AN EVALUATION OF THE "USE OF LIBRARY COURSE" IN AHMADU BELLO UNIVERSITY, ZARIA «

BY

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DECLARATION

I hereby declare solemnly that this thesis has been written by me as a record of my independent research effort. I certify also that the work has not been presented and/or accepted in any previous application for any other degree. All the various sources to which I am indebted are properly and clearly acknowledged in the reference. I therefore accept responsibility for all errors in the research.

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CERTIFICATION

This thesis entitled an evaluation of the "USE OF LIBRARY COURSE" in Ahmadu Bello University, Zaria, meets the regulations governing the award of the degree of Master of Library and Information Science of Ahmadu Bello University and has been approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late father and mother; and also my elder sister Aduke and younger sister Ebun and older students who believe that it is never too late to study.

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ABSTRACT

The study is an evaluation of the "Library Use Course" in Ahmadu Bello University, Zaria. Attention was focused on students' knowledge on various areas relating to the use of library and library catalogue by the recipients of the "Use of Library" course. The data gathering methods employed in this study were the interview and questionnaire. The convenience sampling strategy was adopted to select students in two faculties from the eleven that make up Ahmadu Bello University. Data collected was quantified and tabulated. The analysis of responses revealed that the "Library Use Course" affects the usage of the catalogue in the location of materials, knowledge of title, author, subject access; knowledge of bibliographical citation and the use of reference tools in finding information in the library. The responses from the students used for the study further revealed that, given some specified modalities for its introduction and integration into the university curricula, the course "Use of Library" will increase the knowledge of the catalogue as a finding list, the use of reference sources and bibliographical tools in the library. This formed the basis for the conclusions and recommendations of this research which includes the need to make this course credit earning for its viability.

OPERATIONAL DEFINITION OF TERMS

1. **Use of Library Course:**
   This is the education given to students to enable them use the library effectively.

2. **Use of Library Resources:**
   This is the ability of students to effectively handle most of the bibliographical information they need in the library.

3. **Library Resources:**
   Collection of books and non-book materials of all kinds, which are relevant sources of information and instruction in the institution.

4. **Library Orientation:**
   Is that aspect of user education that emphasises the systematic teaching of theories and practical uses of library resources and services.

5. **User Education:**
   Are the various programmes of instruction, education and exploration provided by libraries to users to enable them make more effective, efficient and independent use of the information sources, resources and services to which these libraries provide access.

6. **Users:**
   Are those for whom the information system is created - the ultimate beneficiaries.

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CHAPTER ONE

1.1 INTRODUCTION

Education is today acknowledged as the bedrock of individual development. The Federal Government fully recognized this when it stated that "education is the greatest investment that the nation can make for the quick development of economic, political, sociological and human resources". Federal Republic of Nigeria (1977:5). This explains in part the reason for the Federal Government's establishment of many tertiary institutions in the 1970s for the production of high and middle level manpower. This is because the skills, knowledge and creative capabilities of our human resources can best be developed in tertiary institutions. These institutions of higher learning, when once established, help fulfil their manifest role when they are equipped with well organised libraries that constitute the focal point for teaching and research. No institution can hope to flourish optimally unless it has the moral and material support of those who use it. And a university is no exception.

At various Nigerian universities there are now being developed various programmes of both graduate and undergraduate studies leading to advanced degrees.Both graduate and undergraduate students by and large are engaged in enquiries spread over a period of years, in which they are left very much on their own, though under the supervision of faculty members. There exist for them experiences quite different from what they are used to during their secondary

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school days. As far as competencies in the use of the library is concerned, the only library tool they have probably used more or less are card catalogues. They also have probably had access to stacks, where they browse among collections in their subject areas and choose books for their papers in haphazard manners. These probably worked for them as secondary school students. Embarking on undergraduate programmes with all the demands of the course work force them to fall back largely on the library. This means they are forced to use libraries much more than they have done in the past.

A university with its library requires adequate financial resources, teaching staff and laboratories in order to achieve its objectives. The world over, informed opinion accepts that the library should occupy a prominent position in any educational institution even if it has only a few undergraduate students, scholars and staff. Buck, (1955:147) one of the leading advocates of the library as an instrument in the production of higher education in the United States had noted that:

> The library is the heart of education; the library remains the great conservator of learning; quality education is impossible without quality library. You can not have a quality faculty without a quality library; a library is vital to proper exploitation of our intellectual resources; the library is essential to the maintenance of free access to the ideas and to the functioning of the untrammelled mind.

Instructing students in the proper exploitation of this central organ, the library, is not only of crucial concern to educational authorities but also a continuing one. The exponential growth of literature in various fields of human

endeavour now requires that users of the various literature have a systematic rather than a haphazard approach to library use. All over the world this need has been increasingly noted in academic libraries.

Bottle, (1967:97) in his report on a study tour he made to various parts of Europe in 1966, rightly pointed out that:

> As the amount of knowledge increases and one comes to realise just how transient some of the experimental techniques which one uses are, one feels that it might be better to teach students only how to use the literature effectively and to let them educate themselves through using it.

Similarly, both the Hale Report (1964:94) on university teaching methods and the Parry Report (1967:97) on university libraries stress the growing importance of individual library-based projects in the undergraduate curriculum. These and other reasons underscore the importance of instruction in the use of the library by students of educational institutions.

As discussed by Melum (1976:59) the reasons for library use course include:

i. the phenomenal increase in source materials;
ii. new methods of bibliographic control and introduction of the new media communication;
iii. increased emphasis on individual study; and,
iv. widespread adoption of the Library of Congress Classification Scheme in academic libraries, as opposed to the more familiar Dewey Decimal used in schools and public libraries.

Variously referred to as library orientation, user instruction or bibliographic instruction, library use course is considered necessary in universities all over the world. It is especially

necessary in the developing nations, where students are not familiar with big libraries and are not used to independent work, when they come to the universities.

1.2 STATEMENT OF THE PROBLEM

One way of stimulating the active use of the information stored in the library is by teaching the library user how to obtain information from the library catalogue. As Cutter (1965:107) once noted, the goals of a catalogue are:

> to enable a person to find a book of which either (a) the author, (b) the title, (c) the subject is known;'2. to show what the library has, (d) by a given author, (e) on a given subject (f) in a given kind of literature; 3. to assist in the choice of a book(s) as to its edition (bibliographically) (h) as to its character (literary or topical).

Readers need a systematic approach to finding their materials, a vague trust in serendipity is not enough. It is to achieve these goals that the "Library Use Course" was introduced. One of the goals of the "Library Use Course" is to assist the reader achieve the goals for which a library is established. If readers are not educated in the use of the library catalogue, they will not make good use of the library and therefore, one of the objectives of the library will be defeated. Despite the fact that most librarians agree that the "Library Use Course" is necessary, not much is known about whether students actually understood what is taught or not. In some libraries, the only form of user education is the library orientation given to freshmen. Confirming this view Aguolu (1983:38) said:

> most university librarians in Nigeria have been slow or inexplicably hesitant about accepting the responsibility for instructing students in the methods of library use beyond the traditional but superficial orientation programme usually provided hurriedly to the new students at the beginning of each academic year.

It would appear that instruction in library use is fussy, ill-defined and poorly organised. Decrying the lack of attention accorded the "Library Use Course" Aguolu (1982:68) further said:

> Unfortunately, university librarians in Nigeria seem to be too pre-occupied with the problem of acquiring, processing, cataloguing and preserving library materials to give adequate attention to effective use of materials already held by the library.

Once these materials have been catalogued and placed on the shelves, the librarians feel their job is completed, all that remains is for the student to go to the shelves for items they want and borrow them. The university library's responsibility to its users goes far beyond the mere mechanical provision of documents or information demand. Its unique role in undergraduate education lies in the extent to which it can assist the student in having access to the prescribed text books, in educating him in a broader sense by bringing before him the whole field of knowledge and in teaching him how to study as, for example, in making effective use of bibliographical sources and in having a sound knowledge of the make-up of the library's finding list, namely, the catalogue.

In Nigerian university libraries, there exist differences in library use course programmes in terms of methods of instruction, subject course contents and conduct of

practicals. These variations mean that some librarians may teach only what is convenient. Moreover, many librarians are handicapped in not being aware of developments in the teaching and learning processes. Factors that affect practical situations like motivation, understanding and feedback may not be considered in the conduct of the "Library Use Course".

It is a known fact, that in some Nigerian university libraries, faculty members are involved in teaching the "Library Use Course" or that there is close cooperation between librarians and faculty members. Faculty members usually agree in principle that students should learn to use the library and the literature of their subjects, but they do not put much emphasis understandably in making it necessary for students to know the library catalogue to enable them succeed better in their courses. All they try to do, is motivate students to use the library by giving them assignments that require the compulsory use of the library and its catalogue.

A close examination of the "Library Use Course" after being taught to students would suggest that many undergraduates still do not have the necessary skills to adequately utilise the university library because of the poor library background which they had in their secondary schools. Many students indeed enter the university with little skills in the use of library. A lot of questions have been raised as to the relative effectiveness of the "Library Use Course". There have been very few, if any, studies undertaken to evaluate the efficacy of the course. This study is one attempt

at doing just that; namely to evaluate the "Library Use Course" in Ahmadu Bello University as it affects the recipients of the course when it was mounted in the university before it was discontinued.

