AKWA IBOM STATE LIBRARY AND INFORMATION SERVICES

• Antecedents • Perspectives • Prospects

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Chapter 27

Library education Programmes and Literacy Skills as Predictors of Library use in University Libraries in Akwa Ibom State, Nigeria.

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Introduction

Libraries are indispensable in every facet of higher education. University libraries support the teaching, learning and research needs of the universities they serve. Consequently, no university establishment can be able to achieve its academic excellence without a functional library to back up its teaching and learning mandates. The library provides library use education to equip users with knowledge. This will enable the user to use the library resources effectively and efficiently. Library processes may be so complex that the average user may not easily comprehend how to use available resources. 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 (Aina, 2004). With the advent of Information Technology (IT), which has permeated almost all the activities of libraries, it is important to explain the working of a library to a new user in detail through library use education, conferences, workshop, orientation, GST lectures, seminars, and current awareness services. The ultimate objective is to enable users exploit the resources of a library to

the fullest. All these library programmes are practiced in the two university libraries in Akwa Ibom State.

Universities In Akwa Ibom State

The Universities in Akwa Ibom are university of Uyo, which is a federal institution and Akwa Ibom State University, which is a state owned university.

The University of Uyo: The University of Uyo was established in October 1991 as a conventional federal university, it took over the premises, students and other assets and liabilities of the erstwhile University of Cross River State, the University of Uyo Library has a very broad collection based on 12 faculties; 82 departments and programmes, 103 subjects specialization that form our subject/titles selection index. The university library has many staff ranging from administrative /technical staff, para professional and professional (academic) staff. They have over 20,000 students to use their library cited in four campuses.

The Akwa Ibom State University: This was established by the state government in the year 2004. It had the first temporary office at Ewet Housing Uyo, administrative office, latter started their permanent site at Ikot Akpaden, Mkpat Enin Local Government Area, and Annex Campus at Obio Akpa, all in Akwa Ibom State. It has a well equipped library to disseminate information to students and other users.

The two university libraries in Akwa Ibom State have potential to enhance library use and skills to users through the use of catalogue card, Online Public Access Catalogue (OPAC), Abstract, Indexes and Repository to enlighten students and other users. Others were through library use education, conferences, workshop, orientation, GST lectures, seminars, and current awareness services.

The worth of any library is depending on how well its services are utilized and to justify expenditure in the acquisition of these resources. The services cannot be utilized unless users are taught on how to use information resources successfully. The process concerned with the whole information and communication process involving the total interaction of the users with the library for the continuous process from the school level.

The problem is that majority of the universities have no solid base on library use and literacy skills. However at various school levels, the literature indicates the absence of libraries, reading materials and qualified staff to provide library services, most student come from rural environment with poor learning facilities which does not include the library as an integral part of learning experience. The poor background experience by students on library use and literacy skills led to little or no knowledge in using the library facilities. This study on enhancing library use and literacy skills in university libraries in

Akwa Ibom State will go a long way to enhance users' attitude towards library use in Akwa Ibom State universities. The Akwa Ibom State e-Library project was commissioned by the administration of Governor Godswill O. Akpabio in 2012 to give Library and Information practitioners the opportunity to demonstrate their capabilities beyond physical and virtual space to provide information for all.

RESEARCH OBJECTIVES

An important research issue in this study of enhancing library use and literacy skills in university libraries in Akwa Ibom State is specifically:

1. To identify the education programmes available in the library.
2. To determine the extent of use of these programmes which helps in easy retrieval of patrons needs.
3. To identify the literacy skills used by library staff to students and lastly
4. To assess the most effective skills preferred by the patrons.

Specifically the study set out to give answers to the following Research questions:

1. What are the library education programmes in the library?
2. To what extent do these programmes help in easy retrieval of patrons needs?
3. What are the literacy skills used by the librarians in educating patrons in the use of libraries?
4. Which literacy skills are most practiced by the patrons?

