk, CD- Rom etc. which may not be very familiar to students and teachers;… so it is necessary for them to have a good idea about how to use these information resources via effective use of library course programmes".

Be this as it may, it was however observed by Nworie (2012) that though there are good numbers of reference materials in our libraries today, yet, such numbers hardly meet with the information needs of users and students alike thereby affecting their perceptions of the library reference section and resources.

In this direction, Budd (2009) Asserts that there has been a great drop in students' use of reference resources in recent times. Similarly, Ogunmodede, Adio and Odunola (2011) reported that students don't use some resources like bibliographies, gazettes, manuals, and so on often categorized as reference sources or resources in library practices; hence students perform low in writing of meaningful research. However, Agboola and Bamigboye (2011) observed that there has been a surprising relationship between students' level of study and increased library reference room (resources) usage during each successive year of their study, particularly when conducting their project research that could have been occasioned by their previous users of library course knowledge.

Fister (1992) as cited by Agboola and Bamigboye (2011) asserts that tertiary institution students may be smart people, but they are still finding the process of research intimidating because they lack basic information skills often taught in use of library course programmes. Hence, Aderibigbe and Ajiboye (2013) emphasized that the library provides more library orientation

than bibliographic instruction and information literacy skills needed by students for meaningful research activities.

Meanwhile, Ogunniyi, Efosa and Sheji (2013) exposed that college students have good understanding of what reference materials and services entail via use of library course but often have difficulties when searching for materials in the reference section thereby adversely influencing their perception (view) of its resources. Moreover, Mishra and Yadav (2013) observed that since "books are men's best friends", students therefore perceive the library reference section as a place where they can find ready reference materials (resources) beyond the class text books, and beyond the class rooms to pursue their academic knowledge through use of library course activities. Similarly, Gunasekera (2010) previously stated that one of the major purposes why students visit the library is for reference services and research tutoring engendered by use of library course activities.

More specifically, Tuckett and Stoffle (2003) define self-reliant library users as those who have the ability to:

1. Conceptualize the type and scope of information needed to address a problem;

2. Envision the steps required to obtain that information;

3. Determine the type of reference source or sources which would appropriately supply that information;

4. Ascertain if such reference source exist;

5. Rethink, if appropriate reference sources do not exist, either the type and scope of information needed or the steps appropriate to acquiring the information; and make judgments about the quality, pertinence, and reliability of the information generated through the process of library-based research among others.

These users according to Tuckett and Stoffle (2003), are not people who by-pass the librarian, thinking they know how to use the library without appropriate assistance; instead self-reliant library users/students know and use librarians as one of the resources that will aid them in bibliographic problem solving and learning through information use. They also are the critical thinkers called for by such educators as "Robert Ennis; or Mona McCormick" as those who:

- Identify main issues,

- Recognize underlying assumptions,

- Evaluate authorities, people, publications,

- Recognize bias, emotional appeals, relevant fact, propaganda, generalization, language problems,

- Question the adequacy of the data,

- See relationships among ideas,

- Know their own attitudes and blind sports, and

- Suspend judgment until the search process is ended.

When working in the context of formal education, the self-reliant library user can address the nine questions identified by the British schools council as essential for completing classroom assignments/research:

i. What do I need to do? (formulate and analyze need)

ii. Where could I go? (Identify and appraise likely sources).

iii. How do I get the information? (trace and locate individual resources)

iv. Which resources shall I Use? (Examine, select and reject individual resources).

v. How shall I use the resources? (interrogate resources)

vi. What shall I make record of? (record and store information)

vii. Have I got the information I need? (interpret, analyze, synthesize and evaluate)

viii. How should I present it? (present and communicate finding)

ix. What have I achieved? (evaluate)

The underlying assumption behind the promotion of library self-reliance through user education is that individuals will be better able to deal with the basic requirements of our information-based democratic society if they are able to recognize the informational aspects of their needs; and also aware of the broader information aspects of their needs; are aware of the broader information system; can manipulate it, recognize the interconnections between that system and the services and resources of libraries; and are able to discriminate among the opinions and evidences retrieved through the research

process. Individuals who are self-reliant library users will also be able to function more effectively as independent learners, continuing to grow intellectually outside the structure and requirements of formal education; while the foregoing perception of the purpose and assumptions underlying library-user education is generally shared by instruction librarians, there remains much debate about how to design programs which achieve the goal of creating self-reliant library users (Tuckett & Stoffle, 2003).

Since problem solving is a critical component of successful library research, teaching these skills is believed to be fully as important as utilizing conceptual frameworks or learning to use specific reference titles in the creation of self reliant library users. In this regard, Oberman (2000) cited by Tuckett and Stoffle (2003) asserts that teaching problem solving demands a framework that will stimulate it as a process, and maintains that a commitment to fostering independent study and research abilities in library users requires not only conceptually organized course content but also a teaching methodology designed to promote the use of abstract reasoning and problem-solving skills.

The advent of theory-based methods of instruction would seem to reflect a growing concern among instruction librarians in addressing the information needs of many users/ students' (Tuckett & Stoffle, 2003). According to them, this essay does not purport to claim that the theory-based approach is the only legitimate approach to library instruction, nor that this approach is appropriate to every instructional setting. However, it is currently the only form/type of

the theory-base approach to user education, or as a distinguished form under reference-tools (resources) or conceptual framework models, addressing the full six-stage continuum of self-reliant library-user abilities proposed at the beginning of their paper as related to this study (Tuckett & Stoffle, 2003). Anyone having worked at the reference desk can attest that professors will send students to use those resources with which they themselves are familiar, regardless of whether the library still has resource about that particular resource, or whether it is still the most appropriate one they added.

As students scale confident in their academic skills, so they expect higher marks on exams, as well as expect the quality of their work to reap benefits via user education programme. The opposite is also true of those who lack such confidence; noting that students who doubt their academic ability envision low mark before they begin an exam (Waldman, 2003); and that such inadequacies (lack of academic confidence) are often addressed by librarians under use of library course programme thereby helping students' appreciation of the course in their use of reference resources in academic libraries.

Relatively, and in studying working adults' information seeking behavior, Brown, Challagalla, and Ganesan (2001) found that "employees (graduate students) with high self-efficacy (user education experience) effectively seek, integrate, and use information to increase role clarity and performance, whereas employees  with low self-efficacy (without user education knowledge) do not "(Brown, 2001). It seems reasonable to assume

that the same would be true of students' information seeking behavior/nature while in school he added; noting that students with higher self-efficacy tend to use the library more often and are more active academically through effective use of information resources available to them.

Ray and Day (1998) noted that the perceptions of users or students should be a vital form of analysis into the effectiveness of resources, as well as enabling the varying need of students to be met, and monitored. Stressing that "while user surveys can never tell the whole story of how patrons are responding to a library service, they can provide valuable ideas about what does, and what does not work". It is only under these circumstances that effective responses can be made to deal with any possible user reactions, either positive or negative (Ray and Day, 1998).

In this direction, Edem and Edem (2002) had in a similar result confirmed that the study of organization and utilization of reference resources in libraries enhances the promotion of searching and locating information sources through the teaching of library instruction amongst other methods as being taught in the universities to first year students being a sine qua non for effective use of resources in libraries.

**Use of Library Course as an aid on Use of Library Reserve Resources**

Within the circulation section of the library, there is the reserve unit (Clarke, 1999). He expressed that in some libraries book or information resources reserve is a section of its own. He stated that information resource or

books on reserve do not circulated like other formal information resources; patrons may have to sign before using them in the library which has over the years limited their usage by students in most academic libraries irrespective of use of library course experiences.

However, reserve resources or lists of items include books, articles and video recordings that an instructor had placed "on reserve" for their course, and few others made by librarians located on shelves in the reserve reading room (reserve unit or section) usually checked out only for short periods of time (between 2 to 3 hours) so that everyone in the class has a chance to use them (Wellesley College Library, 2014). Books or information resources on reserve for a class circulate only for the stipulated loan period of either "2 hours, 4 hours, 1 day, 3 days, or 7 days" depending on usage pressure (University of Delaware Library, 2013).

Clarke (1999), claimed that books or information resources on high demand with few copies are normally placed on reserve in academic libraries when instruction to that effect is given by the course lecturer to enable all interested students have equal access to it. He noted that librarians may also place on reserve, information resources that are rare or extremely expensive to enable users have equal access to them, and that librarians can use their discretions to loan out books on reserve on a short term of two hours bases, and could be renewed if no other patron requests for them. The returning of a book on loan may be due to expiration of loan period or through recalls, and

that books cannot be placed on reserve ad-infinitum, but for a given period of time (Clarke, 1999). He added that this strict form of control could deter or scare most students from their adequate usage (fair-use) and consequently influence their perception of reserve resources adversely.

Meanwhile, it is the policy of the library to exercise in good faith the full use rights of students, faculty, librarians and other staff in their teaching and learning activities, while upholding the copyright laws of 1976, and to avoid, whenever possible adopting or supporting policies or agreements that would restrict fair use right (Southeaster Louisiana University Library, 2014). According to the Institution, these fair use guidelines (rights) apply to the library reserve resources shelf as it functions as an extension of classroom readings or also reflects an individual students' right to photocopy for personal scholastic use under the doctrine of fair use that is usually considered under four basic factors as follows:

a. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

b. The nature of the copyrighted work;

c. The amount and substantiality of the portion used in relation to the copyright work as a whole; and

d. The effect of the use upon the potential market for or value of the copyrighted work.

Accordingly, the Catholic University of America (2014) reserve room questions on librarian by students and faculty could be so much on its mode of operations often handled through use of library course programmes, and also positively influence their perceptions of it, that include:

Question: what is the process for putting copyrighted articles on reserve in the library for students?

Answer: a central reserve request form must accompany any article or material to be placed on reserve. A reserve of an article is permissible under the fair use doctrine. However, if the article is placed on reserve for more than one semester, then permission of the copyright holder must be sought.

Question: When I request permission to use an article or chapter of a book for reserve use or for use in class, how can I clarify the duration of the permission?

Answer: The best process for seeking permission from a publisher is to go through the library bookstore. The article or book chapter permission would last for the semester in which permission is sought.

Question: I am writing a dissertation and wish to quote portions of a paper submitted by a student in a class I helped teach or supervised at the university. Do I need to obtain permission from the student based on fair use policy?

Answer: Permission should be obtained in this instance, as two, issues are involved, copyright and the privacy of student education records. The federal law governing the release of student educational records (FERPA) requires

written permission from a student before releasing information from a student education record. Since the dissertation will be published, this written permission is necessary to protect the student's right of privacy. In addition, the student owns the copyright in his or her paper, and permission should be sought for that reason as well. The doctrine of fair use is less likely to apply to an unpublished work, such as the student's paper, although there will be instances when use of an unpublished work would be considered a fair use. If you are quoting a small portion of the students work, and there are no privacy issues, then fair use right apply among others.

Similarly, and on the part of use of library reserve video tapes, the University of San Francisco (2014) reported that although a rental or purchase of a video does not carry with it the right to perform the copyrighted work publicity", video may be shown without a license for nonprofit educational purposes and in certain narrowly defined face to face teaching activities because the law makes it specific with limited exception for such showings. For instance, and based on the "Sony Corp" supreme court ruling, a library is included in the "face to face" activity if the viewing is considered "make up" work for what could have been experienced in the classroom setting and utilizes the same portion of the work that was displayed, without charge in the classroom. The knowledge of issues of this nature on library reserve resources/ section is better channeled to students and other users via use of

library course, and has substantial influence on students' perceptions of its services.

Ifidon (2000) in this regard, espoused that the reserve unit is an important section of academic libraries which most students do not know about; particularly the new students except through use of library course programmes that most students shy away from. She added that this attitude of most students towards library use course, greatly deprive them from knowledge of the existence of valuable information resources and services kept and rendered by librarians to users for greater academic outcomes, thereby affecting their perceptions of library services; particularly of those taking place in the reserve unit that is basically on strict access. This form of reserve access operation is to provide a secure location for heavily used, and rare items that faculty may request and place on reserve as course readings which may include:

- Library owned books

- Instructors personal copies of books

- Sample of exams and quizzes (past question papers)

- Homework assignments and solutions

- Lecture notes and course syllabi

- DVD/ CD recordings of lectures among others (Boson University Library, 2014).

In this light, it was observed that some institutions of learning (academic libraries) support institutions through the availability of course reserves and other collection access services to students (Bentley university library, 2014).

The institution noted that the primary function of this form of services is to ensure that students and teachers have timely and equitable access to course related library resources; and retains the right to refuse any request for reserve, or remove materials already on reserve on the basis of law related or administrative concerns whether or not palatable to its users/students. This phenomenon of strict legal law operations of reserve resources in academic libraries have in no little measure affected students usage of reserve resources or section in our library (Bentley University Library Report, 2014). This scenario has or could continue to adversely influence students' perception of reserve resource or section irrespective of library use course knowledge on its importance to their academic pursuit, particularly in this era of global information access opportunities.

In addition, the Bentley university library (2014) emphasized that the library provides information resources and guidance to instructors to assist them in evaluating the qualifications of a specific use as fair use, and to students about their rights and responsibilities regarding their own use of course materials on reserve that thereby/further compound the issue of its students' use dislike.

In general, reserve materials or resources are intended for the exclusive use of students in a particular course (Molstead Library, 2014). It added that items or resources placed on reserve must be either required or optional in terms of reading, viewing or listening to the given course, and that reserve resources loan periods and stipulations are determined by the faculty; students who need items for longer than the designated lending periods must obtain written permission from the faculty thereby making its use more compounded to students particularly the weak ones; which in no little measure affects their usage and consequently their perceptions undermining efforts of use of library course programme in this direction.

The institution (Molstead Library, 2014) also noted that all resources placed on reserve are subject to limitations under copyright law and must comply with learning resources copyright guidelines as earlier stated above irrespective of students' dislike of their policies or principles guiding their usage. The institution further expressed that even in this strict policy dislike situation by students on reserve resources "lock and key" use principle, some users (extension students and faculty) make substantial use of the library's reserve section and resources because of their unique importance; and also influence their judgment positively or perception of the library reserve section/resources.

The reserve section resources uniqueness and importance may have prompted the San Joaquin Delta College Library (2013) to describe them as exceptional resources for students use that include such materials as:

- Rare books or manuscripts

- Upper division research materials

- Dissertations/ Thesis

- Sheet music

- Lab manuals, and "fill in the blank" study guides

- Out of print books, and

- Condensed books among others; nothing that reserve collections/ resources once generally made up of gifts from faculty publishers.

In line with its uniqueness and importance, thus, the University of Delaware Library (2013) emphasized that reserve section resources and services are designed to enable instructors make limited quantities of course related material available to students in an efficient way even though most students fail to appreciate it due to weaknesses in use of library course knowledge. Although, most students fail to appreciate reserve sections services, it is an essential unit meant to carefully guide against loss of rare information resources in libraries. For instance, if such books are kept in the open access collection (shelf), some students can deliberately miss-shelf them for selfish gain (Ifidon, 2000). She explained for instance that an engineering student could remove a book from the engineering shelf and re-shelve it with

books on history. The idea is to monopolize the use of such book and prevent other students from having access to it; and that in extreme cases, a whole book could be removed from the library or relevant chapters ripped off. She concluded that such pilfered books or mutilated chapters could be hidden on the head covered by a big hat or put inside the culprit's shirt, but if kept in the reserve unit would give no room for such damages due to its strict monitoring system. She further expressed that since there are no electronic devices in most Nigeria libraries to trigger off an alarm when such books (resources) are being taken across the library's exit, only an eagle eyed Porter can detect such crime. Thus, reserve services become paramount irrespective of students' discouragement to its strict use problems as some students often kicks against it and perceive it as use of library course short comings.

To this end, Ogunmodede, Adio and Odunola (2011) asserted that reservation services provide avenue for students and other users to make use of some (rare) books resources for strict in house use only to guide against their loss. Moreover, as libraries work to enhance their presence on the web, a growing number are investigating the potential of electronic course reserves (Johnson, Trabelsi & Tin, 2004). They however noted that the traditional course reserves desk services of an academic library, with its limited copies, short loan periods, and high late fines, can be a considerable source of frustration for many students that is negatively affecting their perceptions of use of library course as an aid to their use of library reserve resources since the

course is also expected to play link roles between students and library services to bring about satisfaction.   Hence most libraries are embarking on the electronic reserves  model, in which they make available, through  the world wide web, items, that faculty have  selected and "placed on reserve"  for students in a particular course in recent times (Johnson, Trabelsi & Tin, 2004). This new development has become a hot topic in library literature (Wilson, 2000). He  added that most  e-reserves operate on a password protected model mostly appreciated by students  of modern times  via use of library course programme; and that one must be affiliated with the  institution, or even registered in the  course reserve services  of the library  which also permits full integration with the library's  online catalogue. This phenomenon has in recent time positively affected students' perception of reserve services in libraries he iterated.

It was reported that students use of library reserve resources increases as they increase in their academic levels and thereby changes their initial negative perception of the library reserve section and services (Agboola, and Bamigboye, 2011). However, students who intend to use very rare reserve resources for selfish and commercial gains but could not do so due to the strict or closely use monitoring policies of the library reserve services, often have negative perceptions of the section (Bentley University Library, 2014).  The Institution noted that resources placed on reserve are to be solely used for non

commercial educational purposes and in support of the course(s) for which they are designated, and should not be reproduced for further distributions.

Moreover, Ogbuiyi and Okpe (2013) claimed that library users appreciated library reserve system. They explained that library users including students are often satisfied with the services of the reserve section, and therefore have an appreciative perception of its activities.

In this regard, Tuckett and Stoffle (2003) noted that a librarian should be more than a keeper of books; he should be an educator…and that no such librarian is fit for his place unless he holds himself responsible for the library education of his students…noting that "all that is taught in college amounts to very little; but if we can train and send students out on self-reliant through effective user education programme, then, we would have accomplished very much".

To this end, Robinson's statement according to (Tuckett & Stoffle, 2003) is noteworthy on at least two counts; not only does it clearly suggest the appropriateness of the librarian's active participation in the educational process, but also an essential goal of bibliographic instruction, namely, "self-reliance" on the part of library users and students alike. Over a century, after Robinson's statement, the council of the American library Association affirmed that preparation of individuals "for independent information retrieval is essential to sustain life-long professional and personal growth", as well as being "basic to virtually every aspect of daily living in a democratic society".

Given this, the council policy statement concludes that instruction in library use should be considered by all libraries "as one of the primary goals of its service". This policy statement implies that the ultimate goal of library instruction is the development of self-reliant library users. The authors of this article define "a self-reliant user as a successful bibliographic problem-solver who learns through information use". More specifically, we (Tuckett & Stoffle, 2003) define self-reliant library users as those who have the ability to:

1. Conceptualize the type and scope of information needed to address a problem;

2. Envision the steps required to obtain that information;

3. Make judgments about the quality, pertinence, and reliability of the information generated through the process of library-based research among others that would consequently influence patrons/students perceptions of library use course as an aid to their library reserve resources usage.