RESEARCH QUESTIONS

1. To what extent do students who have taken the "Library Use Course' able to correctly identify the surnames of authors of books in a catalogue as access points?
2. To what extent do students who have taken the "Library Use Course" able to correctly determine the title of a book from publications?
3. To what extent do students who have taken the "Library Use Course" able to correctly identify the subject of books from publications?
4. To what extent do students who have taken the "Library Use Course" able to correctly identify various items in a catalogue relating to books and journals?
5. To what extent do students who have taken "Library Use Course" able to correctly identify reference tools that can be used to answer specific questions?
6. To what extent do students who have taken the "Library Use Course" able to correctly find the location of items indicated in the catalogue?

1.3 OBJECTIVES OF THE STUDY

The study has the following objectives:

1. To find out if students who have been instructed in the "library use course" are able to correctly identify authors surnames from books in catalogue as access points.
2. To find out if students who have been instructed in the "library use course" are able to correctly determine the title of books from publications.
3. To find out if students who have been instructed in the "library use course" are able to correctly identify subject of books from publications.
4. To find out if students who have been instructed in the "library use course" are able to correctly identify various items in a catalogue relating to books and journals.
5. To find out if students who have been instructed in the "library use course" are able to correctly identify reference tools that can be used to answer specific questions.
6. To determine how students who have been instructed in the "library use course" are able to correctly find the location of items indicted in the catalogue.

1.4 SIGNIFICANCE OF THE STUDY

It is a fact that many students in Nigerian universities have neither used nor seen any type of library before entering the university. Very few of them know even less about a library's finding list i.e. the catalogue. To be able to use the resources of the library meaningfully, they have to be taught how to use the library especially with the growth of knowledge and the attendant information explosion. Unfortunately, the user education in many tertiary institutions is neglected or inadequately provided for thus the study is significant in the following ways.

1. It will be of value to librarians and faculty members in assessing the value of the "library use course" now offered in the university.
2. It will encourage students to see the value of the course in the university curriculum.
3. It will enable students know how to make use of the library's finding list, namely, the catalogue and other reference and bibliographical tools in the library.
4. It will be of value to the university's academic planning unit to make a case for the course to be credit earning in Ahmadu Bello University.
5. It might help to uncover other areas for further research in both academic and other types of libraries in Nigeria.

1.5 SCOPE AND DELIMITATION OF THE STUDY

A study of this nature must have its limitations and scope. This is because it entails a survey of a large institution having a very large population. This study is an evaluative study of the "library use course" in the whole of Ahmadu Bello University campuses. There are a total of eleven (11) faculties in the university. However, only two (2) of the faculties were chosen for this study. Those selected are the faculties of Arts and Social Sciences and Education. These two faculties were selected because they are the largest within the university and together make up about 50% of the student population. Only the students who have taken the course "Use of Library" in the one hundred (100) level and were now at the two hundred (200) level were used. Though the study was limited to these two large faculties in the university, it is the hope that the result could be generalised to the whole university. It is also the hope that since all faculties fall within the university from which the study samples were drawn, it is not unlikely that the findings from this study may be relevant to other faculties in the university who have taken the "Library Use Course".

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter has as its major task the exploration of existing literature on previous studies and other writings relating to the present study. Much has been written on the use of library course but not much has been written on the evaluation of the course. It is in view of this that the researcher examined the various facets of the "Library Use Course" and the extent to which they are understood by students. The review of literature will be grouped as follows:

2.1. Theoretical Framework.

2.2. Library Use Course: the foreign scene.

2.3. Library Use Course: the Nigerian scene.

2.4. Course Contents.

2.5. Evaluation.

2.6. Summary

2.1 THEORETICAL FRAMEWORK

The library use course in academic libraries is currently being given increased attention within the profession. Recent articles, books and conferences on the topic attest to the breadth of this interest. Academic librarians who have been involved in teaching, or who are planning instructional programme, have created an impressive range of teaching materials, which run the gamut of the more traditionally oriented texts and work books to computer-assisted self

instruction units and video-cassette programmes.

Information and material exchange centres have been established to facilitate the sharing of teaching materials: Project LOEX (1975). Indicative of the significance attributed within the profession to library instruction, is the ACRL Bibliographic Instruction Task Force (1975) proposed guidelines and behaviourial objectives for bibliographic instruction in academic libraries.

All those activities demonstrate a commonly held conviction that academic libraries should offer students and other members of the academic community structured programmes in library instruction. There is a growing awareness that as the literature of most disciplines grows exponentially, and the bibliographic apparatus designed to make those materials accessible correspondingly grow in complexity, a knowledge of the fundamental principles of library research becomes ever more necessary to successful academic work. Though, the teacher recognizes the importance of instruction in facilitating full and productive library use, a new emphasis seems to be focusing on the search for modes to formalize those teaching functions through the incorporation of various levels of instruction into general public service programmes.

The ultimate aim of any programme of reader education in the use of the library is to enrich the readers' educational experience by enabling him maximise his use of services and materials. In universities, this task needs to be based on clear definition of the functions of the library in the learning process. Readers education through lectures and other

methods of instruction in library use have not fully gained a foothold in Nigerian universities. There have been efforts by universities in Nigeria to get library instruction programme organised, but these moves have so far not made much of an impression in the universities as a whole. For instance, the university of Lagos started its library use instruction programme in the 70s (University of Lagos 1970) University of Lagos Library: Student Library Orientation Course, Unilag Senate Paper no.555 (March 5th 1970). Although the University of Ife, programme started in the 70s, it could not go beyond the two weeks orientation programme organised by various departments in conjunction with the Reference librarians who introduced different subject interests. (University of Ife Library, 1973). Ahmadu Bello University could not start its own library use course programme until late in the 80s. (Ahmadu Bello University, 93rd Planning Committee, 1988). Some other universities have even up till now no library use instruction programme while some others have abandoned the programme outright. It is perhaps through a genuine feeling of anxiety and a sense of duty to students that one finds in some Nigerian universities, isolated areas of activity in bibliographic or library instruction at the faculty level. It may also result from a desire on the part of academics to maintain their grip on the learning processes of students. It is not so much the occasional talk by a lecturer or the traditional library guide which comprises instruction in library use but an organised programme in which the library is clearly projected as an instrument of education.

This matter has been of concern to the universities and this needs to be recognised in the curriculum.

Graham, (1966:13) assesses students' capacity in this situation when he wrote:

> The typical undergraduate comes up in his first year with very little idea of how to use the library efficiently; he would have worked in one at school... but when he is faced with a collection of 100,000 or 500,000 volumes he is quite understandably at a loss to find anything apart from the minimum required reading, and he needs some guidance other than the traditional ten-minute talk and tour round the reading room.

In an approach where the whole university gets involved in a scheme of instruction, the chances of a successful programme are enhanced. A student arriving on a threshold of a major university library for the first time can be excused if he feels confused. To the uninitiated, a library is actually a complicated organization. Expressing the confusion of a new student because of the sheer size of the university library, Olaniyan and Ugonna (1983:33) noted:

> He is confused about the library, he can not find his way round it, he is completely unfamiliar with the card catalogue and its bibliographical intricacies that must be explained to him; he is quite ignorant of any bibliographical tools, general and specific relevant to his studies and has considerable difficulty in physically locating materials in the stacks. He is in effect bibliographically destitute.

If libraries are regarded as such complicated mechanisms, they require some training in their use if the students are to be able to exploit them to the fullest extent.

The "library use course", through the catalogue provides in-depth explanation about specific library materials. It include information about using indexes, the card catalogue,

reference materials and bibliographic tools. It often concentrates on specific subject areas to afford researchers an opportunity to learn about using library materials in their own field. In many cases, it may be course-related and part of some research paper or project. Some extremely creative approaches have been more pervasive. The"library use course" has also been steadily gaining ground especially in higher institutions of learning. The various techniques for library orientation also apply to the library.

2.2 LIBRARY USE COURSE: THE FOREIGN SCENE

A close examination of the entries in the indexing and abstracting journals of librarianship reveals a large number of entries on the library use course. The growth of literature on the subject has been nothing short of phenomenal in the United States and Great Britain where librarians are seriously searching for ways of finding solution to the problems of providing adequate library use instruction programmes. This is however not the case in Nigeria.

In 1971, the American Library Association (ALA) held a series of conferences on library instruction. At the 1971 ALA conference, the Association of College and Research Librarians committee on bibliographic instruction was formed to consider the possibility of establishing a clearing house for information on instructional programmes and materials, and to investigate the need for research into problems connected with instruction programmes.

Citing Brough, Tidmarsh (1968:39) noted that librarians have been advocating instruction in library use in American universities without actually putting it into practice as far back as 1876. Brough's own evidence (1967:153) is based on the records of the libraries of some of the leading universities, including Chicago, Columbia, Harvard and Yale. Brough's observation is that it has become apparent in 1876 that the idea of giving some kind of instruction in library matters has become widely disseminated, and seems equally obvious that in the main, such instruction had not yet emerged from contemplation into practice.

Instruction in library use was raised publicly as a university problem in the United Kingdom as long ago as 1926. Potts (1926:86) Chairman of Convocation of the University of Liverpool, delivered a paper at the Aslib Conference entitled: "Instruction in bibliographical techniques for university students". He developed an argument in favour of providing students with a skill that will constitute a life long exercise. Potts further argued that university students should be given some instruction in bibliographical techniques in order that all students may use libraries intelligently, and also to enable them acquire a habit of using the library. This thesis appear to support the assumption of this study that library use course facilitates library use.