The following hypotheses will be tested:

1. There is no significant influence of library education programmes on the level of library use in university libraries in Akwa Ibom State.
2. There is no significant influence of literacy skills on the level of library use in university libraries in Akwa Ibom State.

Literacy Skills and Library Use

Library use and literacy skills are essential in the use of information resources in university libraries by the students and other researchers. This will help students to be able to access, evaluate, and use information within their stipulated time without delayance and roaming aimlessly in the library. Any user that has need for information must know how to use the library and have certain skills on how to locate the require needs. To safe his time, he must know how to use different types of tools provided by the librarians such as catalogue card, Online Public Access Catalogue (OPAC), Abstracts, Indexes and Library Repository. This is because the current trends for the information age is to be information literate, information literacy is a necessary skill that is important in any organization.

Osinulu and Uhegbu (2011) noted the significance of information in the society relating to human use of information resources in their daily activities. Ode and Ope (2013) defined information literacy as the skill to activate, to read, observe, interpret, and understand the context of information resources. Pinto and Maria (2013) proposed on how to create concept that will help students 'on information literacy skills. Fleming (1990) defined library use education "as various programmes of instruction, education and explorations provided by libraries to users to enable them to make effective, efficient and independent use of information sources and services to which these libraries provide access". Bello (2003) corroborated the view of Fjallbrant (2013), by stating that library use education is a device by the librarians to educate users on how to use the resources available in the library in a result oriented ways. Thus it is concerned with information retrieval; since the objectives of the library use education according to Osagie (2003) are as follows:

1.   To enable users to know how to use the library catalogues independently in any library with particular references to the Author/Title and Subject catalogues.
2.   To enable users to understand the classification schemes in any library so as to be able to locate materials (books, journals, audio visual materials etc) with little or no problem;
3.   To be able to see library catalogues as indexes to the entire collection and use them as such, and
4.   To enable the users 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.

Adio (2006) stated that the history of development of user education is not recent and that it has been traced to 1960s, particularly the use of academic libraries. This was in line with the view of Akande (2002) that library instruction movement as we know it today and the controversies which surround it came to maturity in 1960s. Among the information goals of university libraries as stated by Adio (2006) are:

□   To contribute to the realization of the aims of the University with regard to teaching, learning and research, by acquisition of material (both print and non-print) necessary to cover present day and future information needs;
□   To organize the material acquired in such a way that it not only permits but actively stimulates the use of the materials through formal orientation.
□   To adapt these information resources and services to the ever-changing needs of the University, and the society;
□   To contribute to the integration of both National and International information resources within the university.

Libraries are places where information services are rendered to users. 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). There are different

Services and facilities offered to clientele by libraries in order that the quest of the prospective users might be met. Since personal assistance to readers is the centre of these services, it appears in different forms. Resources in the library can also be grouped according to formats. The mains format includes:

☐ Printed materials
☐ Non-printed materials
☐ electronic materials

Printed library materials/resources are made up of all items that are printed on paper through moveable type. This consists of books, periodicals, government publications, graphics and other illustrative materials such as maps and atlases. Books may be written by one or several authors and may come in a single volume or in multiple volumes. Periodicals/serials come at regular or irregular intervals and are meant to continue indefinitely. They are characterized with distinct titles and several authors or contributor contributing to each issue. Other printed material includes judicial publications, indexes and abstracts, legislative publications, Ephemerals etc. Non-printed materials or media are often referred to as audio visual resources. They are the product of advanced technology, some of which require special equipment to operate. Non printed media can grouped into three:

(a) **Audio:** This has to do with learning. They are sound recordings produced on magnetic tapes. Only the auditory senses are required for their appreciation. Examples are MP3, CD audio, etc.

(b) **Visual:** This appeal to the eyes. Materials in this group includes photographic, three dimensional objects, painting and other information bearing resources that the eye can focus on and abstract information.

(c) **Audio-Visual:** These combine both the auditory and the visual, Sound, film, and slides, video tapes, video cassettes, video compact disk (VCD) etc.

Other non-printed resources in the library include microforms which can be sub-divided into microfilm, microfiche and micro card. (Harrison et. al., 1981).