**Use of Library Course as an aid on Use of Library Circulation Resources**

The circulation resources or section is one of the units of the readers' services department of any academic library. It is the major interface between the library and the users/students (Ifidon, 2000). She explained that the inputs of all the other departments of the library such as the acquisition or collection development, processing (cataloguing/ classification), bindery, and even administration provides the raw materials with which the circulation section

renders services to users and students alike bearing in mind that institutions of higher learning according to Ahmed (2008), citing Edwin (2006) are established primarily to discharge the tripartite functions of teaching, research and community development through a number of responsibilities. One of such important responsibilities according to Ahmed (2008), is the availability and accessibility of carefully selected and organized collection of information resources at the open access or circulation section services via effective use of library course programmes of such institution. He noted that the nature of information resources in circulation services will normally prompt a reaction to its utilization and perception by users including students. To Aguolu and Aguolu (2002), it is impossible for any nation or institution to develop without creative and imaginative access to accumulated information resources; expressing that it may be appropriate to deduce "that the decision making of an individual to a great extent depends on the degree of information resource access and use" via effective library use course experiences. They also acknowledged that the efforts geared to make a variety of information resources available in a library will be a waste if such resources are not made accessible through circulation services, and effective use of library course programmes that could influence patrons' perception of the entire relevance of library services and existence in academic institutions. They concluded that the responsibility of the library is to ensure that available resources are used by patrons and students alike through effective circulation and use of library

course services to engender favourable perception of its existence on the part of users.

Meanwhile, Rasaki (2008) revealed that there is low level of understanding of the library circulation services that has affected students' perception of the library due to weaknesses in use of library course programmes. He however, explained that the course content, duration of the programmes, the lack of knowledge concepts and the low use of library resources by students show that the programmes as it is presently pursued in some African countries, is a waste of time. In writing on his experience at South African Universities, Dulle (2004) cited by Rasaki (2008) also reveals that most universities in Africa practice mainly use of library course orientation, most of which lack the capacity to produce information users/students who exhibit adequate or efficient use of library knowledge attributes, and has considerably affected students' perception of library circulation resources in universities. This circumstance or weaknesses according to Chan (2003) is due to the following problems with use of library course programmes:

▪ The programmes were not accorded any official status and this did not receive the support of students or academic staff;

▪ Students were not given any hand-on experience, meaning that there was no formal assessment of the effectiveness of the programmes;

▪ The programmes were too short to be really effective;

- As most students had no or very limited experience with library use and resource-based learning, they did not think it worthwhile to expend time and efforts to learn to use the library.

  To this end, it was reported that the weaknesses of use of library course programmes resulting from the above shortcoming has made it difficult for students to have good understanding of library circulation resources and services in such areas as:

- Borrowing of materials or resources (who may borrow library resources?)

- How can one (students get a borrowers card?)

- What material may be borrowed?

- What is the check out procedure for circulating resources?

- What is the check out procedure for "in library use" or course reserve materials/resources?

- How long may I keep the materials (resources) I borrowed (ie the length of loan period)?

- Are there any limits on certain types of resources that I can check out (borrow)?

- What is the maximum amount of items I may have checked-out in any given time?

- Renewals for student borrower

- Fines on over-due borrowed resource or lost/damaged materials

- Inter library loan services available to them as students

- Library use guidelines among others (Molstead Library, 2014).

In this regard, the San Joaquin Delta College Library (2013), explained conditions that may surround decision to replacements of damaged, lost or stolen library resources by students and other library circulation users to include:

- Whether or not the resources is still in print;

- The timeliness of the resources;

- Whether or not the resources is considered a  standard in the field;

- Whether the material (resource)  has been superseded by a new edition;

- The need for the resource relative to other  items in the collection;

- Whether the resources is a duplicate  copy; and

- Price of the resources or material.

Similarly, the University of Delaware Library (2013) described conditions that permit and regulate library circulation activities or responsibilities to students that may include:

- Students presentation of valid  library ID card to access and check out library resources and that such ID cards are not transferable

- Library resources checked out (borrowed) by students could be renewed after expiration of the due-date stamped on it (i.e extended) depending on prevailing use circumstances.

- All circulation library resources (except for resources on reserve) are subject to recall

- Borrowers who have items (library resources) that have been recalled are notified of revised due dates,

- Borrowers are guaranteed a minimum of 14 days (2 weeks) loan period unless the item is needed for reserve;

- If a book (item or resource) has been recalled to be placed on reserve for a class, such item is due immediately but the borrower may have 9 days to responds before such borrowing privileges are suspended

- All borrowers have their borrowing privileges temporarily suspended if they have an overdue recalled item(s) on their library account. This condition remains in effect until the recalled item is returned or the overdue items are renewed or returned;

- Borrowing privileges may also be suspended for violation of the terms of interlibrary loan activities;

- Borrowers or students who lost or failed to return library resources may be billed or asked for replacement of the item plus a processing fee;

- In order to protect library resources and to create an atmosphere that is conducive to learning, no food, smoking, or pets are permitted in libraries. However, beverages in resealable containers (such as bottles with screw taps, and mugs or cups with lids) are the only refreshments that may be consumed in the library (University of Delaware Library, 2013); adding that users/students need to keep these containers closed when not in use to avoid accidental spills. The institution also noted that library staff or public

safety staff may ask users to dispose-off beverages in open containers or to remove food and will confiscate items not removed immediately among others that usually or are in most cases not palatable to students and thereby affect their perceptions on use of library circulation resources or section. This form of circumstance has been one of the challenges often faced by academic libraries.

To this end, Ifidon (2000) advanced some of such challenges to include: inadequacy and out of date of teaching and research resources following unjustified increase in students population intake by academic/parent institutions and shortage of qualified man-power. She noted that interlibrary loan facilities would have been a welcome relief, but these are nonexistent; stressing that this is not surprising, because each library would rather use its limited facilities to meet the needs of its immediate community before extending its lending facilities to other libraries.

Other problems that have helped make a relative non-sense or poor perceptions of circulation resources in libraries irrespective of use of library course programme according to her are:

- Unavailability or failure of the library to acquire the desired item(s) or resources;

- Failure of the user/ student to locate an item (book) on the shelf even though it is listed in the catalogue;

- Failure of the user/ student to locate the properly shelved item on the shelf because of the student carelessness due to ineffectiveness of use of library course programmes;

- Failure of students to locate an item in the catalogue even though it was acquired;

- Failure on the part of library staff to properly keep and display records of books (resources) that are in the bindery.

- Restricted access to certain collections such as the research collection whose use is open to only final year students and researchers (special collection/reserve resources); and

- The infancy nature of most academic library automated resources (manual instead of automated procedure); and epileptic electric power supply in academic libraries in Nigeria among others. She (Ifidon, 2000) therefore emphasized that in such circumstances, it will be a tall order for any circulation services librarian to satisfy the information needs of users/ students; and concluded that inspite of the prominent position of the circulation section, users have found its services less than satisfactory and thereby influence their perception of library circulation section/ functions adversely that is partly due to ineffectiveness of use of library course programmes by academic librarians.

The above claim of the ineffectiveness of academic librarians in teaching use of library course/ programme is true; because it is the

responsibility of librarians in  academic institutions to effectively educate students on the use of  library  resources; and if they (students) fail to effectively access or locate and use academic library  resources  as presented by Ifidon (2000) above, then they  should have been responsible since  they (librarians) are the major driving factor in  information resources access and usage (Ogunmodede, Adio & Odunola, 2011). In this direction, they explained that  information provision, access and lending services  are perhaps the most important services  provided by a library;  noting that staffs (librarians) at the circulation  desk  are  responsible  for  charging/discharging  of  textbooks (information resources) to users.  In rendering these services however, certain processes must be followed such as the  registration of such student or user who is eligible to pick library resources from the open shelves and taken to the circulation desk for proper processing and recording by the staff on duty.

In this vein, Johnson, Trabelsi and Tin (2004) stated that traditionally, libraries offer circulation services, interlibrary loans and library use instruction (use of library course) to students and other library  users; adding that to service students  connected to their institutional library primarily through a computer network, librarians  are  to providing remote access to, and electronic delivery of library resources and a services  to users in support of institutional responsibilities to students. They stressed that electronic  library circulation services is  a quick facilitator in sharing knowledge and information among library staff (librarians), researchers, faculty and students

within and outside the institution and encouraging them to work together, develop their skills, and form strong and trusting relationships. They explained that such library circulation function via use of library course focused on collaboration or trusted relationship among the stakeholders that helps to promote responsive approach to course design and supports teaching and learning objectives, particularly when this relationship/collaboration incorporates students' contributions and feedback via use of library course sections or programmes. They further noted that through this form of library circulation function, it motivates all parties to have a common vision in which each one participates actively by contributing their skills and perspectives to the building of a genuine partnership to boost academic activities in higher institutions of learning. In this direction, Akambi (N.D), concluded in his staff user interaction in university libraries study, that circulation services are very important to academic library users, and thus, there is need to modify circulation arrangements from time to time as well as communicating such arrangements to students via effective use of library course programmes that could engender their positive perception of its services among other users.

To this end, Emojorho (2011) stated that effective information circulation function offers the greatest possibilities to those who know how to use it via effective use of library course activities. He stressed that such circulation library function is aimed at assisting the library users to make maximum use of information resources and services of the library; nothing

that an organization or individual that is bereft of information is almost cut off from the world as a whole and could, in some cases, even be regarded "to be as good as dead". He added that it is not enough to acquire information resources, but far more important to get (circulate) the materials resources to the desk of the users through effective use of library course programme efforts that would go a long way in influencing their perceptions on academic library services. This according to Issa, Blessing and Daura (2009), enhances individuals ability to know when there is need for information, how and where to get the information resources and using such information resource effectively to accomplish a specific purpose. Indeed, the circulation section of every academic library plays a lot of functions to the students via effective use of library course programmes. For instance, and according to University of Pitteburgh Librarian (2014) it is a platform or unit that also educate faculty and students on copyright issues or answer/attends to Frequently Asked Questions (FAQ) such as:

**a.** Can I scan course readings (resources) and put them up on my website for my students or colleagues?

Answer: no, not without permission of the copyright owner. Materials or resources posted on the web could be accessed by people all over the world. In effect, you would be distributing the information resources freely and broadly; thus affecting the market for that work that is against the law of fair use factor pointed out in this work under library reserve resources as

iterated below. However, if you do request permission from the copyright owner to place the work on your website, the copyright owner may require that you limit access by password or some method of encryption to protect against unauthorized access or illegal copying as practiced by electronic libraries and other documentation centres.

**b.** Can I provide citations and links to other resources on websites or articles from online journals, or full text databases?

Answer: yes, you can do both from your own website. However, be careful on how you link to these articles. You will want to use the "Official URL" (Uniform Resource Locator) to link to an item, not the temporary "session URL" provided when you use the database; i.e see how the journal or database cites the article to determine the correct URL to link to.

**c.** Fair use means that if I'm using it for educational purpose, I can do whatever I want with a copyrighted work, right?

Answer: No. Fair use is a complicated concept and the general answer to any question about fair use is "maybe" there are some very definite restrictions to using copyrighted resources even under fair use guidelines. In general, you should consider the four fair use factors from "section 107 of the US copyright law":

1. The purpose and character of use;

2. The nature of the copyrighted work;

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

4. The effect of the use upon the potential market for or value of the copyrighted work.

The institution (University of Pittsburgh Library, 2014) however noted that "one of the best rules of thumb about fair use is whether or not you are confident that the use is permitted". It stressed that if you are not absolutely certain that your use is a fair one, it is always a good idea to get permission from the copyright owner before using such work among others.

In this direction, Jiao and Onwuegbuzie (2002) stated that students' ability to utilize library and its circulation resources is crucial for successful completion of a college education; specifically to attain and maintain high level of academic performance that consequently influence their perceptions either positively or negatively of library existence and relevance in academic institutions. On this note, Budd (2009) reported that some libraries have experienced increase in traffic on circulation resource/section usage and has equally engendered their positive perception of libraries following the role played by use of library course programme. Similarly, it was observed that there has been increased readership of library resources among students; particularly of electronic engineering resources in circulation (Cambridge University Library, 2012) that has substantially influenced their perception of library services in modern times noting that without effective use of library

course, the observed increase in readership wouldn't have be possibly obvious as earlier revealed by Nair (1995). He also explained that without use of library course, students feel frustrated in the use of library resources meant for circulation; adding that the large amount of increasing literature on circulation is bound to confuse any student or teacher who is not alerted before through use of library course programme which could also affect their view on library services generally. He concluded that it is therefore necessary for them to have a good idea about how to use library resources on circulation through effective use of library course programmes of academic institutions since students' view/perception of them could go a way in justifying their continuous relevance and existence with reflections on effective rules and regulations. In this regards, he stated that every library has rules and regulations about its resources use that also have effect on students view of their services. For instance, on opening and closing days and hours, charging and discharging system, membership, photocopying and so on that could help them better appreciate academic library services in their perceptions. It was however disclosed that students who do not appreciate the value of the library circulation resources, are though at disadvantage, but results from ineffective use of library course activities of the library has also affected their perceptions on library services in a similarly manner.

In a related development, Gunasekera (2010) revealed that students use the circulation section for class work, research, discussions, leisure, and for

other purposes via use of library course programme efforts in some academic institutions that invariably and positively influence their perceptions on library existence in higher institutions of learning. He added by iterating that one aim of use of library course programme in academic institution is to create library awareness that could help improve students use of it and consequently increase their academic performance.

Kolowich (2011) emphasized that this is one of the sobering truths that librarians, representing a group of Illinois Universities, have learned over the course of a two-year, five-campus ethnographic study examining how students perception and use their campus libraries. He noted that students rarely ask librarians for help, even when they need it. The idea of a librarian as an academic expert who is available to talk about assignments and hold their hands through the research process is, in fact, foreign to most students. What we now know, or one thing the librarians now know is that their students' study habits are worse than they thought; but did not place the onus solely on students. He however stated that librarians and professors are also partially to be blame for the gulf that has opened between students and the library employees who are supposed to help them further perhaps through adequate/effective user education programme.

Hence it was observed that "If we quietly hope to convert all students to the liberal ideals of higher education, we may miss opportunities to connect with a pragmatic student body", wrote Mary Thill, a humanities librarian at

Northeaster Illinois. By financial necessity, many of today's students have limited time to devote to their research. "Showing students the pool and then shoving them into the deep end without indept user education, it is more likely to foster despair than self-reliance in information search (Kolowich, 2011). However, before they can do that, of course, they will have to actually get students to ask for help that means understanding why students are not asking for help and knowing what kind of help they need, say the librarians (Kolowich, 2011). Nonetheless, such inquiry/information could better be elicited from students during user education period/class he added, and that "many students described experience of anxiety and confusion when looking for resources and observation that it seems to be widespread among students at the five institutions involved in their study", Dake and Sher wrote (Kolwich, 2011).

Librarians and teaching faculty certainly have an obligation to encourage good, thorough research, says Thill, but they also have a responsibility to serve students partly through user education programme and that means understanding the limitation of library idealism in practice, and acting pragmatically when necessary (Kolowich, 2011).

In this regard, Bates (2010) stated that from the earliest days, librarianship in the United States had a commitment to care about and serve the users of libraries. In the founding year of American professional librarianship in 1876, Samuel Green wrote to encourage Librarians to "mingle

freely" with the library's users" and help them in every way. "In the mid-twentieth century, the great Indian Librarian, S.R. Ranganathan in his five laws of librarianship, made similar observation which were very much oriented to the library user:

1. Books are for use

2. Every reader his book

3. Every book its reader

4. Save the time of the reader

5. The library is a growing organism.

Along with the evidence of student difficulties with libraries, a large literature has developed on the goals and techniques of teaching "information literacy," i.e. the capability of finding and effectively evaluating desired information (you may see Elis entries on information literacy" and "Information literacy instruction") in sum, people/students often vastly under-utilize available resources and often quite appear inefficient in finding what they do or seek as a result of the way they perceived library practices/user education programme.

Similarly, Olle and Borego (2010) acknowledged that academic librarians are in an excellent position to corroborate or qualify the information behaviour, and so we expected that their observations would provide further insights on the topic. To this end, Librarians confirmed the well-established decline of library visits among which could be due to the way they view

library and its resources among students. Previous research had already indicated that there is a decline on library visits by students/patrons. Librarians were able to corroborate this and to separate this phenomenon from the fact that students continue to visit the library for particular reasons, for example, in order to study or to work in a group as encouraged by librarians under user education programme.

However, the University Library of Maryland (2013) expressed that libraries support all aspects/sections of students' education; noting that User Education Services in Mckedin library provides library instruction primarily for (For fresh/transfer students) and (for returning students). These include:

*ENGL 101: Academic writing* (Library Day) in which he introduces First-year students to research resources and search skills so that they may effectively find credible information for their ENGL 101 papers. All libraries Day session, in this regard, takes place in a Mckeldin Library instruction lab and are taught by librarians or by specially trained graduate students.

*GEMS100: Introduction to Gemstone*

During weeks 5-7 of the fall semester, Gemstone students come to Mckeldin Library for a 50 minutes session with a librarian. Students work to apply the concepts that define their research questions to locate relevant sources. This is done in order to complete portion of GEMS 100 project sheet. All these facts culminate to the idea that librarians favorably perceive user education programme activities.

Waldman (2003) noticed that the ways in which users choose between information services to meet their information needs are expressions of their perceptions about the best information strategy given to those information needs through user education. Each user's strategy is formed on the basis of such factors as his or her perceptions (views) of the value of the products delivered by each service and the likelihood of success in using each service, knowledge that the services exists, likewise the logical dependencies between one service such as user education, and the other such as resources' utilization (Heine, 2000).

Accordingly, Nagata, Toda and Kytomaki (2007) summarized from their study that there is no uniformity in students' use of library; noting that some thought the library/user education programme was indispensable for their study. Though, each of the libraries included in their study offers various kinds of services, emphasizing that mostly students make choice according to their own convenience or need (Joan, Durrance, Karen & Fischer, 2005). They pointed out that the contextual approach to library outcomes becomes essential; noting that user's activities via user education programme are surely defined by the context surrounding the students using academic libraries. It should be mentioned here that students who utilize user education experiences generally indicated high educational outcomes; and therefore have a positive perception of it (Nagata, Toda & Kytomaki, 2007). They emphasized that the learners group appeared every where showing high scores in their use of the

library for information materials, for research and as a place; stressing that there were some differences within this group (usage as a place was somewhat lower at Olulu University and PC usage was high at Keio University). The second common group was the extended use (socializer group) who scored high on usage of the library as a place to chat and gather but low on the usage for materials and for research (Nagata, Toda & Kytomaki, 2007). They however indicated that there was a wide gap in the adoption of user education experience in the use of PCs between Olulu University and Keio University. Also, and among the indicators established, were greatly affected by environmental factors. Their usage of PCs depended heavily on the facilities offered by the library, and taught under user education programme; as well as on how group assignments were dealt with at each University. These related elements of the user's context, greatly influence their perceptions of user education programme effectiveness (Nagata, Toda & Kytomaki, 2007).

Nevertheless, the trend in these assessments indicates that users are satisfied and such user satisfaction was a function of the individual user's perception of the quality of the library's resources, and services through user education programme; the competence of library staff, and the physical appearance of library facilities (Troll, 2001). He emphasized however, that in contrast, service delivery studies of service quality assessment is the collective experience of many users and suggest that reliability is the most important characteristics of service quality occasioned by effective user education

programme. Though these approaches to outcomes assessment are sufficiently interesting and informative that warrants continued/increased use and development of library activities. Accordingly, he observed that increased use of library resources by students would help determine cost effectiveness of investment made on libraries by their parent bodies or managements. He noted that in this case, cost effectiveness requires a clear definition of value to users' needs/satisfaction and some way to factor a qualitative indicator into an otherwise quantitative model. For example, tertiary institution students appear to value convenience and delivery speed via user education experiences more than the quality of the information delivered (Toll, 2011).