In Britain, as far back as 1949, a working party of the university and research section of the Library Association produced a set of recommendations about the type of instruction which should be given in university libraries. In

1964, the Hale Committee on university teaching methods stressed the importance of library instruction at all stages of students career. The association of university teachers in Great Britain stated that "there is strong support for the idea that guidance in the use of the university library's facilities should be given to all classes of readers".

Hartz (1965:227) noted that "any library orientation programme should be concerned with developing pattern of habits that will lead the individual to information which further leads to increase in the use of library resources". He observed the futility in hurried library orientation when he said, "lack of staff, limited time for preparation and administration of orientation courses are diversity of subject matters which place more of the burden on students". Formal library use course in the university library attempts therefore to lessen this burden and make students want to use library resources. Students that are taught the use of library seem ready to take advantage of introductions to the resources of the library. Neal (1970:44) noted that: the absence of a comprehensive programme in reader education in a university can be offset to some extent, if there is a reader's advisory service. Where this does not exist, the reader is indeed at a disadvantage and his needs tends to be largely ignored.

Musisi (1990:140) in his M.L.S. thesis argued for the need to adopt library user education in Kenya as a means for effective dissemination of information and knowledge for National Development. He examined three types of users: (i) illiterates, (ii) those undergoing formal education, and (iii)

those who passed through the system... He further identified the aims of university education and noted that it is to equip students to make the best use of libraries. This survey demonstrated clearly that a majority of students are not aware of the services which a library can offer let alone how to exploit its resources themselves. In his findings, he placed enough emphasis on the place of library education in higher institutions and summed up the general aims of library user education as:

a. Having a general knowledge of existing channels of scientific and technical communication and their importance.

b. Acquainting the readers in the rudiments of the library and helping them overcome difficulties when they begin to make use of the library: the ultimate end in view being the encouragement of readers into the use of reading materials available in the library.

2.3 LIBRARY USE COURSE: THE NIGERIAN SCENE

There is a dearth of literature on "the library use course" and use of the catalogue in Nigeria probably because, as earlier stated, the idea that library materials are for use rather than preservation has not been sufficiently emphasised in Nigerian libraries.

There are however few published accounts of library use course in individual university libraries. Among the first article to appear on the topic is that of Young (1966:10) who

described the introduction of an orientation course in library use by the Ahmadu Bello University library as part of the orientation programme for the fresh students before the commencement of.the classes.

Young observed that, elsewhere, every new undergraduate has used a library for many years. This is not the case in Nigeria. Only a few fresh men who have come from big towns are familiar with libraries. A majority of the students only know the small libraries in their secondary schools. Consequently a large collection of books can be confusing unless they have guidance which will enable them understand how to use the library to their advantage. The relevance of this observation to this study is that it underscores library use course as being meaningful to library use.

The above observation further confirms the need for this study in order that undergraduate students will know how to use the library resources mentioned above effectively.

Aguolu (1983:33) examined the context of user education and its justification in Nigerian libraries. He identified the major trends in Nigerian higher education affecting university libraries, such as the sudden growth in the number of universities; students and staff; changing pedagogical methods, geometric growth of knowledge resulting in the proliferation of publications and inflationary spiral. He identified the levels of library use, library instruction and bibliographic awareness to be developed in students. He came up with a model outline of a library instruction course and the use of library resources. He concluded the paper by

outlining crucial factors in the success or failure of such a course and the implication of a well developed user education programme in any university. This is a well researched, lucid and comprehensive paper except that he described library instruction programme of only the first generation universities of Ibadan, Zaria, Lagos and Ife. Mention was not made of the situation in the second generation universities including that of the University of Maiduguri where he teaches.

Nwoye and Anafulu (1973:251) published a comprehensive account of the library instruction course at the University of Nigeria Nsukka. Credit earning and compulsory to all students, the course was inaugurated as part of the course in the Use of English within the general studies programme of the university. Described in the article was the outline of the course of the instruction. They argued that, it is unlikely that programmes of any two universities could be more than superficially similar. There is no doubt that the library instruction credit earning course is becoming more and more popular in Nigerian university libraries despite criticism that students are studying for credit points rather than for library competence.

Soyinka (1975:65) focused on the developments in the field of undergraduate library orientation at the university of Ibadan library. She noted that the library's "full programme of undergraduate library use course (incorporating library orientation) has not yet taken off the ground". She lamented the absence of a comprehensive library use course

programme at the premier university. She expressed the worry of the university library over the inadequacy of its orientation programme which some one described as a "near worthless one"..

Akinyode (1984:103) compared library use course as practised in Ibadan with the situation in some British university libraries and concluded that there is a marked difference between the type of user education being given in the University of Ibadan library and what obtains in most British libraries. His criticism was that the programme was offered to freshmen without well spelt out objectives.

The University of Ife programme consists essentially of a two week course organised by the Reference department with librarians organising different subject interests. Students are divided into small groups of about 25 and instructed in the use of the card catalogue, reference and bibliographic tools. Index and bibliographic lectures are given on an adhoc basis to post graduate students (1973:11).

Bozimo (1986:22) investigated the basic knowledge possessed by students who claimed to have used the library before coming to the university. She noted that students whose previous training brought them into contact with universities and affiliated institutions generally made good use of libraries and suggest that library use course programme in the university should be faculty based in order to take care of the unique characteristics of students in their use of library resources. She observed that there appears to be little correlation between the students claims of prior library use

and their actual knowledge of basic library practices.

Proffering advice on what library services university libraries should offer in future, Ike (1979:232) wondered what use is it, "if a university library has rich collections on all subjects taught in the university, if few students use a limited part of those resources simply because they do not know how to use them, while the university libraries are too busy simply collecting and organising these collections without devoting time to teach the students how to use them?". She warned that librarians should stop being mere passive collectors and custodians of library resources. The level of development of library instruction in Nigerian institutions leaves much to be desired. Most university libraries have not gone beyond the level of library orientation. This is not enough, It was this low level of library use instruction that prompted Ishola (1980:102) to comment that:

> If the advanced nations that have developed through the effective use of library and information are still investing on, and organising courses for user education, can we honestly pretend that we can afford not to think seriously about what should be done in Nigeria?
>
> If we want the future generation to be really educated then it is incumbent on us to instruct them in the use of the library and its resources. An educated man is one who knows where to look for information.

Olusiyi (1991:24) examined the library use course in the university of Jos. The study looked at how the course was being run, the teaching staff, grading as well as duration and funding of the course and the size of the class. He noted that even though the library use course has become a reality in the university of Jos, yet there are so many shortcomings in the

running of he programme. He observed that the faculty staff members are not involved in the teaching, the course is not being graded either and that the size of the class is too large to be managed by a single lecturer. He however suggested that both the librarians and the faculty staff should be involved in the teaching of the course so that the class size will be reduced to a manageable one while the course should be graded.

2.4 USE OF LIBRARY RESOURCES

Fjallbrant (1978:141) identified two aims of library use course and use of its resources. According to her, "one aim is to make user aware of the information resources available, both directly in the library and from external source". A second goal is to enable the user to enjoy the search for information and to develop ease in retrieving such information. These are vital aims because most students are not aware of the services which a library has to offer, let alone how to exploit the resources for themselves.

It is this lack of awareness that prompted Wiggins (1971:473) to observe that "everyday patrons walk out of our libraries convinced that there is little or nothing in our collections on their topics of study".

Answering a question as to why librarians engage in library use course and how to use the resources (Carlson (1981:171) gave these three reasons:

(i) Our society is information based and becoming increasingly so. While not the sole source of information, the library is a significant and important resource in this society. The skills necessary to use this resource effectively and efficiently should be an important component of the educational process.

(ii) Library resources are an educational investment by a university and an increasingly expensive one to acquire and maintain. Bibliographic instruction enhances the use of these valuable resources.

iii) Librarians should be involved in library instruction because the teaching of library skills is crucially inconsistent and ineffective when done or more frequently not done by the faculty in their classes. Although some might not agree with this observation there is no doubt that librarians who are constantly with these resources are probably in a better position to teach library instruction courses.

Olanlokun (1976:32) observed that University librarians provide background materials which supplement class teaching. The use of library helps students to get acquainted with library resources so as to broaden their ideas and stimulate their appetite for knowledge. They prepare students to work independently, so that when they leave the university, they can continue with their education independently.

Knapp and Branscombe in Lyle (1961:230) studied the pattern of use of library resources. They observed that students neglect the resources of the library because there

are no adequate library instruction to serve as incentive for them to read beyond what their teachers give them. Any attempt to build an educational programme dedicated to developing maximum independent student effort will require faculty motivation which will inspire more students to work independently with library materials and give adequate training in the use of the library.

Oyabambi (1991:28) studied the use of Kashim Ibrahim Library by undergraduates of Ahmadu Bello University Zaria. She noted that the adequacy of library resources in meeting the needs of undergraduates and the effectiveness of library instruction given during orientation on use of library influence students' use of the library.

2.5 COURSE CONTENTS

Fox (1973:9) in the British Library Association's recommendations about the type of instruction which should be given in a library stated that: instruction should be given in three stages. Stage one should be an introduction to the particular library and its collections and services. Stage two, an introduction to bibliography both general and subject and stage three should be advanced instruction in the use of library and bibliographical methods.