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 resources to their teeming users on-lines. Hadengue (2004) describes online learning, as an educational concept, which implies using local, extended networks, or the Internet to spread information, to communicate, and to support any other kind of educational interaction between students and teachers. It is the effective learning process created by combining electronically delivered content with (learning) support and services (Waller and Wilson cited in Wang and Hwang, 2004). Other terms in use for this concept, according to Hadengue, include e-learning, virtue learning, distance learning, and tele-learning.

E-learning is defined as "the appropriate organization of information and communication technologies, for advancing student-oriented, active, open, and life-long teaching-learning process" (Thurab-Nkhosi, 2003). E-learning strategies according to Hadengue, offer a lager amount of information than traditional courses as well as easier access to that information. Both controlled information sources (i.e. provided narrowly by the teacher's textbook) and open information sources are available in parallel. It thus opens the way to greater diversity in the learning process through which the student masters the information provides.

University libraries, including those one found in Akwa Ibom State, are places where information resources services are rendered to users, catering for the needs of users, in the context of the libraries, ideally means the provision of physical and bibliographic access to information sources as supported by Oyewumi (2006). These resources are grouped according to formats, such as printed materials, non-printed materials and electronic materials. They are all available in Akwa Ibom State libraries stored in different sections and units of the university libraries.

Benefits of e-learning to libraries

Courses management systems, such as WebCT and Blackboard (courseware) according to Machovec (2001), have the potential to leverage the rich array of electronic resources and newer library services that are now becoming popular.

"According to Shank and Dewald (2003), the benefits include the ability to distribute resources (such as research guides and websites), extra communication tools, and a potential medium for assessment. Other benefits, according to these authors, includes the possibility of adding resources into the university's general courseware interface, including links to the Online Public Access Catalogue (OPAC) and databases, global pathfinders, a virtual reference desk, and document delivery services. Virtual reference services are especially ideal for course management systems (Machovec, 2001). This possibility of being able to promote library resources through the courseware is particularly beneficial to not only the on-campus students but also students who have no access to textbooks or cannot come to the campus or the physical library.

Hadengue (2004) identified e-learning strategies in use, in libraries, to include providing online content for improved information searching and management. One model is using new information and communications technologies for information (e.g. providing timely online help to users). The systems can be used as a library training tool. For example, according to Hedengue (2004), a web-based user's guide

Stubfbings and Brine (2001) particularly reported a growing perception among librarians on the need for students in Higher Education (HE) to enhance their information literacy skills (or library study skills). Literature attributed this to several factors such as increase in student numbers; students with different levels of skills; changes in learning and teaching practices that place a greater emphasis on student centered learning; a decrease in library expenditure, resulting in more students chasing less resources; and an increase in the availability of electronic information and staff inadequate that should has led to the need for students to have greater critical and evaluative skills' (Ray and Day, 1998; Brown and Gibbs, 1996; and Brophy, 1993 cited in Stubbings and Brine, 2001).

To this end, the study is expected to identify the effects which library use education is having on students' use of various sections of the library and the resources thereof. This study also sought to know how materials in the library are handled by the students of the affected institution in order that the life span of those materials could be elongated and preserved for the use of generations, this becomes a very critical focus for us as a result of the problems of under-findings that has confronted the libraries over the years. This study also proposed to know how the knowledge derived from the library use education has enhanced the good interpersonal relationship that is expected to exist between the students (user of the library) and the librarian. For maximum benefits, it becomes very important as it will enable man to contribute effectively and positively to the development of the society at large if effort to know and understand library more to fullest potentials. Nevertheless, to ensure a holistic study of the programs, all illuminative approach that involves the collection and analysis of both quantitative and qualitative data becomes very inevitable.

Research Methods

Design of the Study: Due to the nature of research topic, the researcher chooses a descriptive survey design for the study. This is because the study seeks to determine ways of enhancing Library Use through Literacy Skills.