An earlier positive perception of students on user education programme is indicative of the statement of Davidson (1995) who posits that students clearly find instructions for various aspects of library research important. Davidson also noted that students indicated a preference for Web-based tutorials with written guides and assignments.

Nagata, Toda and Kytomaki (2007) analyses showed however, that library resources and services including user education had almost no influence over undergraduates' use of library or their self-reported gains in critical thinking skills. Although this was a study that hinted at a way to measure the contribution of academic libraries to undergraduates' educational outcomes, it fell short of proving a positive relationship, they added as could be summarized from the study of Toda and Nagata (2007), that there is no

uniformity in students' perception of use of library education. Their study also showed that the "benefits of library/its education" and "learning outcomes" attained are somehow related to the ways in which students use library resources through knowledge acquired in user education programme.

Davidson (1995) also revealed that user education gives more motivation to students to study in school than at home, and that students perceive this type of library use service somewhat positively and an act that led to "fun of studying/learning" and helps to "develop the habit of learning by yourself/oneself" (Bates, 2010).

In this regard, Bates (2010), consequently puts forward a simple idea of motivating a student to visit the library, "picking a topic", like picking an apple off a tree, and going to research it in the library, it is not how the process reasonably can or should be expected to proceed; he noted however that yet generations of teachers and professors have left students floundering and frustrated as they moved, essentially without guidance, through this core process in paper-writing; but sometimes ameliorated through user education activities.

Amkpa and Imam (2011) observed that this form of statement is substantially in agreement with Ashiru (2002) who observed that formal instruction on use of library in Nigeria institutions were characterized by lectures and inadequate practical session in user education activities. Reasons advanced for using this learning methods, may include that librarians who are

involved, might not prepare to teach the course effectively, over-loaded syllabus and inadequate time or duration to complete the syllabus, and therefore, stressed that "if any or all such situations occur, appropriate learning might not take place".

Oyewusi and Oyeboade (2009) revealed that students found library resources and services (including user education programme) relevant for academic pursuits of undergraduate responsibilities. This confirms the submission of Ajayi and Adetayo (2005) that the library is a seat for revolution within the city because that is where received ideas are questioned, especially when they are fundamental, because it is a place of liberty and open-mindedness which gives the society the ability to adapt in the long or medium term motivated for awareness and use through user education programme.

It was indicated that most Nigeria undergraduates perceive libraries and their user education services as an opportunity to borrow books and read lecture notes but they were unaware of the rich content they can access through libraries when these resources are available. Even though library users may make limited use of library resources, they continue to trust libraries and user education services as reliable sources of information for their academic pursuits. Though, the use of electronic resources like the internet is gaining wide recognition among Nigerian undergraduates, printed library resources has an important position in the academic environment and need be adequately learnt through effective user education programme.

From the foregoing, however, it could be deduced that students' assessment of the course in the past is weak. Thus, Anie (2011) concluded that analysis so far has shown that though user education is useful as a course to tertiary institution students but effectiveness of the course needed to be enhanced.

It was further discovered that although students are introduced to the use of library course to enable them make a meaningful research that will benefit not only Nigeria as a country but the whole Universe, its effect/impact on the student is very minimal (Ogunmodede, Adio & Odunola, 2011). Although, they observed that a good Number of students affirmed that library user education is relevant to their course of study, and their perception (view) for the need for library use education is equally high, yet the result showed that few library resources are being consulted by the students. Hence, they iterated that there is also a need for the contents of the library use education to be reviewed particularly in ICT environment as well as its teaching methods.

**Use of Library Course as an aid on the Use of Library Catalogue**

It is relatively impossible for any nation via academic institutions to develop without effective, creative and imaginative utilization of accumulated information resources as well as effective use of library catalogue. This claim seems to be true because library information search depends on the knowledge of library catalogue (Alokun, 2003). It may be appropriate to deduce that the decision making ability of an individual and student alike is to a great extent

dependent on the degree of information resources patronage or use (Ahmed, 2008). He explained that the efforts towards making a variety of information resources available for students usage in academic libraries will be a waste if such information resources are not adequately accessed and utilized through the provision of library catalogue and effective use of library course programmes for the creation and enlightenment of its existence or awareness by librarians that goes a long way to affect how students perceive its relevance and existence in academic institutions particularly in our modern time in which information technology is revolutionalizing the learning process and institutions.

To this end, Ogunsola (2004) disclosed that academic libraries are gradually transforming to new or modern information service units, providing electronic cataloguing and electronic Online Public Access Catalogue (OPAC) to enable students gain access to electronic library collections in support of their academic programmes. This form of library catalogue transformation awareness to students is created through use of library course programmes in academic institutions. The effectiveness of this programme is a determining factor on students' usage of modern (e-library) collections that also influence then view of the place of library and its importance in tertiary institutions in modern times (Ogunsola, 2004). In this direction, it was reported that students were introduced to library's online catalogue system of the University of Alberta, Edmonton, Alberta via effective use of library course programme of

the university that has equally influenced their perception of its library services to the university community in time past (McBain, Reinhardt & Wakeford, 1999).

More also, students and faculty members were reported to have been regularly requesting assistance from library staff (librarians) on the use of library catalogue, and in providing lectures to classes on bibliographic research, and for any other appropriate library related purpose (University of Delaware Library, 2013). This disclosure or function is an atom of the effectiveness and perception of the use of library course programme of the university that has long been painting a good picture of its existence in the academic community of Delaware as reported by the University of Delaware Library (2013).

Relatively, Ogunmodede, Adio and Odunola (2011), cites Osagie (2003), expressed that effective catalogue usage is concerned with library information resources retrieval and usage, since the objectives of use of library course programme are as follows:

i. To enable users (students) to know how to use library catalogues independently in any library with particular references to the author, title and subject catalogues.

ii. To enable users to understand the classification schemes in any library so as to be able to locate materials/resources (books, journals, audio-visual materials etc) with little or no problem;

iii. To be able to see library catalogues as indexes to the entire collection and use them as such; and

iv. To enable the users or students to see the library as a repository of knowledge that determines the success of the students academic programme because it is not possible for an individual to have the collection of a library. Thus, calls for the understandings of the organization of its library resources or collections via "the catalogue" and use of library course programme of academic institutions to attract its pride of place on the part of users or students in the learning process/environment.

In this premise, and in modern times, librarians have been making efforts to capture and input the bibliographic data of information resources into modern catalogue system (OPAC – Online Public Access Catalogue) to enable students access them online instead of the traditional manual catalogue cards. To this end, Emojorho (2009) explained that the OPAC allows any member of the library's public to search the catalogue database in order to see if the library holds a particular material/resource, its location and quick provision of data for use; noting that the user/student must learn (through use of library course programme) how to use author or title menu if only he/she knows the author or title of the book or a particular journal title, the subject field or what he wishes to consult. In this direction, the student must enter subject heading and the system will show the varieties of materials/resources

in that subject and where to locate them easily. The knowledge of its availability and use is best channeled to students via effective use of library course programme of any academic library that consequently project its good image to such academic community at last (Emojorho, 2009). He also noted that the full value of any library collections or resources can only be appreciated by an understanding of the organization of its materials through patrons periodical orientation programmes otherwise known as use of library course activities of academic libraries. The advantage of this practice according to the University of Strathclyde (2011) includes:

- Improved access or location of library resources by students;

- More rapid access and greater currency of information (OPAC usage);

- Simultaneous, multi-user access that permits desk-top delivery on and off campus on networked OPAC system;

- Space-saving potentialities and savings in staff time among others; adding that all culminate to good and efficient image painting of library services to its user community.

Consequently, Nwezeh (2010) stated that "an effective catalogue system makes information resource retrieval easier; and that student's use of library catalogues in some Nigerian universities has been encouraging and yielding positive perception of use of library course programmes of such universities on the part of students. Similarly, the views of Ogunmodede and Emeahara (2010), cited Bello (2003), corroborates that of Nwezeh that use of

library course programme deviced by librarians in educating users/students on library catalogue usage is yielding positive results in academic institution, as well as optimizing their perceptions on library relevance in tertiary institutions.

Edem, Ani and Ocheibi (2009) study on the use of University of Maiduguri library who found or stated that majority of students do not use the library effectively due to lack of interest on the use of library catalogues resulting from poor application of user education experiences.

Relatively, organization and utilization of information resources are key factors in the provision of quality services in different types of libraries. If the resources are not well organized, it could hinder students' effectiveness upon the effective adoption of user education knowledge in using the available resources in the library for their learning/research. Hence, Edem and Edem (2002) confirm that quality services to a large extent depend on the organizational patterns adopted by the library.

Similarly, Suleiman (2012) asserts that majority of students show that user education programs are useful; noting that it helps them to find relevant information through online public access catalogue and other information sources in the library. On the whole, students are satisfied with the way librarians trained them believing that user education program helped them to make effective use of OPAC among other library resources.

This is supported by Oyesola (1984) cited by Suleiman (2012), who studied the problems facing the library but observed that user education is increasing students' ability to locate materials they need, and extends their knowledge of useful library tools, encourage learners to make extensive use of the library; and gives them rudimentary knowledge of correct study methods. He therefore emphasized that one of the objectives of user education program is to enable students to patronize libraries for their independent academic activities.

Nithyanadam, Kanniyappan, Dhanakar and Rajasekar (2006), stated that students' perception on user education is necessary. They explained further that if study programmes are to be based on the students' active search for knowledge, then students must acquire sounder knowledge of searching for, evaluating and utilizing scientific and scholarly information. Libraries today offer comprehensive courses in library orientation and information retrieval (i.e "user education" in library terminology); pointing out that such course has become better organized and certain larger libraries have special user education divisions. They noted however, that the courses vary in scope and are not always well integrated into the teaching process. They added that user education ought to be integrated as much as possible into the different parts of each study programme; emphasizing that librarians and lecturers in co-operation with each other should encourage the course.

Years ago, Camegie Mellon students had difficulty using the online catalog, but could find the books they needed on the library shelf using the Dewey Decimal system in line with their previous training on user education programme. Today, they have no difficulty using the web-based catalog, but they cannot find the books they want on the self because they do not understand the classification system also in line with their present training on user education programme; because they ignore the numbers to the right of the decimal point and appear to be oblivious of the alphanumeric cutter number that Troll (2001) observed among students. In other words, students' use of library resources/services is greatly influenced by the nature of user education training given to them as regards access points via library catalogue.

In addition, Fordjour, Badu, and Wirdu (2011), stated that majority of students acknowledge an awareness of access to a networked computer by the University through existing user education programme; although many stated that computer availability deterred them from using other library resources.

In this regard, Adeoye and Popoola (2011) stressed that this was attributed to expressed accessibility problems experienced due to ineffective user education programme. He however identifies accessibility as one of the prerequisites of information use, and argues that the action of information seekers depends on their needs, their perceived accessibility, sources, and information seeking habit in line with the nature of user education received by students.

Agboola (2011), showed that students believed that they are effective seekers and users of library resources, having undergone user education programme. Resultantly, he observed that tertiary institution students used the online or card catalogues more than any other library activity during their first and after their first year in school. Precisely, after effective user education in the third year, using computers in the library was the activity students were most likely to engage in, he added.

Consequently, librarians and the methods of teaching contribute significantly to students' learning of catalogue skills. This can be inferred in earlier study by Lorenzen (2004) who asserted that library skills of accessing, locating and using sources should not be taught in isolation because skills taught in isolation are not likely to be transferred to other applications like those skills taught in contact with direct application. Librarians should therefore be conversant with different teaching methods for the topic at hand. Hence, the effective approach to teaching the use of library catalogue to students is through demonstration (process and result). The implication of this is that, if the present methods of teaching are not corrected the student level of catalogue use will continue to be or fall low.

**Use of Library Course as an aid on the Use of Library Serials Resources**

Serials constitute an important part of the resources of an academic library, because they provide the latest information on research and current affairs, the knowledge of which ought to be communicated to students through

effective use of library course activities of librarians. Okiy (2008) noted that serials collection is made up of both current and back-sets of periodicals for lectures and student to access within the library but cannot be borrowed for home reading. In this tenet therefore, Ogbomo (2000) cited by Emojorho (2010) defined serials as "a publication issued in successive parts, usually at regular intervals and as a rule, intended to be continued indefinitely"; and that they include journals, magazines, bulletins and newsletters, proceedings of learned societies and associations among others that may be published daily, weekly, monthly, quarterly, yearly and so on.

Modern efforts of tertiary institution libraries on serials management and usage by students are changing dramatically particularly on their perceptions of serials collections and their relevance in their academic activities via use of library course programmes. This form of change or transformation has been noticed by Ogunsola (2004) in his reports on University of Ibadan electronic library serials collections' management and usage by students; and that many other universities in Nigeria are yet to take advantage of this modern change that could engender positive change in students' perception of their services. In this regard, it was therefore, emphasized that students information search on any subject in an academic library must include the examination of serials publications because they contain current information about new ideas or discoveries and keep researchers or students abreast of growth of knowledge in their areas of

investigations (Emojorho 2011; cites Ogbomo, 2000). The communication of its knowledge to students via effective use of library course programme is important in influencing their perceptions on serials publication and usage of its section in academic libraries and that serial librarians should therefore be able to satisfy the students/patrons by selecting and acquiring relevant titles (Broadus, 2001).

The communication of the knowledge of serials resources and their organization therefore, is an essential preliminary to effective exploitation and dissemination of information to students and other academic library patrons via effective use of library course" programmes (Emojorho, 2011). He however lamented that inspite of this important function of academic librarians, it is sad to note that many library patrons including students who are in dare need of these current information resources leave the library serial's section without being able to locate these vital information resources because they have poor or no knowledge of how serials resources are being organized which has adversely affected their perceptions of library existence in academic communities. He further stressed that it is not enough to acquire vital serial information resources, but it is far more important to get the resources to the desk of the users through effective use of library course programmes; and however pointing out that libraries, whose role involve the selection, acquisition, organization, and dissemination as well as user education on information resources are still using the 19th century methods.

To this end, the Berkeley City College Library (2014) however reported that librarians' deficiency in serials acquisition, organization and user education (use of library course programme) was due to the ongoing depletion in financial commitment to serials information resources by parent institutions; noting that serials prices have historically increased at a rate that far exceeds standard economic indicators such as the consumer price index. This circumstance (view) was also supported by Botero, Carrico and Tenant (2008) who attributed the increasing cost of serials particularly their electronic accessibility, to the reduction in monographs (library resources) budget that affected libraries information services to users/students as well as their (students) views on library serials' services irrespective of use of library course efforts.

Meanwhile, Ifidon (2000) emphasized that students need to be attracted to fiction books and other leisure time reading materials (serials resources) through effective library orientation (use of library course) programmes. She noted that journals and secondary services (use of library course programme) have an important role to play in education and need special care, attention and awareness to use them; nothing that such library activities goes a long way to affect how users/students examine (view) their importance.

**Empirical Studies**

The empirical studies in this study dwell on Students' perceptions on use of library course programme for effective library resources usage by students' in relation to the various sections of academic library or specific purposes/hypotheses of the study; and organized as follows:

**Effect of Use of Library Course on Use of Library ICT Resources**

First and foremost, is the study conducted by Issa, Blessing and Daura (2009) on the effects of information literacy skills on the use of e-library resources among students of the University of Ilorin, Kwara State, Nigeria. The study primarily aimed at determining how information literacy skill (use of library course) among students of tertiary institutions affects the use of e-library (ICT resource) among the university of Ilorin students. In their course of doing so, they raised six (6) research questions among which are that: (1) What e-library (ICT) resources are available at the university of Ilorin library? (2) How are students information literacy skills assessed? (3) How does the information literacy skills acquisition affect their use of e-library resources? (4) What information literary courses are offered to university of Ilorin students? (5) What problems are encountered in teaching information literacy skills to students? Their research adopted the survey design on 415 all active users of the library at the time of their study who were registered undergraduate and post graduate students. They however sampled 72 representing 17.35 percent of their targeted population using the convenience

sampling technique in administering their questionnaire to those present in the library at the time of data collection. They considered the sample size justifiable against the backdrop of Edem (2005), who refers to Kerjcie and Morgans sampling formula, which suggests "a sample size of 384 will be sufficient for a population of 100,000; 370 for 10,000 and 248 for 700" and that there is no universally accepted rule for determining the appropriateness of sample sizes; while data collected were descriptively analyzed using the frequency tables and simple percentages. Among the findings of their study was that:  the university library has provisions for students to use e-library (ICT) resources, and that most students are aware of the e-library resources but do not use them because they still lack its necessary usage skills, resulting from the fact that they have not been formally taught the use of e-library resources under the use of library course programme of the university embedded in its "General studies" (GNS III). The authors therefore concluded that information literacy (use of library course) skills have not taken the desired firm root or had the desired impact/effect among University of Ilorin students; and have therefore affected the student's perception of e-library (ICT) section and resources. Although the reviewed study above is closely related to the present one in some facets such as research design, instrument and population focus, it differs in some other areas such as scope of coverage sampling technique and institutional setting. For instance, their study focused on effect of use of library course or information literacy skills on e-library

resource usage among students of university of Ilorin only; while the present one dwells on colleges of education and covers almost all the categories of library resources ranging from ICT through reference, reserve, circulation, catalogue to serials resources of ten (10) libraries in the region under study.

Relatively, the study of Suleiman (2012) on user education programmes in academic libraries in Malaysia, using the International Islamic University as a case study, disclosed several facts on students' use of library resources via use of library course programme. Suleiman's study aimed at answering his study (research) questions such as; why students are not responding positively to training given them on use of library course programme? "And whether do they really understand the training exercise? Is the training programme relevant to their information needs? Are trainers qualified to train users" among others? In doing these, he employed the descriptive research design, questionnaire as instrument and sampled 75 students made up of undergraduate and postgraduate students of IIUM, from a number of different faculties through Krejcie and Morgan formula. His research information was gathered using a questionnaire consisting of 17 questions whose data analysis includes descriptive statistics, mean, variances and chats that lead to the following findings: he found that use of library course helped students to better use the library online public access catalog (OPAC) with 53% and 47% of the respondents (100%) that respectively agreed and strongly agreed to the statement, and that librarians who train them are qualified (knowledgeable)

enough in conducting the user education classes with 95% responses. The study also found that librarians view the programme as a source of increasing students' familiarity with the library and its resources, and that librarians believe that a major portion of his surveyed population (31 percent increase in students' usage statistics) was due to the increase in library orientations that promotes usage of library resources and services. The outcome of his findings also showed that the programme allows students to interact with the library and its staff (librarians) during the orientation programme and thereafter, particularly when in difficulties with locating needed information resources thereby increasing patrons (undergraduate and postgraduate students) ability to finding needed materials among others that are in close relationship with the present study in several ways. One of it is in the area of research design as well as instrument for data collection. It however differs with the present study on the bases of scope, instructional setting, and method of data analysis in some aspects such as the application of inferential statistics (z-test) in the present study designed to find out differences (s) that exist in students gender view of the course effect on use of library resources as well as in institutional type and academic level of students under study.  Moreover, Suleiman's study was foreign and case study based on International Islamic University of Malaysia, while the present one focuses on colleges of education in Nigeria. The two countries may not have the same social-political conditions that could influence their educational status as regards use of library resources differently

via use of library course knowledge; hence the intention of the present study applies.