There is need to develop bibliographic awareness in the university library users in terms of author access, subject access, title access, reference sources, use of catalogue and bibliographical citations. Undergraduates should be concerned with the library operations which they need to know. These are

gained through instructing undergraduates in the methods of using specific bibliographical and reference tools such as encyclopedia, biographical dictionaries, gazetteers, yearbooks, almanacs, card catalogues, indexes and biographies.

The first year undergraduate students study general bibliographical tools and specialized ones to enable them associate types of reference and bibliographical resources with certain types of questions and problems. It also makes them understand the relationship between the structure of information and the literature of the various disciplines. Also, students are able to conceptualise the information sources in relation to their use and dissemination in society.

Scrivener (1972:87) summed up what should be taught without which no student can make adequate use of the library. First, an understanding of the library arrangements, physical, bibliographical and conceptual. Secondly, a knowledge of sources which will be appropriate in any given situation. Thirdly, an ability to interpret his own need so as to form a relevant question, and an awareness of search techniques including the ability to devise serviceable routines. The above summation points to the need of this study which focuses on an evaluation of the extent to which students know what they have been taught in the course.

Igben (1993:11) in an inquiry on non-use of the catalogue and reader's advisory services shows that many users are ignorant of services provided in the library. The percentage of those who do not use the catalogue as a finding list in the library does not appear to be significant from

those who usually consult the catalogue in finding information in the library. In the light of which he concluded that there is some relationship between users instruction and use made of services like catalogues and reference sources in university libraries. The more users of a library are given instruction in the use of catalogue, the more use will be made of the services provided.

Unomah (1988:55) in a study of students utilization of academic libraries in Nigeria found that although most of the students spent one to four hours daily in the library, much of the time was spent looking for information round the library without making use of the finding lists in the library. This is because they were not properly instructed in the use of the catalogue and other finding lists available in the library. Therefore the need to teach library skills on a continuing basis to students has become very necessary and urgent, if users are to benefit from the academic development in which they are involved.

2.6 EVALUATION

Lubans (1974:211) correctly observed that instructional programmes in all types of libraries have been infrequently evaluated. Their need and effort have not been measured except in few isolated cases. He added that the measurement or evaluation that has taken place has been largely heuristic, that is, not scientifically established, but useful nevertheless to explain observations made in library use instruction. "There are a few statistically valid studies, but

those deal with methods of instruction rather than the success or lack of success on the part of the user". He further noted that: it is the general opinion that most library use course is based on what librarians think library users need to know. It is this educated guess work or perceived need on which many programmes (topics, orientation, lectures, multimedia presentation and formal courses in bibliography) have been based. There is therefore the need to evaluate the knowledge base of students after the course. The results of evaluation would be used to assess the patterns of students' library skills, growth, and to quantify students attitudes about the library and the course. There is no full-proof evaluation system. Whilst it may be possible to measure the immediate effects of library use instruction, there may be no means of measuring the long-range, lasting effect. The aim of the evaluation in this study, nonetheless is to find out to what extent students know the contents of the "Library Use Course".

2.7 SUMMARY

This chapter has tried to show the fundamental issues as they affect the subject of this research. Various authors have attempted to find the effects of library use course on the use of library resources by students and the need for inclusion of library use course in the curricula of higher institutions. Exploration was conducted into the various sub-themes of the research. According to most of the reviewed literature, the "library use course" cannot be ignored in enabling a student maximise the use of the library. One important step towards this effort is finding out what the student know about the course.

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CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

Chapter one of this thesis established the problem statement and justified its significance while chapter two reviewed the literature related to the area of the investigation. The present chapter, describes the methodology adopted to solve the problem identified. Thus in the chapter, the following specific aspects are discussed: description of research method, population for the study, sample size and sampling procedure, instruments for gathering data, pre-test of instrument, administration of instrument and, method of analyzing data.

3.2 DESCRIPTION OF RESEARCH METHOD

The research method hereby employed is the survey type. This method was dictated by the nature of the research problem being investigated. Since this is a kind of research covering a section of the university population with research subjects numbering several hundreds, it becomes necessary to use the survey method of research. Goldhor (1972:16) rightly observed that this type of research method consists of those techniques which serve to gather temporary data either by direct measurement or by solicitation from others". Hence the appropriateness of the choice of this method in this particular instance.

3.3 POPULATION FOR THE STUDY

The population of the study consists of all the 1992/93 200 level students in the Faculty of Arts and Social Sciences and the Faculty of Education of Ahmadu Bello University, Zaria who have offered the "Library Use Course". The records from these faculties (Faculty of Arts, and Social Science, General Office file A.B.U. Zaria page 97 and Faculty of Education, General Office file A.B.U. Zaria page 101) showed that the 200 level students in the two faculties number three thousand, seven hundred and ninety six (3,796). Those groups were chosen because they had just offered the course "Library Use Course" and whatever they had learnt about the course was still fresh in their minds. Students in those two faculties were chosen out of the eleven faculties in the university because their population constitutes more than 50% of the student population in Ahmadu Bello University, Zaria.

Also, Ahmadu Bello University alone was chosen for the conduct of the research because the way the "Library Use Course" is taught differs from one university to the other. That is why this evaluation of the course focussed on the contents of the course in one university.

According to Bailey (1978:70) "ideally we would like to study the whole population of universe to give more weight to our findings, often, however, we are unable to study the entire population and must settle for sample". This statement supports why Ahmadu Bello University is chosen as a sample for this study.

Listed below is the population of the two (2) faculties from which four departments namely, Political Science and Sociology representing the Faculty of Arts and Social Sciences and the departments of Education and Vocational and Technical Education representing the Faculty of Education were selected purely for convenience.

Table 3.1: **POPULATION SPREAD OF THE 200 LEVEL STUDENTS IN THE TWO FACULTIES FOR 1992/93 ACADEMIC SESSION.**

FACULTY	YEAR	DEPARTMENT	POPULATION
FASS	1992/93	Political Science	1,024
	1992/93	Sociology	874
EDUCATION	1992/93	Education	1,339
	1992/93	Voc. & Tech. Educ.	559
		TOTAL	3,796

3.4 SAMPLE SIZE AND SAMPLING PROCEDURE

Using a convenience sampling method, the researcher distributed four hundred and fifty (450) questionnaire to willing students from among the population of three thousand, seven hundred and ninety six (3,796) who had taken the "Library Use Course" during the 1992/93 academic session in both the Faculty of Arts and Social Sciences and Education.

Because the course was not credit-earning not many students were willing to even participate in the effort to evaluate the course. The researcher is nonetheless grateful to the students who agreed to take the questionnaire and to respond to them. Below is a breakdown of the number distributed and the response rate.

Table 3:2 NUMBER DISTRIBUTED AND RESPONSE RATE OF QUESTIONNAIRE.

FACULTY	DEPARTMENT	NUMBER Distr.	%	NUMBER Returned	%
FASS	Political Science	98	21.	96	27.4
	Sociology	103	22.8	103	29.4
EDUCATION	Education	128	29.4	73	20.9
	Voc. & Tech. Educ	121	26.4	78	22.3
	TOTAL:	450	100.0	350	100.0

In all, a total of 450 subjects willingly took the questionnaire from the hands of the researcher over a 2-day period. This was from a population of Three thousand, seven hundred and ninety-six (3,796). Three hundred and fifty (350) or 77.8% subjects returned the questionnaire administered to them. The figure of (450) represents about 10% of the study population. The use of ten percent of study population is in line with the recommendation of Krejoc and Morgan (1970:30).

3.5 INSTRUMENTS FOR GATHERING DATA

Two types of instruments were used in the study to collect data. The instruments were structured questionnaire and the interview. In this study, the researcher used a self-developed test-like questionnaire. In drafting the questionnaire, the researcher consulted the course contents of the course "Use of Library" and interacted with the teachers of the course. Writings of experts in the field of cataloguing and classification were equally consulted in drafting the questionnaire. For as Lawson put it (1975:105), "the first step in the construction of a questionnaire consists of

sitting down and assembling either from writing of others or from his own imaginations a series of statements which people agree or disagree with". The two instruments yielded reliable results for this study.

3.5.1 PRE-TEST OF INSTRUMENT

A pilot study was carried out on a group of fifty students who had taken the course and who are of the department of Physical and Health Education and who use the Faculty of Education Library of Ahmadu Bello University, Zaria. The Physical and Health Education (PHE) students were one of the other two departments in the Faculty of Education but whose department was not chosen for the main study. The purpose was to determine the validity and reliability of the instruments. Among other things the pilot study aimed at finding out how far the questions were understood, the ease with which data collected through the instruments was to be analyzed and a rough estimate of the duration needed for the respondents to complete the questionnaire. It was discovered that some of the instructions were not easily understood.

Similarly, it was also discovered that some of the questionnaire needed restructuring for ease of analysis. As such there were some restructuring of the instructions and the items. The pattern of response from these fifty (50) students were not considerably different from the pattern shown in the study. Most of the opinions expressed by these fifty (50) students were similar to those that were used for the study. The responses in the pilot study were not used in drawing conclusions in the main study.