Research Area: The study area is Akwa Ibom State. The state is made up of 31 Local Government Areas with Uyo as its capital city. Apart from University of Uyo and Akwa Ibom State University, which are our focus point, there are other institutions in Akwa Ibom State.

Population of the Study: The population of the study consists of 3000 students who registered in the libraries of the two universities (University of Uyo and Akwa Ibom State University) as at 2016 academic session.

Sample and Sampling Techniques: A stratified random sampling technique was used to draw the 280 respondents derived from the 2 universities, (University of Uyo and Akwa Ibom State University).

Instrumentation: The main instrument used in this study was a research questionnaire titled "Library Education Programmes, Literacy Skills and Library Use

Questionnaire (LEPLSLUQ). The questionnaire was made up two sections, sections A And section B. Section A was used to collect information on personal data of the respondents while section B of the questionnaire was made up of the variables of the research objectives. The obtained data were coded statistically before the statistical analysis.

Validation of the Instrument: The instrument passed through face and content validation done by one expert in test and measurement from University of Uyo and Akwa Ibom State University.

Reliability of the Instrument: Cronbach Alpha reliability technique was used to determine the level of reliability of the instrument. In the trial test, a total of 40 respondents who did not form part of the main study were randomly selected from University of Calabar and the instrument administered on them. The reliability coefficient obtained was 0.85 and this was high enough to justify the use of the instrument.

Procedure for Collecting Data: A letter was written by the researchers to introduce them to the chief librarian of each of the two Universities used in this study. This was to obtain their assistance. The questionnaires were issued and retrieved 3 days after from each respondent. The exercise took about one week.

Method of Data Analysis: The researcher subjected the data generated for this study to appropriate statistical techniques such as percentage analysis for research questions 1 and 2 with a bench mark of 50% while mean statistics was used for research questions 3 and 4 using a modified four- point likert scale with a criteria mean of 2.50, obtained from VL for very large extent, L for large extent, LO for low extent and VLO for very low extent. Finally regression analysis was used to test the 2 hypotheses. The test for significance was done at 0.05 alpha levels.

Results And Discussions
The data generated from the study are presented as follows:

Table 1: Respondents' responses on the types of library education programme in the University libraries

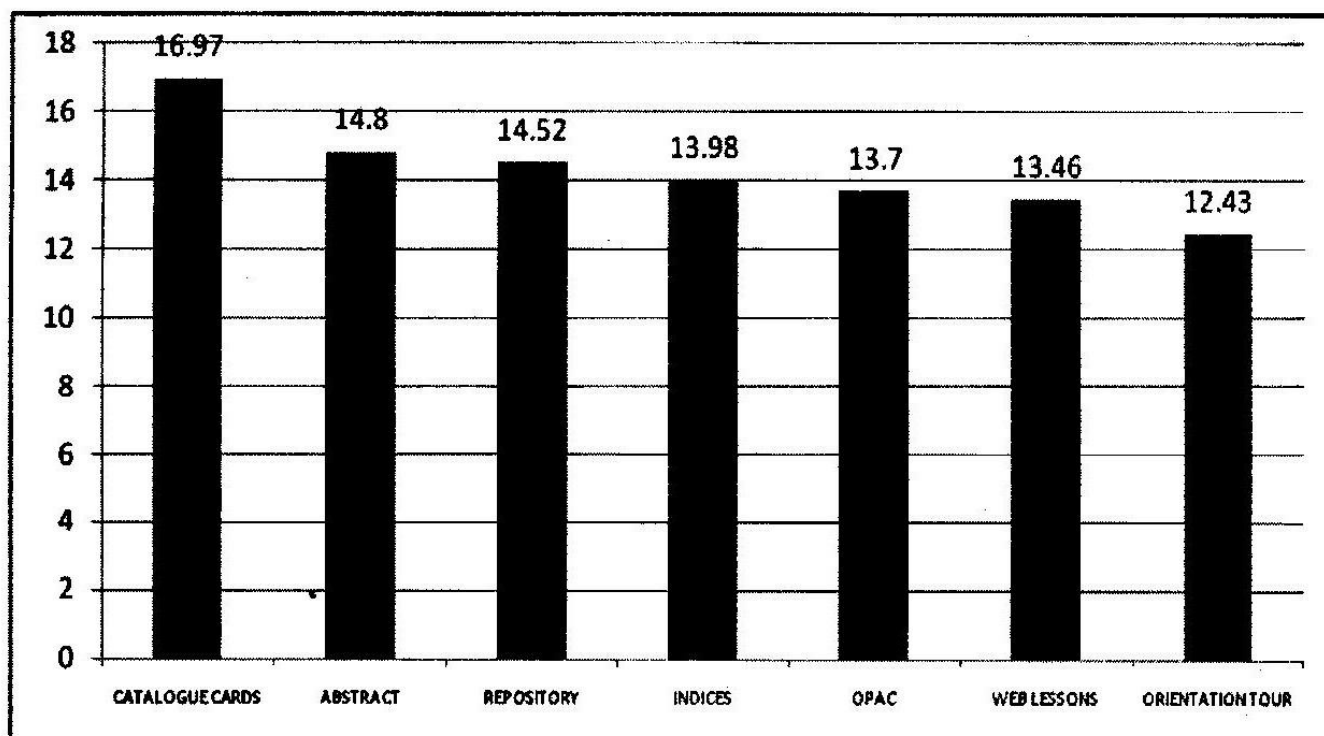| S/N	Types of Library Education Programmes	VI	%	L	%	Lo	%	Vlo	%	%
1	Orientation	98	12.99	81	10.74	60	7.95	47	6.23	37.91**
2	Bibliographic aids and guides	81	10.74	70	9.28	55	7.29	40	5.30	32.61
3	Library instruction	71	9.41	62	8.22	50	6.63	39	5.17	29.43*
	TOTAL									99.95