However, another study revealed that some students are of the perception that use of library course programme has not actually affected their use of library resources positively (Ogummodede, Adio & Odunola, 2011). They also found in this their study on "library use education as a correlate of use of library resources in a Nigerian University" (Ladoke Akintola University of Technology, Ogbomoso, Oyo State) that those who visit the library on rare occasion are second on the list, and slightly below 58(23.9%) of those who visit once in a week with 63(25.9%) respondents irrespective of the user education programme undertaken or organized for students. This circumstance is quite contrary to students and librarians' expectations of library usage among students after the course training. The above findings of Ogunmodede, Adio and Odunola (2011) were generated through the descriptive research design in which they randomly sampled 282 (50%) of the total population of 564 students in three selected faculties of the institution's 300-500 levels only, with the exemption of 100 and 200 level students due to their immaturity in library resources use. They also adopted the questionnaire as instrument for data collection and collected data analyzed using SPSS package, i.e Statistical Package for Social Sciences. Specifically, regression model, cross tabulation and Pearson chi-square were used to answer research questions postulated for their study along side frequencies and percentages including other descriptive

statistics in presenting their study results that brought about the following additional findings: that very few students make use of IT tools in the library (only 13.2% respondents use CD-ROM, 7.5% use OPACs, 30.4% use internet, 8.7% use facsimile transmission, 11.1% uses e-mail, while 0.4% uses others which were not specified and that students' assessment of the course is weak". This is an indication that use of library course has not made significant effect on students' use of library resources in Ladoke Akintola University of Technology, Ogbomoso, Oyo State. Although the study has some similar elements with the present one, they differ in terms of institutional setting and scope since the former was a university case study while the present one is not and focuses on colleges of education in the same region.

Moreover, in an earlier survey by Waldman (2003), on "freshmen's use of library electronic resources and self-efficacy", with the purpose of understanding the factors that encourage students to seek library based information, and to look at the role that self-efficacy plays in their search for information and use of library' electronic (ICT) resources by surveying a class of freshmen at Baruch College Library (the City University of New York), found through a questionnaire (with both open-ended and close-ended questions that had very low answering rate on the open-ended ones) on a population of 340 students, that "use of library course education programme engendered increased usage of library resources among students at the City University of New York, USA". He also discovered that out of the 340 usable

respondents studied after user education programme, 67% visit the library weekly, and that only 1% has never been to the library; and that when asked what they did at the library, 80% reported studying, 38% to do research, 30% to socialize, 24% to use the library's electronic (ICT) resources among others. Moreover, in his test of stated hypotheses using ANOVA, he found that while age or gender did not have any effect on students' use of library's electronic (ICT) resources, self- efficacy partly built through use of library course programme did. It therefore purports a commendable students' perception on impact of use of library course programme on their learning efforts.  To this end, Waldman (2003) cites Brown (2001) study on issues of students electronic resources usage, who disclosed that students who found the library's electronic resources easy to use had higher self-efficacy scores on user education programme as compared to those who found the electronic resources difficult to use and that his result correlates with other self-efficacy research in that students with higher self-efficacy tend to believe in their abilities and will work harder to learn what they don't know academically via library usage taught under use of English  programme that has close relationship with the present study in several ways/method. However, as his study seeks factors that encourages students use of library electronic (ICT) resources only via use of library course programme, the present one seeks students' perceptions on use of library course on their use of information resources in the basic sections of libraries through "closed-ended questions

only" to avoid low students' responses as experienced by Waldman (2003) who utilized both open and closed-ended questions.

Morealso, the correlation survey study of Keio University, Japan; Oulu University library, Finland; and Nagoya University, Japan by Nagata, Toda and Kytomaki (2007), in which they examined "students' patterns of library use and their learning outcome" after use of library course programme, with the purpose of "clarifying what educational outcomes achieved in relation to students' patterns of library use" (through four (4) cluster students library use groups (the learners group, strollers group, extended use group, and the place & PC use group) at 1,215 total study population via statistical analysis of their survey data, found that using the library for its materials and research, "as the learners group does with slight difference along side the extended use group, and PC (Personal Computer) use group, is the use that most likely to have direct connection to students' educational outcomes.

Moreover, Dickenson (2006) found that the programme (use of library course education) gave the respondents extreme confident about their ability to access electronic resources through their library portal as well as access to materials included in lectures and reading assignments. He found that more than four out of every five respondents (84%) of his study population agreed to the statement. He further acknowledged that the most agreement on this issue was reported by respondents from Colorado state University at 92 percent, while the least agreement (though, notably, still a majority) was

reported by Colorado School of Mines by 66 percent. The above findings of Dickenson (2006), were generated through his survey research on "How academic libraries help faculty teach and students learn: the Colorado academic library impact study" with the primary purpose of gaining greater understanding of how academic libraries help students learn, and to assess how libraries via use of library course programme assist instructors in their teaching and research activities. Nine Colorado institutions were covered with two online questionnaires (one to undergraduate students and another to faculty members who teach undergraduate courses) with overall population size of 3,222 individuals that responded to the student survey, while 395 instructors answered the faculty one. Consequently, Dickenson (2006) acknowledged that participating faculty (librarians inclusive) expressed how their library education plans supported their teaching objectives; specifying that three out of every five responding faculty members (61%) felt that the programme (user education) assisted students in finding appropriate online information for assignments and projects with which they could access specific course materials electronically and conventionally.

Additionally, Dickenson (2006) on comparative analysis of its study detailed above, observed that when accessing library resources remotely via respondents' library websites, undergraduate students generally utilize the same services following their acquired knowledge through use of library course programme; specifically on searching the home online catalogue

database for articles and learning about library hours of operation. In other words, Dickenson found that difference does not exist between faculty/librarians and undergraduate students' use of library websites. However, one striking difference observed was concerning searches of other institutions' online catalog in which 63% faculty do, while only 39% of students undergo. Dickenson (2006) also reported another substantial difference in their respective abilities to finding needed electronic books and periodicals at their own institution's library with 89% and 66% responses, undergraduates and faculty responses concerned with the degree to which they request assistance from library staff on refinement of research papers, projects and presentations with 67% (students) and 45% (faculty); and also in independent research activities/facilities in libraries as well as those of interlibrary loan requests with 62% faculty and 23% undergraduates respectively. Dickenson (2006) study also discovered that use of library course plays an important role in students' use of information resources available in their library. He concluded that nearly half of responding undergraduates (46%) indicated that directions or instructions from librarians (use of library course) is an aid or has helped them learn about information resources thereby projecting an advantageous view of the programme (Use of library course) by students. Dickenson's study is also related to the present one in many ways such as in purpose and methodology, but differs in terms of scope and institutional setting. One of such differences lies on the fact that Dickenson's

study focused on students and faculty members' perceptions of use of library course effects on their use of library resources as well as on foreign based universities, while the present dwells extensively on students only and in colleges of education in Nigeria.

However, some students are of the perception that the use of library course programme has not actually affected their use of ICT library resources positively (Ogummodede, Adio & Odunola, 2011). They found this in their study of a University in Nigeria (Ladoke Akintola University of Technology, Ogbomoso, Oyo State) whose research procedure was earlier reported above and as reflected below, in which they discovered that "those who visit the library ICT section/website on rare occasion are second on the list, and slightly below 58(23.9%) those who visit it once in a week 63(25.9%) irrespective of the user education programme undertaken or organized for students". This circumstance is quite contrary to librarians' expectations on library ICT resources usage among students after the course training/use of library course programme.

Morealso, and in the same study of Ogunmodede, Adio and Odunola (2011) on library use education as a correlate of use of library resources in a Nigerian university, found through descriptive design research and use of questionnaire (survey method) that although the students are introduced to the use of library (library 101) at the Ladoke Akintola University of Technology, Ogbomoso to enable them make meaningful use of it, its effect

on them is generally very minimal, but they specifically found that a good number of the respondents (67.9% of 243 total respondents claimed that it has helped them make good use of reference services, 62.1% on reservation services, while 64.2% on circulation services). They affirmed that use of library course is relevant to their course of study, and their perception (view) for the need for use of library course is equally high, yet the result showed that few ICT-based library resources are being consulted by the students. In other words, they found that very few students make use of IT tools in the library, nothing that only 13.2% respondents use CD-ROM, 7.5% use OPACS, 30.4% use internet, 8.7% use facsimile transmission (fax) 11.1% use electronic mail, while 0.4% use others which were not specified. Thus, they concluded that from their result on ICT use by students negates the usefulness of the library 101 as a course of study to students; thus, leading to their negative or unfavourable perception of its effect on their use of ICT resources in the library. However, they emphasized that this may probably be due to inability of the students to have access to ICT tools or they are not readily available. The study is closely related to the present one by purpose since it was designed to find out the relationship between library use education and use of library resources among students' but differs in terms of institutional type and scope with regards to hypothetical treatment of the subject matter in the present study which is lacken in Ogunmodede, Adio and Odunola (2011) study.

However, Dickenson (2006) student found that the programme (user education) gave the respondents (students) extreme confident about their ability to access electronic (ICT) resources in their library as well as access to materials included in lectures and other/study reading assignments. He discovered that more than four out of every five respondents (84%) of his study population agreed to the statement. He further acknowledged that the most agreement on this issue was reported by respondents from Colorado state University at 92 percent, while the least agreement (though, notably, still a majority) was reported by Colorado School of Mines by 66 percent. Additionally, Dickenson (2006) on comparative analysis of his study, found that when accessing library resources remotely via respondents' library websites, undergraduate students generally utilized the same services following their acquired knowledge from use of library course programme; specifically on searching the online home catalogue database for articles and learning about library hours of operation. In other words, students claimed that the course had positive effect on their use of electronic library based resources; and thus leading to their positive perception of it on their ICT resource usage as earlier reported above.

In the same vein, Kuh and Gonyea (2003) studied "the role of academic library in promoting students' engagement in e-learning" with the purpose of determining the nature and value of tertiary institution students experiences with the academic library via use of library course. In other words, "to what

extent does libraries today contribute to information literacy and other aspects of students learning they asked? They also employed the survey research design. Their data represent responses from more than 300,000 students between 1984 and 2002 of the College Student Experience Questionnaires (CSEQ) in different editions. The analysis of their collected data via simple percentage, statistical regression and graph comparison methods revealed that students' library use course did not appear to make independent contributions to desirable outcomes of college students; but were related to important educationally valuable activities. Specifically, their focus on information Technology (ICT) and user education programme at the Indiana University, Bloomington, in which they examined through the College Student Experiences Questionnaire (CSEQ) in overall, considered having excellent psychometric properties. In doing this, the fourth edition of their CSEQ was made up of 166 question items divided into four sections. The first section (18 items) asks for information about students' background (age, year in school, major field, parental education), how many hours per week they study and how many hours they work on and off campus. The second section of it contains the 13 college activities scales (including experiences with the library computers and other information technologies that measure the amount of time and energy (quality of effort) students devote to various activities. The fourth edition of the CSEQ contains both a revised library experience scale and a computing and information technology scale that did not appear on

previous editions of the instrument. However, this their study found that students who report higher level of information literacy were attending institutions that emphasized the importance of user education and encouraged students to use ICT or computers and other information resources, thereby positively affecting their perceptions on effects of use of library course on their ICT resources usage. This study also has strong relationship with the present one in terms of purpose.  Although, it dwelled on the course effects on students' use of library ICT resources mainly in on longitudinal manner by covering different academic session or years, while the present study focuses on the course effects on their use of several categories of library resources in a particular academic year or session to avoid the risk of loss of value sometimes experienced in longitudinal based research.

However, the study of Issa, Bashonm, M'bashir and Adewusi (2011) on attitudes of tertiary institution students of the University of Ibadan towards computerized services at the Kenneth Dike library, found several students' attitudes toward available ICT resources and services after use of library course programme as reported below and as generated through a descriptive survey design, with a total students' population of 3,608. Out of this number, available records according to them indicated a total of 1,119 registered undergraduate students' library users as at the time of their study, representing their study population from which 120 (20%) was purposively sampled. However, 113 (94%) of them completed and returned the questionnaire which

was on their major instrument developed along Likert scale type for data collection complemented with observation. The descriptive statistics (frequency count and simple percentage) was used in their data analysis to answer their study research questions that bothered on students' awareness and use of computerized (ICT) resources in the library, their attitude towards available computerized services, barriers to their use and suggested solutions to their barriers of usage that eventually led to the following findings of their study:

- Students are largely aware of available computerized resources/services in the library, as all of them 113 (100%) indicated their awareness of internet services availability, followed by CD-ROM 106 (94%) and OPAC 103 (92%) respectively; which according to them "was a good development" necessitated or occasioned through effective use of library course programme. Thus, leading to their fair perception of its effect on their use of ICT resource.

- Specifically, students seem to have positive attitudes towards computerized services in the library since nearly all stated positive statements attracted very favourable responses by majority of them while the negative ones received otherwise. For instance, 81(71.6%) of students strongly agree to be in favour of all automation (ICT resource) efforts in the institution's library services and use, as against, only 25 (22.4%) and 7(6.0%) respectively undecided and disagreed to the statement. However, majority

of the students tend to avoid using the ICT services because they could not use it effectively with 73(64.90%) responses that strongly agreed to the statement as 33(29.1%) and 7(6.0%) that were respectively undecided and disagreed to the statement among others. In other words, students' perception of the course effects on their use of library ICT resources falls short of librarians' expectations after use of library course programme. The above study is in line with the present one in its methodology but different significantly in scope, slightly by method of data analysis and institutional settings in the sense that only computer (ICT) resources were considered and simple percentage (elementary statistics) was their major method of data analysis and was made to cover just one tertiary (university) institution in study region.

Emphatically, the various empirical studies above have some elements/variables in common with the present study since they all employed descriptive research design, and questionnaire as means of instrument as well as interrelationship or differences between variables computed using Pearson's Product Moment Correlation, Chi-square, Regression Model and ANOVA among others as part of inferential statistics adopted, as well as frequency counts, statistical mean and standard variation on the other part as descriptive statistics in their studies. The differences between them and the present study majorly lies on the institutional setting and scope of coverage, since the present study intends

to cover almost all the sections found in any conventional academic library in colleges of education and not in universities in South-West, Nigeria.

Generally speaking, and with regards to the above, use of library course experiences/knowledge acquired, has greatly helped surveyed students gain satisfaction in their ability to find appropriate (ICT) information resources at their own institutional libraries as well as libraries of other institutions that also have several relationships and differences with the present study as presented above.

**Effects of Use of Library Course on Utilization of Library Reference Resources**

Oyewusi and Oyeboade (2009) investigated the accessibility and use of library resources of undergraduate students with the aim of ascertaining the effect of use of library course programme on their library resources usage among others. A total of 600 students from 200 level – 500 level were randomly sampled/surveyed across form faculties of the Ladoke Akintola University (LAUTECH), Ogbomoso Nigeria. The three Likert Scale type questionnaires was the instrument used in their data collection; while the simple percentage and descriptive statistics (mean and standard deviation) were used in data analysis. One of the major results revealed that only 43.3% (x = 2.33) of the students consulted reference resources of the library as against 54.8% (x = 2.48) and 52.2% (x = 2.42) that respectively used books and reprographic resources of the library among others. This implies that the

use of library course programme has not made considerable effect neither foster students' positive perception of the course on their use of reference resources they iterated. Their study has similar focus with the present one since it seeks to find out the course impact on students access and use of library resources. However, its scope was limited to one university or institution and devoid of inferential statistical applications to generate more valuable outcomes for academic growth which is not the case in the present study.

Morealso, the study of Ogunmodede, Adio and Odunola (2011) on library use education as a correlate of use of library resources in a Nigerian university, found through descriptive design research and use of questionnaire (survey method) that although the students are introduced to the use of library (library 101) at the Ladoke Akintola University of Technology, Ogbomoso to enable them make meaningful use of it, its effect on them in the use of reference resources and services is very minimal. Thus, they concluded that their result on reference resources use by students negates the usefulness of the library 101 (use of library course programme) as a course of study to students. They however found or affirmed that use of library course is relevant to their (students) course of study, and their perception (view) for the need for use of library course is equally high, yet the result showed that few library resources (such as books with the highest mean score of 3.72 in their study) are being consulted by the students. Thus, they concluded that

from their result on reference resources use by students negates the usefulness of the library 101 as a course of study to students.

Coleman (2010) studied first year students and the information literacy impact (use of library course effect) on their library resources use at the Barnard University. He adopted the experimental research design by conducting pre-test and post-test assessments on 89 students and 116 students respectively on those who had not attended use of library course programme and those who had done so. He claimed that he saw an opportunity to carry out an experiment to assess their teaching effect of use of library course programme on students' use of library resources during the fall semester, because they teach half of the first year students each semester and learning the second half in the following year at Barnard University. Some of the selected results of his post-test showed that the difference between the students who had received use of library course programme and those who had not were not large in general. He found that on the whole, they were not statistically significant using chi-square test particularly on the usage of reference resources other than text books, since usage of reference books was much higher among those who had use of library course programme with 45% as opposed to `by 19% of his sampled respondents' in his analysis; and concluded that it is discouraging, because it implies that the teaching of use of library course programme doesn't have much effect on students' use of reference resources compared to other library resources usage. Coleman

(2010) study has close relationship with the present one in terms of its purpose of knowing the effect of use of library course on students' use of library resources but differs in methodology in terms of research design. For instance, while his study adopted the experimental design on university students, the present applies descriptive design directed on colleges of education.

Moreover, the study of Aderibigbe and Ajiboye (2013) on user education programme as determinant of electronic information resources usage in Nimbe Adedipe University library, Nigeria lend credence to the findings of Oyewusi and Oyeboade (2009) above on students' perceptions on the effects of use of library course on their reference resources usage in the following ways: Aderibigbe and Ajiboye (2013), also employed the survey design on 330 students of seven colleges that run postgraduate programmes at the University of Agriculture, Abeokuta. The questionnaire was the instrument used in their data collection as well as the descriptive statistics in carrying out their data analysis. Among their major findings was that user education (use of library course) programme of Nimbe Adedipe library is not adequate, and has consequently not enhanced students' use of reference resources electronically, neither has it influenced their positive perception of it on their use of library reference resources among others. The study' relationship with the present one bothers on purpose but significantly different on scope and institutional setting.

Similarly, the study of Budd (2009) on academic library data from United States: an examination of trends (a comparative analysis) further confirmed the negative students' perception of use of library course effect on their use of library reference resources. His data were gathered from a variety of data points using the continuous collection pattern that allowed for some longitudinal analysis with regards to the past, present and future predictions. Data collected covered students' use of library resources with particular regards to reference resources/transactions between 1998 and 2006 (1998, 2000, 2004 and 2006) after use of library course programme in each year of focus or concern specified above. The result of their comparative analysis eventually showed that there was precipitous drop in reference transactions/resources use by students in recent years irrespective of user education programme. Specifically, it was found that in 1998, 603 (235.7*) respondents utilized reference resources; while in the year 2000, 598 (207.9*) used them, and in 2004, 499 (166.5*) did so; finally in 2006, only 499 (154.7*) used reference resources. Hence, he (Budd, 2009:8) concluded that "there has indeed been a precipitous drop in reference transactions in recent years" irrespective of use of library course programme. While Budd (2009) study was foreign based and spanned across several years, the present one is locally concerned and extensively focused on one academic session for quick understanding and possible responses to recommendations for immediate improvement of the course effects on students' use of library resources.