3.5.2 QUESTIONNAIRE

The aim of the research is to evaluate the 'library use course' in order to determine in part how it enables students to make use of the catalogue in finding useful information in the library. In addition it also sets out to determine how students can make use of some reference tools in finding information and how they can identify subjects from titles of books. The researcher designed a test-like questionnaire for the respondents. They were numbered 1-14 (14 questions). The subject matter for the items in the questionnaire was put together from different sources. The first source was the literature of the subject which revealed fundamental issues of importance for efficient and effective performance in the course work. The second was the course contents of the "Library Use Course". The questionnaire was meticulously drawn in order to collect relevant data leading to answers to the formulated research questions. The questionnaire was designed to elicit information from students who had taken the course during the 1992/93 academic session. The questions were centred on the course titled "Use of Library". The questions focus on the extent to which students are able to identify items in the catalogue and other materials in the library. In all 450 copies of the questionnaires were prepared for the study.

3.5.3 UNSTRUCTURED INTERVIEW

Before the interview took place, the researcher identified the students and established cordial and good rapport with some of the interviewees so that they could open up and talk freely about the course. The interview was an unstructured one. It was conducted in a conversational mode between the researcher and some of the interviewees who comprised the students who had taken the course during the 1992/93 academic session.

Informal and unstructured interview allowed for further probing of issues not quite clear. The interviews took a week to complete.

The questionnaire and interview were used as techniques for data collection because the issues with which the study was concerned were considered very personal to the respondents. Dealing with human beings who varied in nature was difficult so it was important to select appropriate techniques to enable needed information and facts to be gathered. See Appendix III for unstructured questionnaire for the interview.

3.6 ADMINISTRATION OF THE INSTRUMENTS

Four hundred and fifty (450) copies of the questionnaires were administered in the two faculties spreading over four departments. The four hundred and fifty (450) questionnaire were administered to students who agreed to participate in the research exercise and who have offered the "Library Use Course" during the 1992/93 academic session. Out of the 450

questionnaire administered 350 representing 77.8% were returned.

3.7 METHOD OF ANALYZING DATA

All the three hundred and fifty (350) copies of the questionnaire were collected and processed according to respondents from the two faculties. Data collected were analyzed descriptively using frequencies and percentages for the tabulation of the data

3.8 SUMMARY

This chapter has provided the research methodology employed in the conduct of the study. Instruments for data collection as well as data analysis were also discussed. Out of the 450 questionnaire administered, 350, representing 77.8%, were returned by the respondents.

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CHAPTER FOUR

RESULTS ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter presents and discusses the results obtained from the data collected for the study. The result relates to students' responses to the test-like questionnaire administered to them. The study evaluate the "Library Use Course" taught in Ahmadu Bello university and particularly to what extent the student understood the contents of the course. The presentation and discussion of results are based on the research questions raised for the study. Descriptive statistics is used to analyze the data. The questionnaire administered to the respondents is designed to test their knowledge in various areas relating to the use of the catalogue, reference sources, and bibliographical citations. These are the areas normally covered in the "Library Use Course" in Ahmadu Bello University. Four hundred and fifty (450) questionnaires were distributed to those who took the course during the 1992/93 academic session. In all, a total of three hundred and fifty (350) representing 77.8% of the questionnaires were returned. A correct answers to the questions was scored one (1), while an incorrect answer was scored zero (0). The correct answers to the questions are underlined in the tables. The questions, fourteen (14) in number, are shown in appendix I.

4.2 ANALYSIS OF THE RESEARCH QUESTIONS.

The research questions were drawn up to evaluate the "Library Use Course" to determine how students understood the course contents. In analyzing and discussing the research questions, the test-like questionnaire were merged and combined into six main categories to ease analysis and interpretation of the data. The average percentage score was obtained by dividing the sum of the average percentage by the total number of items from both the correct and incorrect columns.

Research Question One

To what extent do students who have taken the "Library Use Course" able to correctly identify the surnames of authors of books in a catalogue as access points?

As earlier mentioned, the first research question focused on the ability of the respondents to identify the correct names of authors as access points from given titles of books and publications. Some of the given names have inverted headings and some were written in their natural form. This is done deliberately to further find out if students can be fooled by this, while trying to identify the author's surnames. The responses are presented in the table below.

Table 4.1 (Questions 1 & 3): IDENTIFICATION OF AUTHOR HEADINGS

QUESTION DESCRIPTION	CORRECT ANSWERS & PERCENTAGE	INCORRECT ANSWERS & PERCENTAGE
Listed below are authors and titles of four books. Underline each author's surname?		
Charles Adams - Land law	208 (59.4)	142 (40.6)
Blake, Adams P *Introduction to* psychology.	199 (56.9)	151 (43.1)
Charles, Christian - Chemical technology.	204 (58.3)	146 (41.7)
John Mcnonye - A dancer of fortune.	175 (50.0)	175 (50.0)
Identify by a circle, the heading i.e. author(s) from the following title:		
An illustrated history of West Africa by Oliver Fage and J.F. Ajayi.	179 (51.1)	171 (48.9)
Children are people: the librarian in the community by Janet Hill.	184 (52.5)	166 (47.3
The Nigerian Library by the Nigerian Library Association edited by E.O. Fasanya.	205 (58.3)	145 (41.5)
Lamb's tale from Shakespeare by Charles Lamb.	185 (52.8)	165 (47.2)
Average Percentage	(54.9)	(45.1)

The average percentage score was obtained by dividing the sum of the percentage average by the total number of items from both correct and incorrect columns.

Table 4.1 above shows that a slight majority of the respondents were able to correctly identify authors of titles from the given questions. It is important to note that an average of 55% as opposed to 45% of the respondents got the correct options provided for the first set of questions. This suggests that only a slight majority of students who have been taught the "Library use course" have mastered the art of Identifying authors of titles from publications as access points. It is significant to note that 50% or more of the respondents consistently and correctly answered the questions stated in the table above. The relatively high failure rate of author identification as access points would point to a need for more attention to this area in the "Library Use Course" instruction to further foster a mastery of the course contents that deals with the identification of authors as access points. It is expected that after receiving instructions in the "Library Use Course", if the course is taken seriously, students should be able to identify authors from any given publications they may come across in the process of finding information from the catalogue after going through the course.

Research Question Two

To what extent do students who have taken the "Library Use Course" able to correctly identify titles of books in a catalogue?

In the second category of the research questions, an effort was made to determine the extent to which the course enables respondents to 'know' when a publications should be entered under titles of books in the catalogue.

Table 4.2 (Question 2): IDENTIFICATION OF TITLE HEADINGS

QUESTION DESCRIPTION	CORRECT ANSWERS & PERCENTAGE	IN-CORRECT ANSWERS & PERCENTAGE
When there are more than three authors sharing responsibility for a work, the heading must be under:		
(a) Title of the work	175 (50)	175 (50)
(b) The second named author		
(c) All the names combined		
(d) None of the above		
(e) Others (please specify)		

Table 4.2 above shows that an equal percentage of the respondents were able to correctly determine when a publication should be entered under title and to identify titles from given publications in the questions given them. This means that they were able to acquire skills in the identification of titles from publications. It is significant to note that 50% of the respondents that answered the questions stated in the table above got them correctly. The

teaching has therefore produced very little tangible results. More could probably be achieved if the course is made more practical to enable students put into practice whatever they have been taught when attending classes. Efforts should be made to develop in the students the habit of practising what they were taught by using the card catalogue often when finding information about titles of publications.

The results would appear to confirm Aguolu's (1983:33) observations that students are unable to identify access points through which they can locate materials in the library catalogue. He had observed further that, students are confused about the card catalogue in finding information, and are completely unfamiliar with the card catalogue and its bibliographical intricacies.

Research Question Three

To what extent do students who have taken the "Library Use Course" able to determine subjects of books from publications?

The third category of research questions, seeks to determine, the extent to which the respondents are able to quickly identify subjects of documents from some selected publications in the library. Different parts of publications were therefore called to their attention.

Table 4.3 (Question 4)

IDENTIFICATION OF SUBJECT CONTENT OF A DOCUMENT

QUESTION DESCRIPTION	CORRECT ANSWERS & PERCENTAGE	INCORRECT ANSWERS & PERCENTAGE
List one item which you would quickly examine to determine the subject of a book:		
(a) Read the entire contents of the book		
(b) Read the table of contents	214 (61.1)	136 (38.9)
(c) Read the preface and forward		
(d) None of the above.		

A close look at the computed result reveals that a majority of the respondents 214 or 61.1% who have taken the "Library Use Course" faced no problem in quickly determining the subject of a document. Any of the provided answers could eventually lead to the identification of the subject, nonetheless the quickest would be the title page which a majority of the respondents got correctly. It would appear therefore that instruction in the "Library Use Course" has provided necessary skills needed in identifying the quickest place to enable students to determine the subject of publications. This may imply that the "Library Use Course" content now taught in Ahmadu Bello University is adequate to enable most of their beneficiaries to know where to look to

determine the subjects of documents. However Adeka (1989:67) had observed in a study she conducted on *The Teaching of Cataloguing and Classification in Nigerian Library schools*, that a great percentage of the students assessed could not quickly identify the place for quickly determining subjects in publications. The study supports Oyabambi's (1991:28) observation that the "Library Use Course" is meant to enable undergraduate students know what to do when they are confronted with certain conditions they might face in the process of determining subjects from documents.

Research Question Four

To what extent do students who have taken the "Library Use Course" able to indicate bibliographical tools to answer specific questions they are seeking?

The respondents were asked to indicate bibliographical tools that could be used in finding information from books and journals.