Fig 1: Extent of help from the Programme in retrieval of information resources

Table 3: Literacy Skills used by Librarians in Educating the Patrons in the use of Libraries

S/N	DESCRIPTION OF ITEMS	VI	%	L	%	Lo	%	Vlo	%	Total %
1	Staff strength needed for orientation and lectures	2000	5.1919	1900	4.9323	1600	4.1535	1500	3.8939	18.1716
2	Second knowledge of subject matter	1950	5.0621	1890	4.9064	1500	3.8939	1400	3.6348	17.4972
3	Ability to present instruction with computer	1900	4.9323	1881	4.8830	1400	3.3438	1290	3.3488	16.5079
4	Ability to impart knowledge	1860	4.8285	1800	4.6727	1300	3.3747	1290	3.3488	16.2247
5	Ability to effectively manage large classes	1800	4.6727	1780	4.6208	1250	3.2449	1200	3.1151	15.6535
6	Positive attitude during orientation	1770	4.5948	1660	4.3093	1200	3.1151	1000	2.5959	14.6121
										99.66

Grand Total = 100 (Approx.)

**   Highest percentage score

*   Least percentage score

Table 3 shows the adequacy and competence of staff involved in the programme. The table shows that the staff are sound in the knowledge of the subject matter in a very large extent, followed by their ability to present instruction with computers, the way they can impact knowledge followed, and they have good attitude towards orientation. However, the respondents indicated that there is inadequate number of staff involved in the programme (low extent), and they lack the ability to manage the classes (very low extent).

Table 4: The Literacy Skills that are most practiced by the Patrons

S/N	STATEGIES	VI	%	L	%	Lo	%	Vlo	%	Total %
1	Use of relevant bibliographic aids and guide	90	5.395	87	5.215	80	4.796	76	4.556	19.962
2	Use of adequate qualified staff	88	5.275	80	4.796	77	4.616	70	4.196	18.883
3	Methodologies reorientation	80	4.796	76	4.556	70	4.196	66	3.956	17.504
4	Increment on duration of orientation	76	4.556	65	3.896	60	3.896	70	4.196	16.245
5	Conduct orientation when all students must have registered and settle down	71	4.256	62	3.717	55	3.297	64	3.836	15.106
6	Retraining on the use of computers and power point technology for instruction	68	4.076	50	2.997	47	2.817	40	2.398	12.288
	Grand total									99.988

Grand Total = 100 (Approx.)
** **Highest percentage score**
*   **Least percentage score**

From table 4, it is evident that the respondents agreed that all the suggestions should be adopted as strategies to improve library use/skills programmes in university libraries in Akwa Ibom State, Nigeria. This is because all the mean scores are above the criterion point of 2.50.