However, the study of Mohammadi, Moghaddam and Yeganeh (2008) on students' perception of impact (effects) of user education on the use of reference resources at the Islamic Azard University, revealed that: use of library course programme has significant effect on students' use of reference resources. This study result emanated from their descriptive survey aimed at disclosing the effect of use of library course on students' use of library reference resources on 350 students selected through the Krejcie and Morgan formula. Their data was gathered through the use of questionnaire. Generated data were analyzed using the descriptive statistical mean, standard deviation, charts and students t-test which revealed that use of library course programme helped to improve students' proficiency and ability to use reference resources with 69% of surveyed students who agreed to the statement as against 31% of them. Its t-test computation on one of the formulated and related hypotheses showed that: there is significant difference between the mean score of those who had positive perception of user education impact on their use of reference resources; and of those who had negative view/perception of it. This is so, because their rate of calculated t-test of 3.480 was higher than table's t-value of 2.681 at 0.01 significance levels. Thus, rejecting his null formulated hypothesis in this regard. Therefore, there is significant relationship between use of library course programme and students' use of reference resources by implication of their study result. It further implies that students have positive view of use of library course on their use of library reference resources.

The empirical studies so far reviewed above under this section are all having close relationship to the present one in terms of method of data collection and analysis but significantly different in coverage and institutional settings. They have equally helped to better position the focus of the present one for increased understanding of use of library course effects on students' use of library reference resources.

**Effects of Use of Library Course on Use of Library Reserve Resources**

The Colorado Academic libraries study of Dickenson (2006) on how academic libraries help faculty  teach and students learn: the Colorado academic library impact study" with the aim of gaining understanding of how academic libraries help students learn, and to assess how libraries assist instructors in their teaching and research activities. In his study, nine (9) Colorado academic institutions were covered with two questionnaires (one for undergraduate students and another for faculty members  who teach undergraduate courses)  with overall population size of 3,222 individuals that responded to the  students survey, while 395 instructors  answered the faculty one, whose data analysis employed the simple percentages and charts, specifically revealed that knowledge gained through use of library course has assisted students in no little measure in their utilization of library reserve services; particularly in placing print materials on reserve. He also discovered that this form of practice is also popular among faculty respondents with over half of them (56%) frequently doing so, while 28% sometimes, and the

remaining never place print materials on reservation in libraries. He also found that the use of library course experience has helped a great majority (85%) of faculty and other members of the academic community in recommending print and electronic resources of their institutions' library to students, making out for a good perception of use of library course impact on its user community. On the contrary, his study also revealed that its experience/knowledge has reduced library's ability to purchase suggested materials being that students could resultantly utilize old/existing print information resources thereby impacting negatively on their work with over 47% responses. This form of practice is yet another commendable view of respondents on impacts of use of library course experience; as it helps further to promote optimum library resource usage which has close relationship with the present study in some aspect such as aim of study and research design but differ in scope, methods of data collection and analysis in the sense that while Dickson (2006) study aimed at understanding how academic libraries help faculty teach and students learn at Colorado academic institutions, the present aim at revealing the perceptions of students only on how use of library course programme helps students on the use of library resources.

The study of Ogunmodede, Adio and Odunola (2011) article provided great understanding of students' use of reserve resources among others after use of library course programme. The study was carried out at the Ladoke Akintola University of Technology, Ogbomoso, Oyo State. The population

sample size of 252 was drawn from three departments under the faculty of environmental sciences and on 300 – 500 level undergraduate students only. The questionnaire was used as instrument for data collection; while the statistical mean and chi-square were used for data analysis. It was found that "although the students are introduced to use of library course (Library 101) at the Ladoke Akintolo University of Technology, Ogbomoso to enable them make meaningful use of it, its effect on their use of reserve resources and services in minimal". Specifically, it was found that while students use some resources, like books (circulation resources), newspapers (serials), and others, they don't use others such as reserve resources that include: gazettes, thesis and dissertations after use of library course programme. This implies that use of library course programme has not made significant impact on students' use of library reserve resources; and leading to their poor perception of its effect on their use of reserve materials. Their study focus is similar to the present one to some extent on terms of purpose but differs in institutional setting, scope and method of data analysis as the present one adopts descriptive and inferential statistics as against simple percentages adopted in the reviewed study above.

However, Ogbuiyi and Okpe (2013) examined library materials usage and services in four private universities after use of library course programme with the objective of assessing students' degree of library resources and services usage. Data were collected through the questionnaire administered to

255 students selected through the random sampling technique and who were registered in the library; while responses from them were analyzed using the simple percentage. One of their major findings shows that students appreciated the reserved resources and systems as they had 100% usage of reserve books services after use of library course programme. It implies that they have a perfect/positive view of the effect of use of library course programme on their use of library reserve resources. Ogbuiyi and Okpe (2013) study has similar focus with the present one but different in method of data analysis and institutional setting.

**Effects of Use of Library Course on Use of Library Circulation Resources**

The correlation study of Ogunmodede, Adio and Odunola (2011) on "library use education as a correlate of use of library circulation resources in a Nigerian university" (Ladoke Akintola University of Technology, Ogbomoso, Ogun State) aimed at revealing the benefits of use of library course programme on students' use of library resources; and by employing the descriptive research design in which they randomly sampled 285 (50%) of the total population of 564 students from three selected faculties of the institution's 300-500 levels only. They adopted the questionnaire as instrument of data collection and chi-square inferential statistics among others. The result of their study showed that library instruction (Use of Library Course) services were perceived to have benefited respondents with 62.1% responses. However, specific perception of students on inter-library loan as

one of the specific parts of library circulation services/use of library course programme showed that 64.2% of students does not perceive the benefit of this service to their study. In other words, students are yet to have positive view of the course on their use of library circulation resources and services. Ogunmodede, Adio and Odunola (2011) study has similar focus with the present one but different in method of data analysis as they employed chi-square while the present one employs z-test and as well differs under institutional setting.

However, the earlier study of Ray and Day (1998) failed to support the perception above by showing that students (78.7%) adopt trial and error method in learning how to use electronic resources on circulation. In other words, Use of Library Course programme has not reasonably supported students' learning of electronic library resources usage. The above finding is an offspring of Ray and Day (1998) study on students' attitudes towards electronic information resources undertaken to determine their level of use of electronic resources and how they feel about various issues surrounding electronic resources after use of library course programme experiences as well as whether attitudes' change is dependent upon subject/content studied (the paper aimed to contribute to the limited information on students' perceptions of electronic information resources). The descriptive research design was adopted in their study targeted upon 317 students drawn across three universities who completed the questionnaire for their study; as well as simple

percentage and charts for data analysis/presentation. The reviewed study is in relationship with the present one with regards to purpose but limited to the course effect on students' use of electronic resources only, while the present covers all categories of library resources usage among students after use of library course experiences.

In the correlation study of Keio University, Japan; Oulu University library, Finland; and Nagoya University, Japan by Nagata, Toda and Kytomaki (2007), in which they examined or perceived students' patterns of library use and their learning outcome after use of library course programme, through research survey  design carried out on 1,215 total study population of students  in four cluster groups, and with the aim of clarifying achieved educational outcome/views  of students in relation to their pattern of library use after use of library course programme, found among others that "students' voluntary library use such as strolling (within the library circulation resources) attitude plays a large role in positive type of use; and thereby leading to the achievement of educational outcomes". They therefore referred to Tuckett and Stoffle (2003) study, who indicated that "be that as it may, it is crucial for the development of outcomes' assessment to understand students' types of library use in detail", including not only naturally envisaged uses like study and research purposes, but also unpredicted ones like strolling. In other words, their study shows that there is a strong link between it (strolling) and educational outcomes as a source of motivation for students' learning via use

of library course experiences. Thus, indicating students' positive perception of the course effect on their use of library circulation resources among others. The reviewed study is in relationship with the present one since it examined the pattern of students' use of library resources and its effect on their academic outcomes after their encounter with use of library course programme. However, their study failed to examine students' use of library resources based on categorization as done in the present one to identify where students' shortcoming lies in terms of library resource usage or how they perceive the course effects on different types of library resources use.

In like manner, the survey study of Agboola and Bamigboye (2011) on students use of library resources in Nigerian Universities; with the purpose of determining students' frequency of library use and extent of use of library resources on 1,300 students in three Nigerian universities randomly selected, and with the statistical analyses of collected data from them through the questionnaire method, disclosed that the students' use of library circulation facilities after use of library course programme is commendable. Specifically their study results showed that while 94.8% of the students use the library circulation resources/facilities, only 5.2% have never used them after the programme. These form of findings are indications of positive perception of students on effects of use of library course programme on their effective use of library circulation resources, as well as its impact on their academic outcomes; noting that students were keen to receive instructions on how to find

periodicals/ serials (58%) and almost half of them also wished to receive instructions on using electronic (ICT) resources on circulation in libraries.

In this scenario, the study of Nagata, Toda and Kytomaki (2007) on "students' patterns of library use and their learning outcome" in selected universities in Japan and Finland after use of library course programme, with the aim of clarifying what educational outcomes are achieved in relation to students patterns of library circulation resources use, in which 1,215 total population was surveyed in four (4) cluster groups, and data gathered from them through the questionnaire to their three (3) formulated hypotheses vis-à-vis

1. There would be no positive correlation between library use course and benefits of finding library circulation resources;

2. There would be a positive correlation between "benefits of library sue" and "learning outcomes";

3. Those who evaluated favourably the "benefits of library use" with respect to the variables indicated in hypothesis (2) would also highly evaluate the "degree of library contribution" to learning outcome. Resultantly, the inferential statistics such as chi-square statistical computation of data  gathered from 1,215 students of their study, revealed among others that "there was positive correlation between "library use course", "benefits of library use" and learning outcomes; and that the library use course contribute to this relationship. It also

disclosed that students generally perceive use of library course very important. The result also showed that library use course is highly beneficial (indispensable) to them particularly in the use of library circulation resources leading to improved achievement of their educational outcomes. The reviewed study result of positive correlation of students' use of library course and benefits/learning outcome among university students in Finland and Japan, is an indication of their positive perception of the course effects on library resources. However, while the reviewed study is foreign based and focused on university students, the present one is locally (Nigeria) based and directed on students in colleges of education.

Whitmire (2002) for instance examined the relationship between use of library resources and students' educational outcomes through multiple regression analysis after use of library course programme. She utilized, the descriptive research design, and data collected through the CSEQ (College student Experience Questionnaire) and the NCES (National Center for Education Statistics) from 340 students of the Bunkyo University, Koshigaya of their study. Two assumptions underlined her study as follows: (1) Undergraduates attending institutions with knowledge of large amount of academic library circulation resources via user education services would participate in more academic library activities; and (2) undergraduates attending

institutions with knowledge of large amounts of academic library resources via user education services would report greater gains in critical thinking. Her study also reported three sets of independent variables defined as: (1) Background Characteristics Variables (gender, race and age). (2) College experience variables (Grade-point averages, class/year, enrollment status, student-faculty interactions, engagement in writing activities; active learning activities, number of term papers written, hours spent studying per week). (3) Academic library variables (Resources and Services/user education programme). The dependent variables were defined as: (1) Library use (usage as a place, use of indexes to journal articles; developing a bibliography for term papers; use of card catalogue or computer; ask circulation/reference librarians for help; reading in the reserve or reference section; check out books; check citations in materials read; reading a basic reference; finding materials in browsing stacks; and (2) self-reported gains in critical thinking skills (ability to think analytically and logically, ability to put ideas together, see relationships, similarities and differences between ideas, ability to learn on your own, pursue ideas, and find information you need). The analyses of the above showed however, that library circulation resource usage and services via user education programme had almost no influence over undergraduates' use of library nor their self-reported gains in critical thinking skills. Although, this was a study

that hinted at a way to measure the contribution of academic libraries to undergraduates' educational outcomes in order to elicit their perceptions, it fell short of proving a positive relationship.

Dickenson (2006) noted that while undergraduates students and faculty were generally favorable regarding their ability to find needed materials on circulation at their library, attitudes exhibited by undergraduates were remarkably more positive; while nearly nine of every ten students (89%) agreed that they usually find needed books at their library, only two-thirds (66%) of faculty reported that they regularly find needed materials at their institution meant for circulation. A similar percentage of undergraduates (88%) said that they usually are able to find needed print periodicals at their library, compared to just over half (50%) of surveyed faculty with regards to their application of user education experiences.    There also appears to be a difference in perception (view) between undergraduates and faculty concerning the degree to which students are being assisted with their research projects by library staff. When students were asked how the library staff had helped them, two out of three (67%) said that library personnel had assisted them in finding books, articles and web resources. Nearly half (45%) indicated that they had received assistance in using online or electronic resources and has greatly influence their attitude towards the utilization of library circulation resources as well as library use seminars and workshops sometimes organized by librarians in their institutions (Dickenson, 2006). This form of attitude by

"students of the Colorado University" could rather be termed positive or favourable to user education programme effect on their use of library resources on circulation. The reviewed study above is related to the present one by purpose but significantly differs by institutional type or studied population.

Similarly, the survey study of Akalumhe (2011) on library users' education programme in Nigerian Universities found that students do not attend library user education regularly yet the course has positively influenced their utilization of library resources (including those at the circulation section). In doing this, he sampled 1,000 respondents through the stratified random sampling technique and statistical/nominal data collected through the use of questionnaire were analyzed using simple percentage. Consequently, the survey showed that more than one quarter of the respondents do attended lectures on library user education regularly; while majority of them admitted that they did not attend lectures regularly. According to him, his finding corresponds with Ogwu (2010) where 73.48% of the respondents did not attend lectures. The survey also showed that a substantial proportion of the respondents admitted that the course has influenced their attitude to library circulation resources usage while few said no or responded otherwise. By implication, it shows that students have a positive perception of the course effect on their use of library circulation resources irrespective of their poor attention to the course.

In a  related development, the study of Coleman (2010) on "first year students and the assessment of information literacy (use of library  course)  at the Barnard College Library with the purpose of knowing  the impart of library instruction on students, found through an experimental design research method, that the percentage of students who were confused about scholarly versus non scholarly information resources on circulation, and about citations was about the same in the two groups used in his study (experimental group, and the control  group – 116  students and 89 students respectively)  after library instruction session on the experimental group.  He  therefore lamented that  this form of outcome is discouraging, because  it implies that our teaching doesn't have  much  effect  in  this  area", and  however expressing clearly that: a one shot library session of 75 minutes is not long enough to clear up confusion in this area, and can only serve as a quick introduction to library resources. Some of his specifically selected pre-test findings include:

- 84% of the research participants (232 students) had experience using online academic journals in high school, and about half of them had used electronic indexes/databases.

- 73% said that developing a list of sources to investigate was very or somewhat easy.

- 71%  said that using a library catalogue  was very or somewhat easy

- 73% said that using electronic indexes and databases are very or somewhat easy.

- Over half of them (54%) do the bulk of their research for a paper right before its due date and however found that:

- Only 37% where able to select the most appropriate resources for finding scholarly articles.

Here are some other selected post test results of the study of Coleman (2010):

- 9% of those who did not have instruction (use of library course) said they have not been into the library at all during the semester, while almost half of those who did have instruction said that they used the library once or twice a month.

- 53% of those who did not receive library instruction said they had never consulted a librarian during the fall semester, while only 23% of the group who received instruction said this.

- Usage of reference books was much higher among those who had library instruction – 45% as opposed to 19%; expressing that perhaps this is because we (librarians) make a point in the library session (use of library course teaching) of showing them the value of using scholarly reference works at the start of their research work.

- They are also confused about plagiarism. 20% of those who received library instruction, and 24% of those who didn't, were unclear of when a citation is required in a paper

- 57% of the students who did not have instruction said that using an electronic index was very or somewhat easy, while 75% of those who did have instruction said this, and

- 54% of those who received library instruction were able to identify the best search statement for retrieving the maximum number of results in an online search; while only 36% of those who hadn't receive library instruction could do this. He (Colemen, 2010) concluded that "in general, the differences between the students who had received library instruction (use of library course) and those who had not were not large", thus, skeptical on their perceptions of use of library course on students effective use of library resources.

   Moreover, the study of Ogunmodede and Emeahara (2010) on effect of library use education as a course on library circulation resources patronage, showed that there is joint effect of the relevance of library 101 and perception of the need for the course on utilization of library resources (including those meant for circulation) through inferential statistical tools such as the regression, chi-square, and Anova analysis of their collected data in conjunction with descriptive statistical tools were adopted in their study. Specifically, their study revealed that 74(30.5%) and 35 (35.0%) respondents out of their 243 respondents studied, respectively indicated very relevant and relevant on their perception (view) of the relevance of library 101 as a course in their programme of study. Also, they reported in their analysis/result that

about 81.8% of the students assessed the course to be useful in relation to library use rules and regulations guiding the use of library/ circulation resources. According to them, the same might be applicable to other sections of the library with the exemption of instruction on information technology (computer) unit of the library, in which only 47.4% respondents revealed that they utilize it via use of library course knowledge. In other words, almost half or the average (50%) of the students do not see reasons for instructions on information technology probably because they might have been computer literature before they were admitted into the university or that they do not really understand the concept they added. In their further computation of their generated or collected data through the regression model, the coefficient of multiple correlation (R) was 0.3% while coefficient of multiple determination (R2) was 0.094 and 9.4% if multiplied by 100 on method of information resources location in the library, and that this however implies that "students' assessment of the course is weak" they concluded. They however noted that use of library course has aided students in library circulation resources usage to support their learning and research work, reporting that the impact of it is not well felt on the utilization of circulation and other resources in the library.

Majority of the reported studies above, have most of their elements similar to the present study (in areas such as purpose of study, research design and data analysis tools with the exemption of few tailored on experimental

design) but significantly different in scope and targeted population among others.

**Effects of Use of Library Course on Use of Library Catalogue**

In one of the tested hypotheses of the study of Amkpa and Imam (2011) on library instruction programme as a correlate of students' catalogue (Bibliographical) use in Colleges of Education libraries in Nigeria, which was formulated to know the relationship between library instruction programmes' content and students' library catalogue use in four selected colleges of education in south-west of Nigeria, and by adopting the descriptive research design on a 10% (256 students) sample size of 2,560 year III students only, revealed through data collected and analyzed from structured questionnaire using inferential statistics of PPMC correlation, that "there was no significant relationship between bibliographic utilities and students' catalogue use. They disclosed that this finding is consistent with one of the observations of Aina (2004) who said that knowledge once acquired or gained without sufficient structure to tie it together, is knowledge that is "likely to be forgotten'; noting that student's bibliographic skills can only be enhanced if they are engaged or encouraged to use the library catalogue by their librarians and lecturers through effective library orientation/visit hours. The reviewed study above is closely related to the present one in terms of purpose, methodology and institutional setting but largely different in scope of coverage since their study

only treated the course effects on students' use of library catalogue, while the present extensively covered all categories of library resources.