Table 4.4 (Questions 5 & 6)

USING BIBLIOGRAPHICAL TOOLS TO FIND INFORMATION

QUESTION DESCRIPTION	CORRECT ANSWERS & PERCENTAGE	INCORRECT ANSWERS & PERCENTAGE
5. Indicate whether each of the following is true or false:		
(a) A union catalogue is a form of bibliography that lists publications that exists but does not indicate where they could be found?	204 (58.3)	146 (41.7)
(b) A national bibliography lists publications in that country alone?	158 (45.1)	192 (54.9)
(c) These information are contained in a book: publisher, author's name, title of the book, date of publication, title page?	197 (56.3)	153 (43.7)
6. The items listed below are often found in the library. (Tick the ones that can not be used without an equipment: journal, map, pamphlet, chart, microfilm, photograph, audio cassette.	196 (56.0)	154 (44.0)
Average %	(53.9)	(46.1)

Table 4.4 above shows the attempt made to determine the extent to which the respondents are able to identify some forms of bibliography and various items contained in them. Respondents were equally asked to identify certain items that could be found in the library that could not be used without an equipment. In discussing this question, the average

percentage score was obtained by dividing the sum of the percentage response on each item by the number of the items listed. These four percentages were added: thus, 58.3%, 45.1%, 56.3%, and 56%. and then divided by 4 to obtain an average percentage of 53.9%. This was for those respondents who got the correct answers provided for the questions. The same thing was done to those who could not provide correct answers to the questions. An Average percentage of 46.1% was obtained. This result tends to point to the fact that respondents do not have a good mastery of the use of bibliographical tools in seeing information. Nonetheless, the closeness in the percentage of the right and wrong answers could be attributed to some of the respondents non-challant attitude to the course because many of them do not take it seriously. This could be as a result of the course not being graded to earn credit. However, if the results got from the table 4.4 above is anything to go by, then it could be concluded that the "Library Use Course" has been fairly well taught in Ahmadu Bello University.

The present study underscores Igben's (1993:11) observation that readers need a systematic approach to finding their materials while seeking information in publications. He confirmed that the "Library Use Course" assists the readers to identify needed information through the use of the library catalogue. He further noted that if young readers, the target audience of our universities are not taught the use of libraries, they will not maximise their ability to use the resources of the library. One discovers through this study that one way of stimulating the active use of the various

finding tools in the library is by teaching library users how to obtain information from the materials available.

Research Question Five

To what extent do students who have taken the "Library Use Course" able to identify reference sources for finding specific information?

The respondents were asked to identify or indicate what reference tools they could use in finding information from reference sources such as, encyclopedia, atlas, dictionary, glossary, Who's Who in Nigeria, etc. Questions 7, 8, 9, 10 and 11 were merged and combined for ease of analysis and interpretation of data.

Table 4.5 (Questions 7, 8, 9, 10 & 11)

FINDING INFORMATION THROUGH REFERENCE SOURCES

QUESTION DESCRIPTION	CORRECT ANSWERS & PERCENTAGE	INCORRECT ANSWERS & PERCENTAGE
(a) What publication will you use to find the history of Tafawa Balewa? Dictionary, Encyclopedia, Atlas Map, Who's Who in Nigeria, etc.	240 (68.6)	110 (31.4)
(b) Your lecturer mentioned a type of fish during a class and you wanted to find out more information about it. Tick the item you will consult: dictionary, glossary of biological terms, subject index, bibliography.	130 (37.1)	220 (62.9)
(c) Your friend wants to read about 1992 election for the return to civil rule in Nigeria. Tick the item you will recommend: Nigerian year book 1990, Who's who in Nigeria, Nigeria Directory of Trade and Industry.	200 (57.1)	150 (42.9)
(d) Which of the following would you first use in locating library materials? the library catalogue, the library staff, the library shelves, the publishers catalogue.	222 (63.4)	128 (36.6)
(e) When you want to know if a particular year of a journal is in the K.I.L. Tick the library tool that would enable you locate this information: library catalogue, union list of catalogue, stripdex-rotating catalogue in the serials section of K.I.L.	196 (56.0)	154 (44.0)
Average Percentage	(55.3)	(44.7)

The fifth category of research questions attempt to identify the extent to which the respondents are able to identify some reference tools that can be used to answer specific questions from resources available in the library.

From the computed table 4.5 above, the average percentage of those respondents who got the correct options was 55.3% while the average percentage of those respondents who got the options wrong was 44.7%. The results show again that a slight majority of the students who were taught the "Library Use Course" know how to find information through the use of reference sources. The difference in their performance may not be unconnected with methods employed in teaching the course and students' seriousness in grasping whatever is being taught. The difference in their performance could also be due to the large number of students a lecturer teaches. It is not clear to what extent emphasis was laid on the teaching and exposure of students to the practical aspect of the course so that they can find whatever information they need in the library through the use of the library's reference sources. Kethi (1992:76) identified two aims of the "Library Use Course" and use of reference sources. According to her, the aim is to make the user aware of the information resources available and enable the user to enjoy the search for information and the ease of retrieving such information. These are vital aims because students are not aware of the services which a library has to offer, let alone how to exploit the resources for themselves for reference purposes. It is a lack of this awareness that prompted in part this research to be

conducted. This study thus corroborates Kethi's study which noted that it is mostly through proper instruction in the use of library course that students can make proper use of reference sources in the library.

Research Question Six

To what extent do students who have taken the "Library Use Course able to correctly find the location of items indicated in the library catalogue?

The respondents were asked to locate which materials they would use to quickly find information in the library. They were equally asked how they can use the library catalogue to identify books on the shelves. The table 4.6 below attempts to identify the extent to which the students are able to locate items from the catalogue. The analysis aims at identifying whether the respondents are able to locate various items using the library catalogue as a finding tool. Questions 12, 13 and 14 have been merged for ease of analysis and interpretation.

Table 4.6 (Questions 12, 13 & 14)

ABILITY TO USE CATALOGUE IN LOCATING ITEMS IN THE LIBRARY.

QUESTION DESCRIPTION	CORRECT ANSWERS & PERCENTAGE	INCORRECT ANSWERS & PERCENTAGE
(a) In the card catalogue, you have located a certain number which has been written on the spine of a book you want . Where would you find the book: with the library staff, on the shelves, with the librarian?	231 (66%)	119 (34%)
(b) List one type of physical catalogue that one might commonly see in Nigerian libraries: book catalogue, card catalogue, sheaf catalogue, etc.	107 (30.6)	243 (69.4)
(c) Identify with a tick, any two kinds of information commonly included in a full catalogue entry: author, subject, index, bibliography, references, etc.	279 (79.7)	71 (20.3)
Average Percentage	(58.8)	(41.2)

A close examination of table 4.6 above shows that there are slight differences in the performance of the respondents in the use of library catalogue as a finding tool to locating items. The difference is in favour of those who know how to use the catalogue while seeking information in the library. The library catalogue is so important to a user because it contains all the materials a library has and is arranged according to a system convenient for library users. Cortrary to the opinion of students that they can just go to the

shelves and pick any book of their choice and read, they often fail and get disappointed in identifying the books they need even though these books are available in the library. It could be observed from the computed table above that the average percentage of the respondents who got the correct options stood at 58.8%. This is encouraging because it actually shows that those who have taken the course "Use of Library" know how to use the catalogue to find information. The average percentage score of these respondents who could not provide correct options for the questions stood at 41.2%. The findings above thus show that, if students are given more exposure in the practical use of the library catalogue, in finding information, they will probably perform better than the results obtained in table 4.6 above.

4.3 SUMMARY

The study has shown that students who attended the "Library Use Course" are generally slightly better able to answer questions posed to them on the use of library course. In both developed and underdeveloped countries of the world, studies like those of MacKenzie (1965), Olaniyan and Ugonna (1975), Mews (1972), Igben (1993), Kethi (1992) show that there is need for instruction in the "Library Use Course". Inspite of these studies, not much effort has gone into the evaluation of such courses. This is one important reason why this research was conducted on the evaluation of the "Use of Library Course" in Ahmadu Bello University, Zaria.

4.4 ANALYSIS OF INTERVIEW REPORT

4.4.1 INTRODUCTION

In a short bid to further forestall the shortcomings usually associated with the use of any particular data-gathering instrument, the interview method of gathering data was used alongside the questionnaire. The exercise was restricted to only 1992/93 200 level students.

4.4.2 ANALYSIS OF THE INTERVIEW HELD WITH THE STUDENTS

The interview was conducted in a conversational mode between the researcher and the interviewees who comprised the students who had taken the course. The students were asked various questions on their opinions about libraries and the orientation programme (see questions 1 - 10 in appendix III). Students commented during the interview that the library orientation in Kashim Ibrahim Library and those conducted by various departments has proved to be grossly inadequate. This is due to the fact that among other things, the attendance is optional and predictable. Many students abstained from it. Nonetheless, students who took the course "Use of Library" performed slightly better in the questions given to them. This is an indication that the course "Use of Library" should not be phased out as planned by the Ahmadu Bello University authority. All those students that were interviewed said that it is not enough for practicing librarians to be the only ones to teach the course. They suggested that staff from Library and Information Science Department should be involved in the teaching of the course "Use of Library". They felt, those who

are in charge of the practical aspects should bring their resources together to teach the course.