The Library use/ literacy skills in university libraries was used in very large extent, large extent, low extent, and very low extent, also shows in the table above that use of relevant bibliographic aids and guides was used to very large extent, followed by use of adequate qualified staff, methodologies reorientation, increment on duration of orientation, conduct orientation when all students must have registered and settled down, and retraining on the use of computers and power point technology instruction was very low.

Hypothesis One
The null hypothesis states that there is no significant influence of library education programmes on the level of library use in university libraries in Akwa Ibom State. In order to test the hypothesis, the two variables were subjected to regression analysis in order to generate the predicted (y) value of y (library use) for x^1 as the value of x (library education programmes), (See table 5).

Table 5: Model Summary of the influence of library education programmes on the level of library use in university libraries in Akwa Ibom State.

Model	R	R-Square	Adjusted Square	Std. Error The Estimate
1	0.89ª	0.79	0.79	3.57

*Significant at 0.05 level; df= 278; N= 280; critical R-value = 0.139

The above calculated R-value 0.89 was greater than the critical R-value of 0.139 at 0.05 alpha level with 278 degree of freedom. The R-square value of (0.79) predicts (79%) of the level of influence of library education programmes on the level of library use in university libraries in Akwa Ibom State. The rate of percentage is highly positive and therefore implies that there is significant influence of library education programmes on the level of library use in university libraries in Akwa Ibom State. It was also deemed necessary to find out the extent of the variance of each cases of independent variable as responded by each respondent (see table 6).

Table 6: Analysis of variance of the influence of library education programmes on the level of library use in university libraries in Akwa Ibom State.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	13348.18	1	13348.18	1050.95	.000ᵇ
Residual	3530.91	278	12.70		
Total	16879.09	279			

The above table presents the calculated F-value as (1050.95) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that there is significant influence of library education programmes on the level of library use in university libraries in Akwa Ibom State.

Hypothesis Two
The null hypothesis states that there is no significant influence of literacy skills on the level of library use in university libraries in Akwa Ibom State. In order to test the hypothesis, the two variables were subjected to regression analysis in order to generate the predicted (y) value of, y (library use) for x^1 as the value of x (literacy skills), (see table 7).

Table 7: Model Summary of the influence of literacy skills on the level of library use in university libraries in Akwa Ibom State

Model	R	R-Square	Adjusted Square	Std. Error The Estimate
1	0.95[a]	0.89	0.89	2.54

*Significant at 0.05 level; df= 278; N= 280; critical R-value = 0.139

The above calculated R-value 0.95 was greater than the critical R-value of 0.139 at 0.05 alpha level with 278 degree of freedom. The R-square value of (0.89) predicts (89%) of the level of influence of literacy skills on the level of library use in university libraries in Akwa Ibom State. The rate of percentage is highly positive and therefore implies that there is significant influence of literacy skills on the level of library use in university libraries in Akwa Ibom State. It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 8).

Table 8: Analysis of variance of the influence of literacy skills on the level of library use in university libraries in Akwa Ibom State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	15085.85	1	15085.85	2338.71	.000[b]
Residual	1793.24	278	6.45		
Total	16879.09	279			

The above table presents the calculated F-value as (2338.71) and the computer critical f-value as (000). Being that the computer critical f-value (000) is below the probability level of 0.05, the result therefore means that there is significant influence of literacy skills on the level of library use in university libraries in Akwa Ibom State.