However, a more critical/detailed one is the study conducted on students' perceived effectiveness in the use of library resources in some selected Nigerian Universities by Edem, Anie and Ocheibi (2009) with the purpose of "identifying students' effectiveness in identifying, locating via catalogue use, selecting and using library resources for their learning/research" after obtaining the knowledge of use of library course programme. Their study also assessed students' reasons for satisfaction or dissatisfaction in their search for information sources in the two institutions sampled (University of Calabar and University of Uyo); as well as to analyze how students need to improve their effectiveness in the use of library resources for their learning and research. In doing these, they adopted the descriptive research design. Questionnaire was the main instrument for their collection of data. 600 copies of the questionnaire were distributed, 530 were returned. By calculation, the overall response rate was 88.3%. The simple percentage was their main method of data analyses accompanied by charts. The result showed that: majority of the users (respondents) source their information through the catalogue indexes since the cumbersome system of library organization has been demystified to them under user education programme by librarians. Edem, Ani and Ocheibi (2009) also found that students from University of Calabar were satisfied in searching, identifying,

locating and selecting library materials for their learning/research than the students of University of Uyo in their comparative analysis. It could therefore be deduced that, there is effective user Education in the University of Calabar for the library users than as obtained in University of Uyo leading to their effective use of library catalogue. Thus, positively influencing their perceptions of the course on their use of library resources.

Similarly, the study of Suleiman (2012) on students' user education programmes at the International Islamic University, Malaysia; who however employed the descriptive research design, and sampled 75 students of International Islamic University in Malaysia (IIUM), comprising of undergraduate and postgraduate students from a number of different faculties through the Krejcie and Morgan formula. His research data was gathered using the questionnaire consisting of 17 questions, and through the application of the five (5) point Likert scale type, simple percentage, and descriptive statistics data analysis, which consequently revealed that user education (use of library course programme) helped students to better use library services or resources, particular the OPAC (Online Public Access Catalogue). This finding emanated from his first study research question that asked: "is user education programme at IIUM (International Islamic University, Malaysia) effective? Specifically, it indicated that 40(53%) of his study respondents agreed that user education programme helped them to better use the library OPAC; and that 35(47%) of his respondents strongly agreed with the question.

In this regard, all respondents 75(100%) agreed that user education programme helped them to better use the OPAC. His study, also pointed out that librarians' training of students on user education programme was sufficient. This finding followed his second research question that inquired if the way librarians trained students on the use of library was sufficient or not. In like manner, his study revealed that 98% of his study respondents (students) have gained enough knowledge to enable them find their needed information resources on circulation via effective catalogue use among others after the course/training. This finding of Suleiman (2012), emanated from his study question asked to know if "after user education class; I am able to find the relevant information that I need" was replied by the students. Specifically, 96% of his study respondents (students) believed that user education programme helped them to make effective use of library resources, particularly the OPAC. This study is similar to the present one as they both seek understanding of the perceived effects of use of library course on students' use of library resources but in different settings, scope and methodology particularly on method of data analyses among others.

Moreover, the study of Amkpa and Imam (2011) examined user education teaching methods and their effects on students' library catalogue use. Their null hypothesis tested on this revealed that there was significant relationship between user education teaching methods and students' attitude towards effective library catalogue use. Consequently, Amkpa and Imam

(2011) observed that librarians and the methods of teaching user education programme contribute significantly to students' learning attitude towards library catalogue use skills.

Similarly, the study of Oyewusi, and Oyeboade (2009) on accessibility and use of library resources by undergraduates in a Nigerian State University of Technology; with the aim of ascertaining students' level of library resources accessibility via library catalogue and their perceptions of library resources relevance to their study among others; found through a descriptive research design/statistical tools (via SPSS statistical package for social sciences) while using the questionnaire as a means of data collection found that:

a. Out of their study population of 393 respondents, 82.9% of them agreed that they find available library resources highly accessible through the use of library catalogue for their academic pursuits, while only 17.1% of them disagreed to this statement, and that this have been playing remarkable role in their academic performance sequel to the knowledge gained from use of library course programme of the university. This is an indication that the use of library course programme has been playing significant role or impacting positively on students academic performance, and therefore painting a positive picture/view of library activities particularly that of use of library course services of the library in the effective use of library catalogue.

b. On the other hand however, or when respondents were specifically asked to indicate how they got informed about library resources, the result showed that 137 (34.9%) of them engaged in personal search of library resources through the use of catalogue; while 83 (4.1%) were informed through the reference services available in the library, 69 (17.6%) through their lecturers, 51(13%) through library use instruction course offered in the first year, and 43(10.9%) through friends. They (Oyewusi & Oyeboade, 2009) however noted that this result differ from a study carried out by OCLC (2005) in Australia, Canada, India, Singapore, the United Kingdom (UK) and the limited states where 61% respondents identified friends as their top choice in identifying or accessing electronic information resources rather than library catalogue use, while less than 15% of them indicated that they discovered/access electronic information resources from librarians and Teachers/Lecturers among others.

Morealso, Dickenson (2006) found that the programme (user education) gave the respondents extreme confident about their ability to access electronic resources through their library OPAC (online public access catalogue) as well as access to materials included in lectures. He noted that more than four out of every five respondents (84%) of his study population agreed to the statement. He further acknowledged that the most agreement on this issue was reported by respondents from Colorado state University at 92 percent, while the least agreement (though, notably, still a majority) was reported by Colorado school

of mines by 66 percent. Additionally, Dickenson (2006) on comparative analysis of its study, noted that when accessing library resources remotely via respondents' library OPAC and websites, undergraduates and faculty generally utilized the same services following their acquired knowledge through use of library course programme; specifically on searching the home catalogue database for articles and learning about library hours of operation. In other words, difference does not exist between faculty and undergraduate students' use of library websites. However, one striking difference observed was concerning searches of other institutions' catalog in which 63% librarians do, while only 39% of students undergo. Dickenson (2006) also reported another substantial difference in their respective abilities to finding needed books and periodicals at their own institution's library with 89% and 66% responses, undergraduates and faculty/librarians responses concerned with the degree to which they request assistance from library staff on refinement of research papers, projects and presentations with 67% (students) and 45% (faculty); and also in independent research activities/facilities in libraries as well as those of interlibrary loan requests with 62% faculty/librarians and 23% undergraduates respectively. Dickenson (2006) study which generated the above findings was entitled "How academic Libraries help faculty teach and students learn: the 2005 Colorado academic library impact study". He employed the questionnaire survey method and found that effective use of library course experience helped students in searching library catalogues other

than their own home catalogue as against their old ill-practice or against what exists among faculty members. Dickenson (2006) also found in his study that "use of library course experiences" in Colorado institution helped patrons (including students) in the search of other library catalogues by using links provided by Colleges or University library's websites with more than ninety percent (90%) responses. He further found that respondents' usage of print resources through user education experiences was high for all participating institutions of his study area; ranging from a unanimous (100%) consensus from the University of Colorado at Colorado Springs to 74% from the University of Denver; noting that despite the continuing integration of electronic resources into scholarly pursuits, print publications remain the most frequently utilized type of information resource among patrons (Dickenson, 2006). The reviewed study above has some similar elements with the present study but significantly different in institutional setting and location or country since Dickenson's study is foreign based, while the present one is locally based/ Nigeria.

**Effects of Use of Library Course on Use of Library Serials Resources**

The study of Thanuskodi (2011) on user awareness and use of online-based journals (serials) among education faculty members and students in Coimbatore District: a survey, found that those (respondents) of younger age brackets (below 30 years) occupy the first position with respect to their overall number, learned to use online journals (serials) as their secured mean score is

3.98 on a 5 point Likert rating scale compared to other higher age brackets studied. In his study however, it was found that guidance from library staff via use of library course had the highest position as a means (source) through which users learned to use online journals or serials publications with average mean score of 4.49 compared to other sources such as self study with 4.05 mean value, guidance from friends/colleagues with 4.21, guidance from computer staff with 4.43 and training offered by the institution with 4.19 mean values. This outcome has invariably positioned respondents' perception of the effects of use of library course on their use of online serials resources in a much more higher position compared to other sources of learning how to use online serials information resources in Annamalai University, India. However, his study (Thanuskodi, 2011) also revealed the perceptions of his respondents on other aspects/ sections of library services. Their perceptions in this regard, indicated that out of the total 160 respondents, 24.37% of them reported no opinion about the services of the library. Majority of the respondents (42.86%) in the age group below 30 years reported no opinion about the library services in other sections; while only 22.50% of them reported that the service of the library is good in online journals (serials) among others. It was therefore concluded by Thanuskodi (2011) that it is clear from his analysis that no opinion about the other services (i.e. apart from its electronic journals unit services) of the library took the first order reporting among the respondents

and therefore indicating positive perceptions of the course on their effective use of serials resource.

Dickenson (2006) found that the programme (user education) gave the respondents extreme confident about their ability to access periodicals and other serials at their own institution's library with 89% and 66% responses. This Dickenson study result emanated from his Colorado academic libraries study of Dickenson (2006) on how academic libraries help faculty teach and students learn: the Colorado academic library impact study" with the aim of gaining understanding of how academic libraries help students learn, and to assess how libraries assist instructors in their teaching and research activities. In his study, nine (9) Colorado academic institutions were covered with two questionnaires (one for undergraduate students and another for faculty members who teach undergraduate courses) with overall population size of 3,222 individuals that responded to the students survey, while 395 instructors answered the faculty one, whose data analysis employed the simple percentages and charts to finding the stated details above.

However, the study of Ogunmodede, Adio and Odunola (2011) on library use education as a correlate of use of library resources in a Nigerian university, found through descriptive design research and use of questionnaire (survey method) that although the students are introduced to the use of library (library 101) at the Ladoke Akintola University of Technology, Ogbomoso to enable them make meaningful use of it, its effect on their use

of journal or serials resources is minimal. In their further analysis of collected data through cross tabulation, regression model, and Pearson chi square on method of locating books/journals and assessment of the course (library 101) however showed that students assessment of the course is weak even through their analysis so far revealed that the course is useful to them (students). This form of result is an indication that students perception on the course effect on their use of library serials resources is on the negative side.

Moreover, the study of Budd (2009) on academic library data from United States: an examination of trends (a comparative analysis) buttressed students' perception of serials resources use after use of library course within 9 years of his comparative analysis (1998 – 2006). His study focused on students' use/ perceptions on serials resources usage data were gathered from a variety of data points using the continuous collection method that allowed for some longitudinal study analysis with regards to the past, present and future predictions. In effect, his study result on students' serials resources usage showed steady increase from 521 average transaction/usage figure in the year 1988, through 519 in 2000, and 584 in 2004, to 582 in 2006. He therefore concluded that there was dynamic (increasing) change in students' use of serials resources over time within the years of his study on students' use of academic library resources after user education programme.

Gunasekera (2010) investigated students' usage of an academic library: a user survey conducted at the main university library of Paradeniya. The

study was undertaken to assess students, use/satisfaction with current information services and resources while identifying their needs and perception of use of library course effects on their library resources usage. The questionnaire based survey was used for data collection from 800 undergraduate students who visit the library. The simple percentage and statistical mean were used to analyze data collected. Some major findings of his study showed that among 446 respondents on effect (or views of use of library course as an aid) to their use of current periodicals (serials resources), 272 (61%) mentioned that the course has not influenced neither aid them in their usage as against 174(39%) respondents who said it has helped them in their use. Similarly, among same 446 respondents, 352 (78.9%) claimed that the course has not aid their use of bound (back issues) periodicals or serials as against 94(21.1%) who attested that it has positively influenced their use of it. In other words, students' perception of the course effect as an aid to their use of serials publications is still on the negative side in Gunasekera (2010) study.

In like manner, Tella, Owolabi and Attama (2009), examined students' use of the library of Akami Ibiam Federal Polytechnic, Unwana, Nigeria through a combined quantitative and qualitative approach. The purposive sampling technique was used to select 200 students from each of the five faculties of the polytechnic, totaling 1,000 students. A developed survey questionnaire was used in gathering data which was subjected to the Chronbach Alpha reliability test that returns an "r=0.87". The descriptive

statistics which included frequency count and simple percentages were used in data analysis via SPSS version 15.0. Among the specific results of the study, is that only 65(6.5%) of the students surveyed claimed could effectively use journal issues (serials resources) of the library after use of library course programme as against 233(23.3%) that could use library books among others. This is yet another poor students' perception of the effect of use of library course programme as an aid on students' use of library serials resources by implication.

**Summary of Literature Review**

From the foregoing, one would summarize that: issues on key concepts to the study otherwise known as conceptual framework were revealed as well as its theoretical framework among others to enable one understand the topic at hand. However, use of library course programme has been described as an important aspect of human/students' education that consequently engender life-long learning directed towards national development. No wonder, many authors explained that use of library course is usually high on the list of priorities of an academic library/institution. It was therefore observed that its training or teaching becomes necessary and inevitable. Thus, in most tertiary institutions across the globe and Nigeria in particular, made it compulsory for all freshmen to guarantee effective use of library resources.

This need has been a central focus of library practices over the years; hence, several studies have been conducted by several authors who postulated

that user education studies or use of library course will help in enhancing users' effectiveness in searching, identifying, locating, and selecting library materials for use to enhance/improve their learning/research. This need has over the years generated several reactions from different authors, and in different areas. Some focused on lecturers (Faculty) perception/view of use of library course programme at the Universities in developed countries of the world. In other words, many works/authors were foreign based studies as available literature reveals. For instance, some studies/authors dwelled on user education programme at the city unit of New York, New York, USA; the correlation study of Bunkyo University Japan; and Oulu University library, Finland. Also, some authors carried out a comparative study on time usage/spent in accessing/locating information resources between tertiary institution students and faculty members at the Colorado Academic Libraries. Many others dwelled on comparative study of librarians' perceptions about the current trends (modern) versus traditional (old) model of library instructions. Also, some studies from available literature dwelled on user education programmes in Universities in South-West region of Nigeria, and others focused only on e-library usage by university students; while some reflected on library instruction programme as a correlate of students' catalogue use in colleges of education libraries in Nigeria; whereas catalogue use is not the only component of use of library course contents.

In the universities, as available literature reveals, studies have been conducted to determine the teaching effectiveness of "use of library" among students. However, several studies have also shown that even with the teachings, students are still not making effective use of libraries in Nigeria. The only closely related study available only looked at the perceptions of the professional librarians on the effectiveness of the use of library course in universities.

However, some authors emphasized that use of library course helps to increase students' educational outcomes; and that if facts about it is insufficient or lacken, then, more critical research would be needed to understand students' type/ perception of library use education in detail. In order to meet-up with these (above) recommendations among others, coupled with the fact that most studies on use of library course programmes were focused on University Students' use of library resources with very few cases in Colleges of Education wherein it is offered as a full course of its own and not a unit under "Use of English" (as often practiced by universities and polytechnics), upon which this study dwells, it therefore becomes necessary to fill the vital gap created in this respect. Consequently, there have been many reports from revealed literature above that would serve as useful guides to this present one.

In conclusion, it was observed from available literature that no considerable /in-depth study has been conducted on use of library course in

Colleges of Education in Nigeria where it is offered as a full course on its own. In other words, it is observed that no study on NCE students' use of library resources (specifically covering the various user sections/resources of the library) has been carried out in Colleges of Education in Nigeria where the "user education or use of library course" as a course on its own. Thus, this among other reasons given above, urgently necessitate this study on "NCE students' perceptions on the use of library course as an aid to the use of library resources in South-West, Nigeria" to generate data that could fill this essential gap in the body of existing knowledge.

# CHAPTER THREE

# METHOD

This chapter discusses the method and procedure adopted in carrying out this study under the following subheadings: research design, area of study, population of the study, sample and sampling technique, research instrument, validation and reliability of the instrument, method of data collection and method of data analysis.

## Research Design

The research design that was adopted for this study is the survey design. It is a type of research method that is used to get information on the current status of a person or an object (Cresswell, 2003; Ogisi & Igun, 2000). The results are usually applicable to existing phenomena (Cresswell, 2003); and as used in the study of Issa, Blessing and Daura (2009) on the effects of information literacy skills on use of e-library resources among students of the University of Ilorin, Kwara State, Nigeria; among others was adopted in this study. Thus, the survey design was therefore considered appropriate for this study as it dealt with the present phenomenon with regards to NCE students' perceptions on use of library course programme as an aid to their use of library resources in colleges of education in the region (area) under study.

## Area of the Study

Colleges of Education in South-West States of Nigeria were used for this study. The reason for this choice is that the states are prone to high degree

of literate population following their early embracement of western education in the region. For instance, the first higher institution of learning in Nigeria is the Yaba College of Technology, Established in 1947 in Lagos; and University of Ibadan in 1948 at Ibadan; and the fact that it served as the Federal Capital Region of Nigeria for many years among others. This phenomenon consequently gave rise to the development of considerable number of Colleges of Education by the Government in the region with the resultant effect of high rate of literate people or population of the region compared to their counterparts in other region of the country, Nigeria. However, inspite of the above privileges, it appears they still lag behind (as available literature generally reviewed above indicates poor use of library resources and services irrespective of use of library course programme; hence, this region was urgently selected for the study. The states therefore covered in the S.W. Nigeria are: Oyo, Ogun, Lagos, Ondo, Ekiti and Oshun. These were made up of both Federal and State Colleges of Education currently existing in the region as shown in appendix III on page 280.

**Population of the Study**

The accessible population for this study was all the 60,481 Year II and Year III NCE students in all the ten (10) existing public Colleges of Education in South-West, Nigeria for 2014/2015 academic session as shown in table 7 in appendix III on page 280.

**Sample and Sampling Techniques**

The sample size for the study is 1,210 NCE students being 2% of the accessible or total student population in all the 10 public colleges of education for the study as also shown in appendix III. Two percent (2%) sample size is considered adequate following one of the recommendations of Didier (2013) on how to estimate survey population sample size that runs into several thousands as observable in this study total population of 60,481 as also indicated in appendix III. It is also in line with Issa, Blessing and Daura (2009) study recommendation; who considered a justifiable sample size on survey design against the backdrop of Edem (2005), that refers to Kerjcie and Morgans sampling formula, which suggests that: "a sample size of 384 will be sufficient for a population of 100,000; 370 for 10,000 and 248 for 700"; and that there is no universally accepted rule for determining the appropriateness of sample sizes.

Moreover, the proportionate stratified sampling technique was adopted for this study. Thus, 2 % of all the students' population sampling was first done by institutional type; i.e. stratified into Federal and State owned colleges of education in line with the chosen proportion of 2% of both the institutional type (Federal and State owned) with the respective size of 426 and 784 respondents. This was further broken down into academic level of study (Year II and Year III). Finally, the proportion of the sample size (2%) of 1,210 was equally drawn at random from each stratum by academic level for the study to

yield the various sample size drawn at random from each academic level or stratum for the study to yield 557 and 653 respectively for year II and year III students as also shown in appendix III on page 280.

### Instrument for Data Collection

The instrument for data collection for this study was the questionnaire. The questionnaire was entitled NCE Students' perceptions on Use of Library Course Questionnaire" (NSVULCQ). Please see Appendix (I) on page 308. Thus, the questionnaire is divided into two Parts "I and II". Part I seeks for Socio-Demographic information of the respondents; while Part "II" seeks to measure the Use of Library Course, from students.  Part II was further divided into six sections (A-F). Section "A" seeks to elicit information from students on their perceptions on use of library course as an aid in their utilization of library ICT section; while section "B" seeks their perceptions of the course as an aid on their use of library reference resources. Moreover, section "C" would elicit information on their perceptions of use of library course as an aid to their use of library reserve section/resources. Section "D" contain items meant to elicit information on students' perceptions of use of library course as an aid to their use of circulation section/resources;   while section "E" seek their perceptions on use of library course on their use of library catalogue. Finally, section "F" on their perceptions on use of library course as an aid to their use of library serials resources that was used to answer and test the respective research questions and formulated hypotheses for the study.