With the orientation programme students indicated that they learn less because the time for the course is too short. They also said that they do not take the course seriously because it was not credit earning. They said they preferred the "Use of Library" to orientation programme because the latter is too short and they learn less. They also noted that the factors responsible for the non-use or lack of proper use of the library by university students are ignorance of how to use the library, lack of relevant materials and over-crowded lecture schedule. Also, that the new course system is not very effective because of the large number of students taking the course. Since there are hardly places to seat, many of them do not attend the classes. Additionally, because of the large number of students taking the course, it is only the theoretical aspect that is being taught for the most part and not the practical aspect.

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CHAPTER FIVE

SUMMARY, CONCLUSION, IMPLICATIONS FOR STUDY AND RECOMMENDATION

5.1 INTRODUCTION

This study was conducted to evaluate the 'library use course' in Ahmadu Bello University. To carry out the study, questionnaires and interviews were used for data collection. Also supportive data was collected from the Academic Planning Unit of the university and from the librarians involved in teaching the course. The study revealed that the attendance of the 'library use course' classes has a place in the students' ability to make good use of the catalogue, reference tools and identification of bibliographical sources for their information needs.

5.2 SUMMARY OF THE STUDY PROCEDURE

Four departments from two faculties that took the "Library Use Course" during the 1992/93 academic session were used for the study as samples. The survey research method was used and a set of questionnaire together with interview questions were designed for the two faculties which elicited the needed information to answer these research questions:

1. To what extent do students who have taken the "Library Use Course" able to correctly identify the surnames of authors of books in a catalogue as access points?

2. To what extent do students who have taken the "Library Use Course" able to correctly identify titles from publications?
3. To what extent do students who have taken the "Library Use Course" able to correctly identify the subject of books from publications?
4. To what extent do students who have taken the "Library Use Course" able to identify various items on a catalogue relating to books and journals?
5. To what extent do students who have taken the "Library Use Course" able to correctly identify reference tools that can be used to answer specific questions?
6. To what extent do students who have taken the "Library Use Course" able to correctly find the location of items indicated in a catalogue?

These research questions were designed in such a way that the respondents were required to tick the alternatives they deemed correct. Four hundred and fifty (450) copies of the questionnaire were personally administered to students who were willing to participate in the research. Three hundred and fifty (350) or 77.8% of the 450 questionnaire were returned and were usable. Data analysis were based on the responses received from each of the faculties used as samples in the study. The responses were carefully tallied, and the frequencies recorded and calculated into percentages. They were both tabulated and interpreted accordingly.

5.3 SUMMARY OF THE FINDINGS

Based on the analysis of the research questions in the last chapter, the findings of the study are hereby presented as follows:

1. A slight majority of those students who have had the "Library Use Course" got the correct options to the answers provided for the questions in relation to the research question one. Respondents were found to be slightly better able to identify surnames of authors of books and journals from publications after being taught the "Library Use Course". In identifying the surnames of authors, respondents were able to identify authors regardless of whether they were inverted or written in their natural forms. This is an indication that for those who answered correctly they have mastered identification of authors from publications after being instructed in the "Library Use Course".

2. For the second question which sought to determine students' knowledge of identifying titles from publications, the study revealed that a slight majority of the respondents were able to identify titles of books from publications (i.e. questions given them). The Respondents, having being instructed in the "Library Use Course" have fewer problems in identifying titles of publications judging from the results of those used for the study.

3. When respondents were asked if they could correctly identify the subjects of books from publications, an overwhelming majority of the respondents who have taken the "Library Use Course" faced no problem in identifying the subject of books from publications (i.e. the questions given to them to answer in relation to the research question). This would suggest that instruction in the "Library Use Course" has provided necessary skills needed in identifying subjects of books from publications. The study equally revealed the inability of some respondents to provide correct options from the given answer. However, the fact remains that the skills needed to enable students identify subjects of books from publication have been mastered by some of the students.

4. Also when asked to identify various items in a catalogue relating to books and journals, the result obtained from the study tends to point to the fact that respondents do not have a good mastery of how to identify items in a catalogue relating to books and journals. This could be the result of respondent's non-chalant attitude toward the course because many of them do not take it seriously. Additionally the low performance could be attributed to the course not being graded to earn credit. Also, it could also be because the size of the class discouraged meaningful practical assignments from being given to the students.

5. On the ability of respondents being able to identify what reference tools could be consulted in answering specific questions, the results from the findings show that a majority of the students who were taught the "Library Use Course" know how to find information through the use of reference sources. This mean they were able to acquire skills in the use of reference tools in finding information through the use of reference sources. The differences in their performance may not be unconnected with the methods employed in teaching the course and students' seriousness in grasping whatever is taught to them. It is however, not clear to what extent emphasis was laid on the teaching and exposure of the students to the practical aspects of the course so that they can find whatever information they need in the library through the use of the library's reference sources.

6. On how respondents could find the location of items indicted in a card catalogue, there is marked differences in the performance of the respondents in the use of the library catalogue as a finding tool. The differences in their performance may not be unconnected with the students' not showing much concern in the use of library catalogue when asked to do so during classes. Contrary to the opinion of students that they can just go to the shelves and pick up any book of their choice and read, they often fail and get disappointed in identifying the books they need even though these books are available in the library.

5.4 SUMMARY OF INTERVIEW

1. Any organisation that implements a course of instruction in its "library use course" will likely want to know whether the course goes down well with the recipients of the course. The course "use of library" in Ahmadu Bello University from all indications is very useful to some of the students. In response to question 8 in the interview questions concerning how helpful the course "Use of Library" is, 94% of the students felt that the course is very useful to them. Only a handful of the students said otherwise.

2. As a matter of fact, most of the students interviewed were of the view that they derived benefits from the course. Most of those interviewed preferred the "Library Use Course" to the orientation programme. Most of them wanted a change in the duration of the course and those who teach the course. The respondents observed that the large number of students that make up a class during the course of instruction does not make the teaching and learning process conducive.

3. Almost all those interviewed who took the course wanted the course to continue because of the benefits they had derived from taking the course and how it had helped them in making use of the library. This makes one to believe that the importance of the course has been accepted by the students.

4. Finally, if the "Library Use Course" attendance on the part of the students who were recipients of the "Library Use Course" is anything to go by, then the course at Ahmadu Bello University, Zaria, can be safely said to have led to an effective use of the library catalogue and other finding lists

of the library on the part of many of the students. None of the students used for the study indicated that the library is not needed for his work.

5.5 CONCLUSION

The following conclusions were made after a careful analysis of the data collected in the research for the study.

Formal library use course has been incorporated into the general studies programme of Ahmadu Bello University. The method of assessing as well as teaching the course should be seriously considered. It seems there exists a dissatisfaction with those who should teach the course. It is necessary to look into this so that the usefulness of the course will be appreciated by the students. The course could be spread out over more credit hours to ensure that specific and valuable concepts are learnt.

These factors stated below, if well looked into, will greatly influence students' attitude towards the course. There is need to make the course compulsory and credit earning; the practical aspect of the course should be given more attention; better organisation of the course will enhance better understanding; the involvement of both faculty staff and practicing librarians in the teaching of the course will encourage students' mastery and understanding of the course.

More hours should be allocated to course teaching generally. It was found out that, more proportion of the time is devoted to the theory than practice of the course. The course is allocated one hour per week; followed by tutorial

which has the same one hour allocated to it. There is no practical for the students to see what they are taught and put them into practice.

From the findings obtained in this study, it can be concluded that a fairly good number of students frequently use the catalogue because they know the searching techniques of identifying and locating information.

5.6 IMPLICATIONS OF FINDINGS

The programme "Use of Library" is besieged with some problems of which the most pressing is the decision of the university to phase out the programme from the university curriculum. The course should not be phased out because of the immense benefits a resonable majority of the students derive from the programme as observed in the study. In view of this, the course should be made compulsory and credit earning to make students serious in attending classes scheduled for the course. Students should be divided into smaller groups of about 100 to 150 students per group to ensure effective teaching and supervision of practical. From what currently obtains, the present groupings are too large for the lecturers to handle. Public address system should be employed for effective teaching process just like that of FASS Theatre in Ahmadu Bello University. Teaching methods should be focussed on enquiry rather than dictation of notes by lecturers. Students should be given several assignments which require practical use of the library. Emphasis should be on the

practical use of the library. Emphasis should be on practical aspects rather than the theory.

5.7 RECOMMENDATIONS

On the basis of the findings of this study, the following recommendations have been made.

(1) It was discovered that the course last for one semester only. It should be made to last for two semesters. This would enable students to have enough time to learn and know more about the library. This is important because of the constant disruption in the academic year. Too much emphasis is laid on the theoretical aspect of the course.

(2) In other to ensure that students eventually make effective use of the library, they should be introduced to the library to see the materials and to answer practical problems themselves. Library tours at the beginning of the session for freshmen is not adequate. Both the lecturers from the Department of Library and Information Sciences and practicing librarians should teach the course 'use of library'. Practicing librarians know more about the deficiency of the students in the use of the library. The two should work hard together for the betterment of the students.

(3) More staff should be employed and their attitude to work should be positive. The course tends to be abstract in nature, particularly when teaching audio-visual aspects.

Teaching students how to use these audio-visuals aids, without the students knowing what they look like may not be effective. A suggested solution is that as much as possible everything taught should be shown to the students. Things are better learnt and retained more permanently when seen than when described in abstract terms.

(4) The course in the 'use of library' in Ahmadu Bello University Zaria is part of the General Studies programme. The General Studies courses are made up of English and Communication Skills and the Use of Library. There is no grade for the use of library, while English and Communication Skills is credit earning. Some students who do not like the aspect of the Use of Library opt for English and Communication Skills which is graded rather than writing any examination on the Use of Library which is non-credit earning. Suggested solution is to see that use of library course is examined and should earn credit.