Discussions

The findings in Table 1 reveals that library instruction and orientation are the most popular types of user education while bibliographic aids and guides followed closely. This confirms the findings of Aina (2004 and Belle (2003) that these two programmes were the most common in academic institutions in Nigeria. The issue of bibliographic aids and guides agrees with Oyewumi (2006) which lamented the neglect of bibliographic aids and guides by many libraries. The implication here is that users would continue to depend solely on the assistance of staff who might not serve them as expected.

The findings in Table 2 reveals the extent of help from the programme in retrieval of information resources such as catalogue card, abstract, repository; indexes, OPAC, orientation and web lesson including exercise. This finding is in agreement with Adio (2006) who discovered that these are the commonest methods used in academic institutions. It was equally revealed from the study that through the staff involved in

the programme especially the e-resources have sound knowledge of the subject matter and have the ability to impart knowledge but the number is inadequate. The inadequacy also agreed with the findings of Machovec (2001) (Stubbling & Briner, 2001) which posited that the exercise was handled haphazardly with fewer manpower. The bar chart reveals that catalogue cards are used to a very large extent, followed by abstract, indexes, repository, OPAC, orientation, and web lesson including exercise.

The result of the data analysis in table 5 was significant due to the fact that the calculated R-value (0.89) was greater than the critical R-value of (0.139) at 0.05 levels with 298 degree of freedom. The result implies that there is significant influence of library education programmes on the level of library use in university libraries in Akwa Ibom State. The result was in agreement with the findings of Fleming (1990), who defined library use information "as various programmes of instruction, education, and explorations provided by libraries to users to enable them to make effective, efficient and independent use of information sources and services to which these libraries provides access. The significance of the result caused the null hypotheses to be rejected while the alternative one was upheld.

The result of the data analysis in table 7 was significant due to the fact that the calculated R-value (0.95) was greater than the critical R-value of (0.139) at 0.05 levels with 298 degree of freedom. The result implies that there is significant influence of literacy skills on the level of library use in university libraries in Akwa Ibom State. The result was in agreement with the findings of Ode and Ope (2013), who saw information literature as the skill to activate, to read, observe, interpret and understand the context of information resources. Also, result agreed with the findings of Pinto and Maria (2013), who proposed to how to create concept that will help students' on information literacy skills. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

Conclusion

It has been discovered from this study that the library use/literacy programmes in universities in Akwa Ibom State, Nigeria were ineffective in terms of methodological approaches, content, facilities and staffing. In order to bring about improved performance and effective service, methodological reorientation, beefed up content, adequate facilities provision and adequate manpower need to be made available.

The assessment of the use of library instructional manual by the students showed that it was useful, while the result of Information Technology (Computer) search tools used by the students negates the usefulness of the library 101 as a course of study to the student, therefore the way the course was being handed by both students and the instructors of the course should be improved upon greatly. From the results it could be concluded that there is significant influence of library education programmes on the.

level of library use in university libraries in Akwa Ibom State. Finally, there is significant influence of literacy skills on the level of library use in university libraries in Akwa Ibom State

Recommendation

In the light of the findings of this study, the researchers are proffering the following recommendations:

1. University libraries should improve and use bibliographic aids and guides to help users use their resources with minimal or no assistance.
2. Modern methods such as the use of power point technology in delivering lessons, web lesson presentation (e-learning) with exercises and use of audiovisuals should be adopted by the university libraries for effective learning in a global environment.
3. Orientation for fresh students should be vigorously carried out before library instruction to ensure that the latter built on the former.
4. Adequate and qualified staff should be employed for the programme to reduce work load. In addition the staff need be sponsored to training and development opportunities.
5. Government should formulate a workable policy that will see to it that students are introduced to the use of library right from the Nursery and Primary and Secondary school levels. If students have been introduced to library use education from the Nursery School level, the knowledge of the library and its resources would have been part of them before they get to Tertiary education level.
6. Adequate accessibility should be given to students in order for them to consult reference resources in the library. On the other hand, controlled accessibility should be provided in case of library resources that are not available so as to preserve the little one available in the library.

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