**Validation of the Instrument**

The instrument for the study was given to three validators. The validators looked at the face and content validity of the questionnaire to ensure that items contained measured what they are meant to measure. Corrections were made based on their comments and suggestions. In other words, the developed questionnaire, research questions, and hypotheses and the purpose of the study were given to three experts, one in Library and Information Science Department, the second in the Department of Educational Foundations and the third in Human Kinetics at Nnandi Azikiwe University Awka. The three experts made useful corrections and these their corrections were effected for the study.

**Reliability of the Instrument**

The reliability of the instrument was established using the Cronbach's Alpha method in the study. In this case, 20 copies of the instrument were administered to NCE students at the Federal College of Education (Technical) Umunze, Anambra State which is outside the study area. The 20 copies of the questionnaire were administered once to students and retrieved the same day and subjected to Cronbach's Alpha test statistically using the SPSS (version 18.0) to determine its "Co-efficient of internal consistency" that yielded the following respective correlation coefficients: Section A $r = .750$; Section B $r = .803$; Section C $r = .684$; and Section D $r = .733$; while Section E $r = .725$; Section F $r = .764$; on the whole (Section A-F aggregate value is .743). Thus,

the instrument was reliable and appropriate for use in the study. See appendix II on page 277 for details.

**Method of Data Collection**

An introductory letter was obtained from the Head of Department of Library and Information Science, Nnamdi Azikiwe University, Awka. Research assistants were trained or given orientation to assist in administering copies of the questionnaire to the subjects (respondents) targeted for the study. They helped to distribute copies of the questionnaire to students at their respective institutions in their lecture halls with due permission from lecturers/class coordinators. Copies of the administered questionnaire were collected back (retrieved) after completion on the same day from students to ensure high response rate; thereby guiding against high mortality rate; and organized for analyses.

**Method of Data Analysis**

Mean and standard deviation were used to analyze data on research questions for the study. The criterion mean set for decision was 2.50 and above for the study research questions. Mean score of 2.50 and above were considered positive on any response to an item whereas any mean that is less than 2.50 were considered negative on response to an item. All computations were made using SPSS (version 18.0).

# CHAPTER FOUR

# PRESENTATION AND ANALYSIS OF DATA

In this chapter, data obtained in the course of the study are presented and analyzed in line with the research questions of the study.

This chapter is therefore organized in the following order. Meanwhile, out of the 1,210 copies of the questionnaire distributed, 1,097 were fully completed (filled out) as retrieved and analyzed in this study. It represents (90.66%) or approximately (91%) response rate and considered adequate because the standard and acceptable response rate for most studies is 60% (Malaney, 2002; Evans, Peterson & Demark-Wahnefried, as cited in Dulle, Minish-Majanja & Cloete, 2010).

**Analysis of Research Questions**

**Research Question One**

What are NCE students' perceptions on use of library course as an aid to their use of library ICT resources?

To ascertain NCE students' perceptions on the use of library course as an aid to their use of library ICT resources, they were requested to respond to some opinion statements about their perceptions on use of library course as an aid to their use of ICT resources in libraries. Their responses are presented in table 1.

**Table 1:** Students' Mean Ratings of the Use of Library Course as an aid to Their Use of Library ICT Resources.   N=1097

| Use of Library Course has helped me to: | $\bar{x}$ | SD | Decision |
|---|---|---|---|
| 1. Familiarize myself with library digital (ICT) resources | 3.18 | .86 | Agree |
| 2. Use library websites | 2.94 | .90 | Agree |
| 3. Enhance my knowledge of digital resource(s) storage | 3.09 | .85 | Agree |
| 4. Enhance my preservation knowledge of ICT resources | 3.06 | .83 | Agree |
| 5. Enhance my information retrieval knowledge of library ICT (digital) resources | 3.01 | .85 | Agree |
| 6. Gain knowledge positively on global information search | 3.19 | .82 | Agree |
| 7. Gain knowledge that has changed my traditional perceptions of managing information resources | 3.10 | .83 | Agree |
| 8. Use library ICT resources | 2.99 | .88 | Agree |
| 9. Use library OPAC (Online Public Access Catalogue) | 2.90 | .94 | Agree |
| 10.Access CD-ROMs important for my academic work (s) | 2.90 | .91 | Agree |
| **Overall Mean Rating: Aid to  Use of ICT Resources** | **3.04** | **.87** | **Agree** |

Data displayed in table 1 reveals an overall mean rating of 3.04 which shows that NCE students perceived the use of library course as an aid to their use of library ICT resources. The item by item mean ratings also shows that they agreed that the course has been an aid in the 10 areas of ICT resource utilization listed. However, the students were on the perceptions that  the "use of  library course" has been an aid to their gaining knowledge positively on global information search ($\bar{x}$ = 3.19, SD=.82), being familiarized with library digital (ICT) resources ($\bar{x}$= 3.18, SD=.86), gaining knowledge that has change their traditional perceptions or perceptions of managing information resources

($\bar{x}$ = 3.10, SD=.83), enhancing knowledge of digital resources storage ($\bar{x}$=3.09, SD = .85), enhancing their preservation of knowledge of ICT resources ($\bar{x}$=3.06, SD=.83) and enhancing information retrieval knowledge of library ICT (digital) resources ($\bar{x}$=3.01, SD=.85). On the other hand, the students were on their perceptions of the course as an aid to using library websites ($\bar{x}$=2.94, SD = .90), using library Online Public Access Catalogue ($\bar{x}$=2.90; SD=.94) and accessing CD-ROMS important for their academic work ($\bar{x}$=2.90, SD=.91).

**Research Questions Two**

What are NCE students' perceptions on the use of library course as an aid in their use of library reference resources?

To determine NCE students' perceptions on the use of library course as an aid to the use of library reference resources, they were requested to respond to some opinion statements about their perceptions or views on use of library course as an aid to their use of reference resources in libraries. Their responses are presented in table 2.

**Table 2:** Students' Mean Ratings of the Use of Library Course as an aid to Their Use of Library Reference Resources.   N=1097

| Use of Library Course has helped me to: | $\bar{x}$ | SD | Decision |
|---|---|---|---|
| 1. Recognize the difference between general and subject encyclopedias | 3.33 | .69 | Agree |
| 2. Use indexes for academic purpose | 3.18 | .70 | Agree |
| 3. Use library abstract resources | 3.12 | .78 | Agree |
| 4. Use bibliographic resources | 3.14 | .80 | Agree |
| 5. Improve my knowledge on the use of directories | 3.24 | .74 | Agree |
| 6. Enhance my use of thesaurus | 2.96 | .84 | Agree |
| 7. Improve my use of encyclopedias | 3.21 | .77 | Agree |
| 8. Use journals/magazines for academic purposes | 3.31 | .73 | Agree |
| 9. Use newspapers for academic purposes | 3.25 | .75 | Agree |
| 10.Consult reference librarians when necessary | 3.20 | .81 | Agree |
| **Overall Mean Rating: Aid to the Use of Library Reference Resources** | **3.19** | **.76** | **Agree** |

The overall mean rating ($\bar{x}$=3.19) displayed in table 2 shows that the students are of the perception or view that the use of library course has been an aid to their use of library reference resources. All the mean ratings for the 10 different aspects of library reference resources ranged from 2.96 to 3.33. This is also an indication that the students agree that the course has aided them all these areas. However, they were on their perceptions regarding the "the use of library course" as an aid to enhancing their use of thesaurus ($\bar{x}$ = 2.96, SD = .84).

**Research Questions Three**

What are NCE students' perceptions on use of library course as an aid in the use of library reserve resources?

To ascertain NCE students' perceptions on the use of library course as an aid to their use of library reserve resources, they were requested to respond to

some opinion statements about their perceptions on use of library course as an aid to their use of library reserve resources in libraries. Their responses are presented in table 3.

**Table 3**: Students' Mean Ratings of the Use of Library Course as an aid to Their Use of Library Reserve Resources. N=1097

| Use of Library Course has helped me to: | $\bar{x}$ | SD | Decision |
|---|---|---|---|
| 1. Gain knowledge on why and how some resources are reserved | 3.36 | .65 | Agree |
| 2. Know that there is time frame (e.g. 2hrs) on the use of reserve resources | 3.05 | .75 | Agree |
| 3. Understand course lecturers place and course resources (materials) on reserve | 3.21 | .72 | Agree |
| 4. Understand what exactly rare materials (resources) are and use | 3.14 | .76 | Agree |
| 5. Know that there is a policy in place limiting number of pages to be photocopied (especially, projects  theses and dissertations) | 3.19 | .76 | Agree |
| **Overall Mean Rating: Aid to the Use of Library Reserve Resources** | **3.19** | **.73** | **Agree** |

Table 3 shows that the overall mean rating of students on the use of library course as an aid to their use of library reserve resources was 3.19. This is an indication that the students perceived the course as an aid to their use of library resources. The item by item mean ratings also demonstrates this perception as their mean ratings ranged from 3.05 to 3.36. However, gaining knowledge on why and how some resources are reserved had the highest mean

rating ($\bar{x}$=3.36) It also had more unanimity in the respondents' rating (SD=.65) compared to the other items.

**Research Questions Four**

What are NCE students' perceptions on use of library course as an aid to their use of library circulation section/resources?

To ascertain NCE students' perceptions on the use of library course as an aid to their use of library circulation section/resources, they were requested to respond to some opinion statements about their perceptions on use of library course as an aid to their use of library circulation resources in libraries. Their responses are presented in table 4.

**Table 4:** Students' Mean Ratings of the Use of Library Course as an aid to Their Use of Library Circulation Section/Resources. N=1097

| Use of Library Course has helped me to: | $\bar{x}$ | SD | Decision |
|---|---|---|---|
| 1. Understand the term charging (loaning out) of library resources | 3.29 | .71 | Agree |
| 2. Understand term discharging (return of loaned materials) | 3.25 | .73 | Agree |
| 3. Know the rules guiding charging and discharging of library circulation resources | 3.31 | .70 | Agree |
| 4. Know the policy guiding book reservation | 3.26 | .70 | Agree |
| 5. Know the policy guiding fines (e.g on overdue & lost books). Payable by defaulters | 3.25 | .74 | Agree |
| 6. Know how "overdue notice" looks like | 3.09 | .80 | Agree |
| **Overall Mean Rating: Aid to the Use of Circulation Resources** | **3.24** | **0.73** | **Agree** |

As shown in table 4, the overall mean rating of the use of library course as an aid to students use of library circulation section/resources was 3.24 while the mean ratings for the six items ranged from 3.09 to 3.31.These are indications that the students perceive use of library course as an aid to their use of circulation section and circulation resources.

**Research Questions Five**

What are NCE students' perceptions on use of library course as an aid to their use of library catalogue?

To determine NCE students' perceptions on the use of library course as an aid to their use of library catalogue resources, they were requested to respond to some opinion statements about their perceptions on use of library course as an aid to their use of library catalogue resources in libraries. Their responses are presented in table 5.

**Table 5**: Students' Mean Ratings of the Use of Library Course as an aid to Their Use of Library Catalogue. N=1097

| Use of Library Course has helped me to: | $\bar{x}$ | SD | Decision |
|---|---|---|---|
| 1. Know the types of library catalogues (e.g title, subject and author). | 3.46 | .62 | Agree |
| 2. Have access to (locate) library resources through library catalogue | 3.33 | .67 | Agree |
| 3. Acquire knowledge of element in library catalogue (e.g author, date, place of publication, title etc) | 3.35 | .69 | Agree |
| 4. Enhance my understanding of library holdings ( all that the library has) at a glance | 3.24 | .68 | Agree |
| 5. Familiarize myself with different types of common cataloguing/ classification scheme in use (Library of Congress LC, Dewey Decimal DC, and Universal Decimal Classification (UDC, OPAC) | 3.21 | .75 | Agree |
| **Overall Mean Rating: Aid to the Use of Library Catalogue** | **3.32** | **0.68** | **Agree** |

The data presented in   table 5 shows that the overall mean rating of the use of library course as an aid to students' use of library catalogue was 3.24 while the mean ratings for the five items ranged from 3.21 to 3.46. These are indications that the students' perceived use of library course as aiding them in all the dimensions of possible uses of library catalogue listed.

**Research Questions Six**

What are NCE students' perceptions on use of library course as an aid to their use of library serials resources?

To ascertain NCE students' perceptions on the use of library course as an aid to their use of library serials section/resources, they were requested to respond to some opinion statements about their perceptions on use of library course as an aid to their use of library serials resources in libraries. Their responses are presented in table 6.

**Table 6**: Students' Mean Ratings of the Use of Library Course as an aid to Their Use of Library Serials Section/Resources. N=1097

| Use of Library Course has helped me to: | $\bar{x}$ | SD | Decision |
|---|---|---|---|
| 1. Gain knowledge on serials management | 3.27 | .70 | Agree |
| 2. Enhance my academic knowledge of newspaper(s) usage | 3.19 | .71 | Agree |
| 3. Understand how to locate serial resources through the use of Kardex/ Kalamazoo | 3.00 | .85 | Agree |
| 4. Know the difference between the serials (e.g newspapers, magazines journals) | 3.27 | .71 | Agree |
| 5. Enhance my academic knowledge of journal | 3.23 | .75 | Agree |
| **Overall Mean Rating: Aid to the Use of Serials Resources** | **3.19** | **.74** | **Agree** |

The data in table 6 shows that overall mean rating by students on the use of library course as an aid to their use of serials section or serials resources was 3.19. This shows that, on the average, the students perceived the course as an aid to the use of serials sections or serials resources. This same perception was seen across all the five items which represented the various aspects of serials section/resources. This is shown by their mean ratings which ranged from 3.00

to 3.27. However, the standard deviation scores show that the respondents appear less cohesive in their ratings of "understanding how to locate serial resources through the use of Kardex/Kalamazoo" (SD = .85) when compared with other aspects of the serials resources (SDs ranged from .70 - .75).

## Summary of Major Findings

This study recorded the following major findings:

1. NCE students were of the view or perceived that the use of Library Course was an aid to their use of library ICT resources.

2. NCE students equally perceived that the Use of Library Course was an aid to their use of library reference materials.

3. The Use of Library Course was perceived by NCE students as aiding their use of library reserve resources.

4. The Use of Library Course was also viewed or perceived by NCE students as helpful in their use of library circulation resources.

5. NCE students were of the perception or view that the Use of Library Course was an aid to their use of library catalogue.

6. The Use of Library Course was perceived by NCE students to be an aid to their use of library serials section/resources.

# CHAPTER FIVE

# DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter discussed the findings of the study, conclusions, implications and recommendations. The chapter also contains limitations and suggestions for further studies.

## Discussion of Findings

The discussion of findings is organized in line with major findings of the study. The findings generated from the research questions are presented under six major themes as follows:

1. NCE students were of the perception that the use of library course was an aid to their use of library ICT resources.

2. NCE students were equally of the perception that the use of library course was an aid to their use of library reference materials.

3. The use of library course was perceived by NCE students as aiding their use of library reserve resources.

4. The use of library course was also perceived by NCE students as helpful in their use of library circulation resources.

5. NCE students were of the perception that the use of library course was an aid to their use of library catalogue.

6. The use of library course was perceived by NCE students to be an aid to their use of library serials section/resources.

**NCE Students' perceptions or views on the Use of Library Course as an aid to their Use of Library ICT Resources**

The findings indicated that NCE students were of the perception that the use of library course was an aid to their use of library ICT resources. Isa, Blessing and Daura (2009) discovered that students who were exposed to the use of library course participated effectively in using e-library (ICT) resources and that most students who have necessary usage skills to use ICT resources have not been formally taught the use of e-library resources under the use of library course programme of the institution embedded in its "general studies." In addition, Suleiman (2012) corroborates this perception that the use of library course allows students to interact with the library and its staff (librarians) during their orientation programme thereby removing difficulties in locating needed information resources by increasing the capacity to utilize ICT resources of the library.

Waldman (2003) in a study on fresh men's use of library electronic resources and self-efficacy found that the purpose of understanding the factors that encourage students to seek library based information and to look at the role that self-efficacy plays showed a positive outcome in the "use of library electronic (ICT) resources. Among those studied, a significant percentage reported to have used the library's electronic (ICT) resources. Nagata, Toda and Kytomaki (2007) examined students' pattern of library use and their learning outcome after use library course programme. Their survey data found

that some students are of the perception that the use of library course programme actually affected their use of ICT library resources positively. Dickenson (2006)'s study on comparative analysis found that when accessing library resources remotely via respondents' library websites undergraduate students generally utilized the same services following their acquired knowledge from use of library course programme specifically on searching the online home catalogue database in articles and learning about library hours of operation. In other words, students claimed that the course had positive effect on their use of electronic library based resources and thus leading to their positive perception on their ICT usage.

**NCE Students perceptions or Views on the Use of Library Course as an aid to their Use of Library Reference Materials**

The data collected indicated that NCE students were equally of the perception that the use of library course was an aid to their use of library reference materials. Scientific evidence exists and there is substantial belief that use of library course can aid students in their use of library reference materials. For example, Mohammadi, Moghaddam and Yeganeh (2008) reported that students' perception of impact (effects) of user education on the use of reference resources at the Islamic Azard University, revealed that use of library course programme has significant effect on students' use of reference resources.

Unfortunately, researchers have also revealed inconsistency on the positive effects of use of library course on students' use of library reference materials. Ogunmodede, Adio and Odunola (2011) noted that the effect of use of library course on students at the Ladoke Akintola University of Technology, Ogbomoso in the use of reference resources and services was very minimal. Thus, they concluded that their result on reference resources use by students negates the usefulness of the library 101 (use of library course programme) as a course of study to students.

Some of the selected results of Coleman (2010)'s post-test showed that the differences between the students who had received use of library course programme and those who had not were not large in general. Since usage of reference resources was not statistically significant, he concluded that it is discouraging because it implies that teaching of use of library course programme does not have much effect on students' use of reference resources compared to other library resources usage.

Similarly, Budd (2009) showed that there was precipitous drop in reference transactions/resources use by students in recent years irrespective of user education programme. Aderibigbe and Ajiboye (2013) studied 330 students of seven colleges that run postgraduate programme of the University of Agriculture, Abeokuta. These students noticed that use of library course programme had consequently not enhanced their use of reference resources

electronically, neither had it influenced their positive perception of it on their use of library reference resources among others.

## NCE Students' Perceptions on the Use of Library Course as aiding their Use of Library Reserve Resources

Students use of library course in this study showed that the use of library course was also perceived by NCE students as aiding their use of library reserve. Studies showed that knowledge gained through use of library course has assisted students in no little measure in their utilization of library reserve services; particularly in placing print materials on reserve (Dickenson, 2006). The study of Ogunmodede, Adio and Odunola (2011) provided great understanding of students' use of reserve resources after use of library course programme. According to them, students use some resources like books (circulation resources), newspapers (serials), and others, they don't use others such as reserve resources that include gazettes, thesis and dissertations after use of library course programme. The challenge posed by this problem can affect students' effective use of the reserve resources in the library. This implies that use of library course programme has not made its desired significant impact on students' use of library reserve resources which could lead to their poor perception of its positive effect on their use of reserve materials.