(5) The course in the Use of Library has five contact hours of lecturing of one hour each. It is here suggested that the period is too short. The few weeks for the course is insufficient to communicate library use skills to new students. The two programmes, Use of Library and Orientation programme should complement each other. While the Use of Library is a more detailed programme, the orientation teaches or introduces students to the day to day use of the library and its facilities. The suggested recommendation is that,

there should be more lectures. This will give room for detailed explanations and demonstrations of the course. The course can be extended to last for two semesters.

(6) In any library instruction programme, course evaluation is essential. For one thing, funding agencies would like to know what results their money is producing. The evaluation will indicate how and when the programme needs revising. There are many forms for evaluating library user programmes. There is the usual examination administered at the end of the course. This is one of the commonly used evaluation methods. It is however recommended that other types of evaluation be used to assess students' mastery of the course "use of library". These are: casual observation, brief questionnaire, participating students' opinion surveys, paper grades and bibliographical evaluation.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

(1) The relationship between academic success and students' use of library materials.

(2) The study of the effect of the library use course on student from distinct disciplines e.g. science and humanities.

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APPENDIX I

SCORES, FREQUENCIES AND PERCENTAGES ON QUESTIONS 1 TO 14 FOR THOSE WHO TOOK THE COURSE

QUESTION DESCRIPTION	CORRECT		NOT CORRECT	
	SCORE FREQ.	%	SCORE FREQ	%
(1) Listed below are authors and titles of titles of four books. Underline each author's surname.				
a. Charles Adams - Land Law	208	59.4	142	40.6
b. Blake, Adams P - Introduction to Psychology	199	56.86	151	43.1
c. Charles, Christian - Chemical technology	204	58.3	146	41.7
d. John Mononye - A dancer of fortune	175	50.00	175	50.00
(2) Identify by circle, the heading and the author from the following:				
a. An illustrated history of West Africa by Oliver Fage and J.F. Ajayi.	179	51.1	171	48.9
b. Children are people: the librarian in the community by Janet Hill.	184	52.5	166	47.5
c. The Nigerian school library by Nigerian Library Association edited by E.O. Fasanya.	205	58.5	145	47.2
d. Lamb's tales from Shakespeare by Charles Lamb.	185	52.8	165	47.2
(3) When there are more than three authors sharing responsibility for a work, the heading must be under:	175	50.0	175	50.0
a. Title of the work				
b. The second named author				
c. All the names combined				
d. None of the above				
e. Others (please specify)				
(4) List one item which you would quickly examine to determine the subject of a book:				
a. Read the entire contents of the book				
b. Read the table of content	214	61.1	136	38.0
c. Read the preface and forward				
d. None of the above.				
(5) Indicate whether each of the following is true or false:				
a. A union catalogue is a form of bibliography that lists publications that exists but does not indicate where they could be found?	204	58.3	146	41.7
b. A national bibliography lists publications in that country alone?	158	45.1	192	54.9
c. These information are contained in a book: publisher, author's name, title of the book, date of publication, title page?	197	56.3	153	43.7
(6) The items listed below are often found in the library. (Tick the ones that can not be used without an equipment: journal, map, pamphlet, chart microfilm, photograph, audio cassette.	196	56.0	154	44.0
(7) What publication will you use to find the history of Tafawa Balewa? Dictionary, Encyclopedia, Atlas Map, Who's Who in Nigeria, none of the above	240	68.6	110	31.4

QUESTION DESCRIPTION	CORRECT		NOT CORRECT	
	SCORE FREQ.	%	SCORE FREQ	%
(8) Your lecturer mentioned a type of fish during a class and you wanted to find out more information about it. Tick the item you will rec ommend: consult: dictionary, glossary of biological ite ms, subject index, bibliography.	130	37.1	220	62.9
(9) Your friend wants to read about 1992 election for the return to civil rule in Ni geria. Tick the item you will recommend: Nigerian year b ook 1990, Who's who in Nigeria, Nigeria Directory of Trade and Industry.	200	57.1	150	42.9
(10) Which of the following wo uld you first use in locating library materials? the li brary catalogue, the library staff, the library shelve s, the publishers catalogue.	222	63.4	128	36.6
(11) When you want to know if a particular year of a journal is in the K.I.L. Tick the library tool that would enable you locate t his information: library catalogue, information un ion list of catalogue. stripdex, rotating catalo gue, bibliography, stripdex: rotating catalogue in the serials section of K.I.L.	176	50.3	174	49.7
(12) In the card catalogue, you have located a certain number which has been written on the spine of a book that you want. Where will you find the book? a. With the library staff b. On the shelves c. With a friend d. With the librarian	231	66.0	119	34.0
(13) List one type of physical catalogue that one might commonly see in Nigerian libraries: book catalogue, card catalogue, sheaf catalogue.	107	30.6	243	69.4
(14) Identify with a tick any two kinds of information commonly included in a full catalogue entry: a. author } b. subject } c. index d. bibliography e. reference.	279	79.7	71	20.3

APPENDIX II

TEST-LIKE QUESTIONNAIRE

Please answer each of the following questions by ticking in front of the answer(s) provided which express your feeling best. Some questions permit more than one reply. the answer to the questions will be dept strictly confidential.

1. Listed below are authors and titles of four books. Underline each author's surname.
   a. Charles Adams - Land Law
   b. Blake, Adams P - Introduction to Psychology
   c. Charles, Christian - Chemical technology
   d. John Mononye - A dancer of fortune

2. When these are more than three authors sharing equal responsibility for a work, the heading must be under:
   a. The title of the work
   b. The second named author
   c. All the names combined
   d. None of the above
   e. Others (please specify)

3. Identify by circle, the heading i.e the author from the following:
   a. An illustrated history West Africa by Oliver Fage and J.F. Ajayi.
   b. Children are people: the librarian in the community by Janet Hill.
   c. The Nigerian school library by Nigerian Library Association edited by .O. Fasanya.
   d. Lamb's tales from Shakespeare by Charles Lamb.

4. Tick any three items listed below which you would quickly examine to determine the subject of a book.
   a. Read through the entire contents of the book.
   b. Scan through the table of contents of the book.
   c. Look at the title page of the book.
   d. Read through the forward or preface of the book.
   e. Read through the running titles of the book.

5. Indicate whether each of the following is true or false:
   a. A union catalogue is a type of bibliography that lists publications that exist but does not indicate where they can be found.
   b. A national bibliography lists publications published in that country only.
   c. These elements of information are contained in a book:
      (i) author's name (ii) title of the book
      (iii) edition (if any) (iv) place of publication;
      (v) All of the above.

d. These elements of information are not contained in a book:
(i) publisher (ii) date of publication
(iii) total number of pages.

6. The items listed below are often found in a library. Tick the ones that can not be used without an equipment:
(a) journal (b) map
(c) pamphlet (d) chart
(e) phonograph record (f) photograph
(g) audio cassette tape (h) newspapers
(i) microfilm.

7. What publication will you use to find the history of Tafawa Balewa:
(a) Dictionary (b) Encyclopedia
(c) Atlas (d) Who's Who in Nigeria
(e) None of the above.

8. Your lecturer mentioned a type of fish during a class and you wanted to find out more details description of it. Tick the item you would consult.
(a) English Dictionary
(b) Glossary of biological terms
(c) Encyclopedia
(d) Subject catalogue.

9. Your friend wants to read about election for the return to civil rule in Nigeria in 1992. Tick the item you would recommend.
(a) Nigerian Year Book 1992
(b) Africa 1992
(c) Nigerian Year Book 1990
(d) Nigerian Directory of Trade and Industry.
(e) Who's Who in Nigeria

10. Which of the following would you first use in locating library materials:
(a) The library catalogue.
(b) The library staff
(c) The library shelves
(d) The publishers catalogue

11. When you want to know, if a particular year of a journal is in the Kashim Ibrahim Library? Tick the library 'tool' that would enable you to locate this information:
(a) Library catalogue
(b) Bibliography
(c) Union List of Catalogues
(d) Stripdex i.e. rotating catalogue in the serials unit of K.I.L.

12. In a card catalogue, you have located a certain number which has been written on the spine of a book that you want. Where will you find the book?
    (a) With the library staff
    (b) With a friend
    (c) On the shelves
    (d) With the librarian

13. List two types of physical catalogue that one might see in libraries?
    (a) card catalogue.
    (b) book cataloge.
    (c) sheaf catalogue, etc.

14. Identify with a tick any two kinds of information <u>commonly</u> included in a full catalogue entry:
    (a) author
    (b) subject
    (c) index
    (d) bibliography
    (e) references.

APPENDIX II

INTERVIEW QUESTIONS

1. Have you ever taken part in the orientation and "Use of library course" programmes of 'Kashim Ibrahim Library?

2. What do you feel about the introduction of the course "Use of Library"?

3. Which one do you prefer between the two programmes?

4. Why?

5. Do you think it should be encouraged or discontinued?

6. What do you suggest to be the duration of the course and the timing of the lecture schedules?

7. What do you consider to be the major problems facing the students who partake in these programmes?

8. How effective is the course in making students use the library's catalogue?

9. Who is supposed to teach the course in your own opinion?

10. How adequate is the teaching-learning process in terms of classroom accommodation of students?