However, Ogbuiyi and Okpe (2013) who examined library material usage and services in four private universities after use of library course programme discovered that students had positive perception of the effect of use of library reserve resources.

## NCE Students' perceptions on Use of Library Course as an aid to the Circulation Resources

Students in this study noted that the use of library course was helpful in their use of library circulation resources. This finding was corroborated by Ogunmodede, Adio and Odunola (2011) who found that use of library course services were perceived by students to have positive effect on the use of library circulation resources. Agboola and Bamigboye (2011) reported that students showed positive perception on effects of use of library course programme on their effective use of library circulation resources as well as its impact on their academic outcomes, noting that students were seen to receive instructions on how to find periodicals/serials and almost half of them wished to receive instructions on using electronic (ICT) resources on circulation in libraries. Nagata, Toda and Kytomaki (2007) revealed a positive correlation between library use course, benefits of library use and learning outcomes and that the library use course contribute to this relationship. Their findings disclosed that students generally perception use of library course very important. The use of library is highly beneficial to the students particularly in

the use of library circulation resources leading to improved achievement of their educational outcomes.

A substantial number of other studies have contributed to this idea, that the use of library course was helpful to students in their use of library circulation resources. For example, Akahimhe (2011) and Ogwu (2010) showed that a substantial proportion of respondents used in their study admitted that the course has influenced students' attitude to library circulation resources usage.

**NCE Students' Perceptions on the Use of Library Course as an aid to their Use of Library Catalogue**

The study revealed that NCE students were of the perception that the use of library course was an aid to their use of library catalogue. In a study by Amkpa and Imam (2011) on library instruction programme as a correlate of students' catalogue use in colleges of Education Libraries in Nigeria, there was no significant relationship between bibliographic utilities and students' catalogue use. This finding is consistent with one of the observations of Aina (2004) who stated that knowledge once acquired or gained without sufficient structure to tie it together, is knowledge that is likely to be forgotten. Noting that students' bibliographic skills can only be enhanced if they are engaged or encouraged to use the library catalogue by their librarians and lecturers through effective library orientation. Edem, Aine and Ocheibi (2009)

examined students' effectiveness in identifying, locating via catalogue use, selecting and using library resources for their learning/research after obtaining the knowledge of use of library course programme. Students' reasons for satisfaction or dissatisfaction in their search for information sources were their focus. Edem et al. found that students from University of Calabar were satisfied in searching, identifying, locating and selecting library resources for their learning/research than students of University of Uyo. It could therefore be deduced that there is effective user Education in the University of Calabar for the library users than in University of Uyo leading to their effective use of library catalogue. Similarly, Suleiman (2012) in a study found that the use of library course has aided students to gain enough knowledge to enable them find their needed information resources on circulation via effective catalogue use. Other studies have found positive effect of use of library course aiding students' use of library catalogue (Oyawusi & Oyeboade, 2009; Amkpa& Imam, 2011; Dickenson, 2006).

**Students' views (Perceptions) on the Use of Library Course as an aid to their Use of Library Serials Section/Resources**

The study showed that the use of library course was perceived by NCE students to be an aid to their use of library/serials section /resources. The study of Thanuskodi (2011) on user awareness and use of online-based journals (serials) among students in Coimbatore found that students learned to use

online journals (serials) due to their guidance from library staff via use of library course.

Budd (2009) found that change in students' use of serials resources was attributed to user education performance. Tella, Owolabi and Altama (2009) examined students' use of the library. The study revealed that students could effectively use journal issues (serials resources) or the library after use of library course programme. Studies have equally revealed students' poor perception on the effect of use of library course programme as an aid on students' use of library serials resources. Gunashera (2010) investigated students' usage of an academic library and found that the course has not influenced students in their using of bound (back issues) periodicals or serials.

**Conclusion**

Based on the findings of the study, the following conclusions were made:

- The findings provided a baseline data into NCE students' perceptions or views on the use of library course as an aid to their use of library ICT resources. It is discovered from this study that students who were given training in the use of library course will utilize ICT resources more effectively.

- The findings of the study revealed that students' perceptions were positive in the use of library course as an aid to their use of library reference materials. However, information in the literature were conflicting as some

showed positive effect on the use of library course fostering use of library reference materials while others concluded that use of library course cannot aid students in the use of library reference resources.

- Students used in the study reported that the use of library course can aid them in the use of library reserve. This implies that use of library course programme can make the desired impact on students' use of library reserve resources.

- The use of library course was also perceived or viewed by NCE students as helpful in their use of library circulation resources. Conversely students' perception on inter-library loan was negative as they felt that it will not have positive effect on their use of library circulation resources and services.

- NCE students were of the perception that the use of library course was an aid to their use of library catalogue. This implies that obtaining knowledge of use of library course programme can facilitate students acquisition of skills required for the use of library catalogue.

- The study showed that the use of library course was perceived by NCE students to be an aid to their use of library serials section/resources. Therefore, students could effectively use serials resources of the library after the use of library course programme.

**Implications of Findings**

The findings of the study implied that students need to be given improved opportunities to access use of library course as a veritable tool of enhancing their capacity for adequate utilization of ICT resources of the library. Only professionally trained librarians with ICT competences need to be involved in the execution of instructions on the use of library course. This will help to diminish areas of uncertainty and inconsistency on the positive effects of use of library course on students' use of library reference materials.

Another implication of the study stems from the fact that students need to be adequately equipped for their greater understanding of proper utilization of reserve resources after use of library course programme. This will encourage them to explore diverse aspects of reserve resources such as gazettes, theses and dissertations.

Effective user education need to be pursued because it will enhance students' knowledge and the required information needed for using library resources like circulation/catalogue sections. Findings of the study also implied that a more pragmatic approach ought to be employed by those who implement instructional decisions in the use of library course so as to accomplish students' desire to effectively access online journals (serials). This will offer more opportunities for students to get more current information from research based literatures published in preferred journals.

**Recommendations**

The findings of this study have formed the bedrock for the following recommendations:

1. Improved method of seeking for information and knowledge with digital device driven by ICT resources in libraries should be highly encouraged during use of library course sections or programmes.

2. Encouraging increased use of library course as a means of enhancing students' use of library reference resources such as thesaurus.

3. Improve students' knowledge on the use of reserve resources of the library through use of library course.

4. Students should be increasingly exposed to the use of circulation section or resources of the library through use of library course.

5. The use of library course should be used to create windows of opportunities for students' use of all dimensions of the library catalogue (Author, Title, Subject and Classified) listed in this study.

6. More emphasis should be laid on the use of Kardex/Kalamazoo to locate serial resources of the library during the use of library course instruction.

7. A more pragmatic or innovative pedagogy(ies) should be used to achieve instructional goals on organizational structure of library and information materials/resources, library automation/ICT, procedure for library

catalogue use, reference and reserve resources and services among others in the use of library course in colleges of education since it is already a compulsory general course in these institutions.

## Limitations of the Study

The following are the limitations of the study:

1. The study was limited to year II and III students of the NCE programmes of the institutions studied (ie without the inclusion of those in year I); therefore would limit its result generalization to the academic years considered.

2. The study was also limited to NCE students under their respective regular (full-time) programme rather them covering those in week end (part-time) programmes altogether. Therefore, the result from this study should also be considered in this context and not to be generalized to part time programme students

3. NCE students in privately owned colleges of education in the region studied were equally not included in the study. Thus, the result from this study should equally be considered in this context and not to be generalized to all existing colleges of education in the region without further research or study.

**Suggestions for Further Research**

This study is not totally exhaustive on NCE students' perceptions of use of library course as an aid to their use of library resources. In this direction, it has been recommended that further studies should be carried out in the following areas.

1. NCE students' perceptions on use of library course as an aid to their use of library resources in other regions of Nigeria (such as South-East or South-South of Nigeria).

2. The scope of the study should be extend to include Part-Time programme students and of those undertaking Degree Programmes in Colleges of Education in Nigeria.

3. The scope of the study should be carried out in the privately owned colleges of education in the region.

4. A comparative research on this study scope should be carried out between government owned colleges of education and private colleges of education in the region.

5. Analysis of students' problems in the use of library course as an aid to their use of library resources in the region.

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# APPENDIX I
## QUESTIONNAIRE FOR NCE STUDENTS

Department of Library and

Information Science,

Nnamdi Azikiwe University,

Awka.

August, 2015.

Dear Respondents,

I am a postgraduate student of the above named institution conducting a research entitled ''NCE students' perceptions on use of library course as an aid to the use of library resources in South-West, Nigeria''.

The questionnaire therefore, focuses at gathering information on NCE students' perceptions on use of library course as an aid to their use of library resources in Colleges of Education in South-West, region of Nigeria. Please kindly respond as accurately as possible to the items indicated therein. Note that all your responses are for academic purposes only and will be confidentially treated.

Thank You.

Yours truly,

_____

**M.O. Obinyan**

# NCE STUDENTS' PERCEPTIONS ON USE OF LIBRARY COURSE QUESTIONNAIRE (NSVULCQ)

**INSTRUCTION**: Please read carefully and tick (√) in the appropriate option for all close-ended items provided in the questionnaire.

**PART A:** Socio-Demographic Information

Name of Institution:_____

Gender: Male (      ) Female (      )

**Academic Status of Student:**

Year II (200 Level)          (      )

Year III (300 Level)   (      )

**PART B:** NCE students' perceptions on Use of Library Course as an aid to their use of library resources. Please note that in this part, the degree at which you agree or disagree to a statement is represented as follows:

Strongly Agree (SA) = 4, Agree (a) = 3, Disagree (DA)= 2 and Strongly Disagree (SD) = 1.

### SECTION A: NCE students' perceptions on use of library course as an aid to their use of ICT section or resources of the library

| Items | The course on use of library has enabled me to: | OPTIONS | | | |
|---|---|---|---|---|---|
| | | SA 4 | A 3 | DA 2 | SD 1 |
| 1. | Familiarize myself with library digital (ICT) resources | | | | |
| 2. | Use  library websites | | | | |
| 3. | Enhance my  knowledge of digital resource(s) storage | | | | |
| 4. | enhance my preservation  knowledge of ICT resources | | | | |
| 5. | Enhance my information retrieval knowledge of library ICT (digital) resources | | | | |
| 6. | Gain knowledge positively on global information search | | | | |
| 7. | Gain knowledge that has changed my traditional views of managing information resources | | | | |
| 8. | Use  library  ICT resource(s) | | | | |
| 9. | Use library OPAC( Online Public Access Catalogue) | | | | |
| 10. | Access  CD-ROMs important for my  academic work(s) | | | | |

**SECTION B: NCE students' Perceptions on use of library course as an aid to their utilization of library reference section/resources**

| Items | The course on "use of library" has enabled me to: | OPTIONS | | | |
|---|---|---|---|---|---|
| | | SA 4 | A 3 | DA 2 | SD 1 |
| 1. | Recognize the difference between general and subject encyclopedias | | | | |
| 2. | Use indexes for academic purpose | | | | |
| 3. | Use library abstract resources | | | | |
| 4. | Use bibliographic resources | | | | |
| 5. | Improve my knowledge on the use of directories | | | | |
| 6. | Enhance my use of thesaurus | | | | |
| 7. | Improve my use of encyclopedias | | | | |
| 8. | Use journals/magazines for academic purposes | | | | |
| 9. | Use newspapers for academic purposes | | | | |
| 10. | Consult reference librarians when necessary | | | | |

**SECTION C: NCE students' Perceptions on use of library course as an aid to their utilization of library reserve resources**

| Items | The course on use of library has enabled me to: | OPTIONS | | | |
|---|---|---|---|---|---|
| | | SA 4 | A 3 | DA 2 | SD 1 |
| 1. | Gain knowledge on why and how some resources are reserved | | | | |
| 2. | Know that there is time frame (e.g. 2 hrs) on the use of reserve resources. | | | | |
| 3. | Understand course lecturers place & course resources (materials) on reserve | | | | |
| 4. | Understand what exactly rare materials (resources) are and use | | | | |
| 5. | Know that there is a policy in place limiting number of pages to be photocopied (especially, projects theses and dissertations) | | | | |

**SECTION D: NCE students' Perceptions on use of library course as an aid to their use of circulation section / resources**

| Items | The course on use of library has enabled me to: | OPTIONS | | | |
|---|---|---|---|---|---|
| | | SA<br>4 | A<br>3 | DA<br>2 | SD<br>1 |
| 1. | Understand the term charging (loaning out) of library resources | | | | |
| 2. | Understand the term discharging (return of loaned materials) | | | | |
| 3. | Know the rules guiding charging and discharging of library circulation resources | | | | |
| 4. | Know the policy guiding book reservation | | | | |
| 5. | Know the policy guiding fines (e.g on overdue & lost books). Payable by defaulters | | | | |
| 6. | Know how "over due notice" looks like | | | | |

**SECTION E: NCE students' Perceptions on use of library course as an aid to their use of library catalogue**

| Items | The course on use of library has enabled me to: | OPTIONS | | | |
|---|---|---|---|---|---|
| | | SA<br>4 | A<br>3 | DA<br>2 | SD<br>1 |
| 1. | Know the types of library catalogues (e.g title, subject and author). | | | | |
| 2. | Have access to (locate) library resources through library catalogue | | | | |
| 3. | Acquire knowledge of elements in library catalogue (e.g author, date, place of publication, title etc) | | | | |
| 4. | Enhance my understanding of library holdings (all that the library has) at a glance | | | | |
| 5. | Familiarized myself with different types of common cataloguing/ classification scheme in use (Library of Congress LC, Dewey Decimal DC, and Universal Decimal Classification (UDC, OPAC) | | | | |

### SECTION F: NCE students' Perceptions on Use of Library Course as an aid to their use of Serial Section/Resources

| Items | The course on use of library has enabled me to: | OPTIONS | | | |
|---|---|---|---|---|---|
| | | SA<br>4 | A<br>3 | DA<br>2 | SD<br>1 |
| 1. | Gain knowledge on serials management | | | | |
| 2. | Enhance my academic knowledge of newspaper(s) usage | | | | |
| 3. | Understand how to locate serial resources through the use of Kardex / Kalamazoo | | | | |
| 4. | Know the difference between the serials (e.g newspapers, magazines, journals) | | | | |
| 5. | Enhance my academic knowledge of journal usage. | | | | |

## APPENDIX II

Computation of the respective reliability test for each sections of the study using SPSS (version 18.0) **Cronbach's Alpha Statistics**

### Sectional Reliability

### Scale: section A

Students' perceptions on effects of use of library course (as an aid) on their use of ICT resources/section of the library.

### Case processing summary

|  |  | N | % |
|---|---|---|---|
|  | Valid | 20 | 100.00 |
| Cases | Excluded[a] | 0 | .0 |
|  | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

### Reliability statistics

| Cronbach's alpha | N of items |
|---|---|
| .750 | 10 |

### Scale: Section B

Students' perceptions on effects of use of library course (as an aid) on their utilization of reference resources/section of the library.

### Case processing summary

|  |  | N | % |
|---|---|---|---|
|  | Valid | 20 | 100.00 |
| Cases | Excluded[a] | 0 | .0 |
|  | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

### Reliability statistics

| Cronbach's alpha | N of items |
|---|---|
| .803 | 10 |

## Scale: Section C

Students' perceptions on effects of use of library course (as an aid) on their use of reserve resources/section of the library.

### Case processing summary

| | | N | % |
|---|---|---|---|
| | Valid | 20 | 100.00 |
| Cases | Excluded[a] | 0 | .0 |
| | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

### Reliability statistics

| Cronbach's alpha | N of items |
|---|---|
| .684 | 5 |

## Scale: section D

Students' perceptions on effects of use of library course (as an aid) on use of circulation resources/section of the library.

### Case processing summary

| | | N | % |
|---|---|---|---|
| | Valid | 20 | 100.00 |
| Cases | Excluded[a] | 0 | .0 |
| | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

### Reliability statistics

| Cronbach's alpha | N of items |
|---|---|
| .733 | 6 |

## Scale: Section E

Students' perceptions on effects of use of library course (as an aid) on use of library catalogue.

**Case processing summary**

|  |  | N | % |
|---|---|---|---|
|  | Valid | 20 | 100.00 |
| Cases | Excluded[a] | 0 | .0 |
|  | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability statistics**

| Cronbach's alpha | N of items |
|---|---|
| .725 | 5 |

## Scale: section F

Students' perceptions on effects of use of library course (as an aid) on their use of serials resources/section of the library.

**Case processing summary**

|  |  | N | % |
|---|---|---|---|
|  | Valid | 20 | 100.00 |
| Cases | Excluded[a] | 0 | .0 |
|  | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability statistics**

| Cronbach's alpha | N of items |
|---|---|
| .764 | 5 |

## Scale: Section A- F

**Case processing summary**

|  |  | N | % |
|---|---|---|---|
|  | Valid | 20 | 100.00 |
| Cases | Excluded[a] | 0 | .0 |
|  | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability statistics**

| Cronbach's alpha | N of items |
|---|---|
| .743 | 41 |

**APPENDIX III**

**Table 7: Showing List of Colleges of Education in South-West Region of Nigeria (Both Federal and State) as well as the Study's Targeted Population and sample Size(s)**

| Name of Colleges of Education in S.W, Nigeria | Number of Students (NCE11) | | Number of Students (NCE111) | | Aggregate No of Students (NCE II & NCE III) | |
|---|---|---|---|---|---|---|
| **Federal Schools:** | **Total** | **Sample** | **Total** | **Sample** | **Total** | **Sample** |
| Federal College of Education (special) Oyo | 2413 | 48 | 4314 | 86 | 6727 | 134 |
| Federal College of Education Abeokuta, Ogun | 2469 | 49 | 3046 | 61 | 5515 | 110 |
| Federal College of Education (Tech) Akoka, Lagos | 1276 | 26 | 1661 | 33 | 2937 | 59 |
| Adeyemi College of Education, Ondo | 4106 | 82 | 2028 | 41 | 6134 | 123 |
| **Sub-Total** | **(10,264)** | **(205)** | **(11,049)** | **(221)** | **(21,313)** | **(426)** |
| **State Schools:** | | | | | | |
| Adeniran Ogunsanya College of Education Oto-Ijanikin | 1528 | 31 | 1905 | 38 | 3433 | 69 |
| College of Education Ikere Ekiti | 3170 | 63 | 3760 | 75 | 6930 | 138 |
| Tai Solarin College of Education, Ijebu-Omu | 556 | 11 | 4267 | 85 | 4823 | 96 |
| Oyo State College of Education, Oyo | 4728 | 95 | 4524 | 91 | 14447 | 186 |
| College of Education Ilesha | 2280 | 46 | 2551 | 51 | 4831 | 97 |
| College of Education Ila-Orangun | 5316 | 106 | 4583 | 92 | 9899 | 198 |
| **Sub-Total** | **(17,578)** | **(352)** | **(21,590)** | **(432)** | **(39,168)** | **(784)** |
| **Ground Total** | **27,842** | **557** | **32,639** | **653** | **60,481** | **1,210** |

**Source: NCCE (2014/2015) Registry/Nominal Roll/Library Registration Records.**