ASSESSMENT OF USER EDUCATON PROGRAMMES AVAILABLE IN ACADEMIC LIBRARIES IN KADUNA STATE

POST-DATA SEMINAR

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DECLARATION

I hereby declare that this dissertation titled “Influence of User Education Programmes on Utilization of Library Information Resources among Users in Academic Libraries in Kaduna State” was written by the researcher in the Department of Library and Information Science under the supervision of Prof. Tijjani Abubakar and Dr. Baba S. Aduku. All borrowed information from literature has been duly acknowledged in the list of references provided.

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CERTIFICATION

The dissertation titled “Influence of user education programmes on utilization of library information resources among users in academic libraries in Kaduna State”. By Haruna, Martha Galadimawa meets the regulation governing the Award of the degree of Master in Library and Information Sciences in Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to God Almighty the beginning and the end who made it possible for this work to be accomplished and also to my beloved husband Dr. Iliya Haruna Galadimawa who stood by me from the beginning to the end.

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ABSTRACT

The study investigated the Influence of user education programmes on utilization of library information resources among users in academic libraries in Kaduna State. The research questions used sought to find out the types of user education programmes available, the methods used in conducting the programmes the extent of satisfaction with the programmes and the challenges users encountered in the use of libraries. Descriptive research design was adopted for the research work. The instrument used for data collection was a self–developed questionnaire. The population of the study consisted of all registered library users of academic libraries owned by Kaduna State Government in the three zones of the state totaling 8591. Sample technique was used to pick 393 respondents. The data collected was subjected to descriptive statistical analysis of frequency and percentages. For the confirmation of the hypotheses, a one way Anova was used for testing the hypotheses. The findings of the study showed that use of library was the type of user education programmes mostly available in academic libraries in Kaduna State and, lecture method was used in conducting the programme, there is significant difference in the types of user education programmes used in the three zones and, there is no significant difference in the methods used in conducting the programmes among other findings. It was concluded that user education programmes have influence on utilization of library information resources among users in academic libraries in Kaduna State. It was recommended among others that apart from the use of library, other types of user education programmes such as information literacy instruction, library tour among others should be established and maintained as they can serve as means of educating the user on how to use the library effectively. It was also recommended apart from classroom instruction period, the libraries should conduct programmes such as user orientation; in addition to lecture presentations, method such as seminar, interactive sessions between librarians and group of users should be used to educate users.

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LIST OF ABBREVIATIONS

1. ABU: Ahmadu Bello University
2. ANOVA: Analysis of Variance
3. Et al.: And Others
4. Df: Degree of Freedom
5. Dr.: Doctor
6. F: Frequency
7. HO: Null Hypothesis
8. LIB: Library
9. Mr.: Mister
10. Mrs.: Mistress
11. No.: Number
12. P: Value of Analysis of Variance
13. Prof.: Professor
14. S: Serial
15. SPSS: Statistical Package for Social Sciences
16. α: Alpha
17. %: Percentage

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Academic library is an integral and indispensable part of any academic institution. Academic library supports the teaching, learning and research needs of the institution it serves. Consequently, no any institution established will achieve its academic excellence without a functional library to back up its teaching, learning and research mandates (Mohammed, 2011). To achieve this, libraries acquire, process, preserve and disseminate information resources to users.

Information resources are carries of the ideas, knowledge, thought and experiences of individuals kept in the library for the patrons to use them. It is the responsibility of the libraries to ensure that the use of its information resources and services are maximized to benefit its users, hence the necessity for user education programmes.The purpose of user education programme is to equip the library patrons with the necessary skills and knowledge on how to make effective use of the library. This is because effective utilization of the library is done when the patrons have the knowledge of the library, its holdings (information resources), its sections/divisions, the functions of each section among others. Audu (2006) and Cox and Jantti (2012) established that through library user education programme users are being introduced into the physical facilities and services of the library in order to enable them to develop skills on how to use the library and information cenres. It is believed that users will make more efficient, independent use of library stock and services as they receive training on library usage.

Library user education programmes are critical issues in academic libraries. Many academic libraries such as those found in Universities, Polytechnics and Colleges of Education among others

carry out these programmes for their users. John (2008)showed that the aim of any library user education programme is to equip its users with enough knowledge on the use of the library. Library users are expected to be taught and learn how to use the library in order to be confident and critical users of the library resources and services (Osagie, 2003;Katopol, 2005; Ajibola and Tiamiyu, 2011).

Importance of user education cannot be over emphasized as it is believed that improving users' knowledge of their library's collection and services could be a motivating factor for more usage and more demand on the library.Birch (2012) and Isa (2012) stated thatwith the rapid change in information, accessing and retrieving of information from libraries is becoming complex. Many users in the library find it difficult to find necessary information and this delays research or decisions. This could be as a result of lack of awareness of information search which leads to duplication of effort. It is therefore important for libraries to educate library users (students) on how to locate needed resources bearing in mind that they come from different cultural backgrounds and they have varying levels of library skills. Considering the ever increase ininformation generation and packaging in various formats (Mohammed, 2011; Umar, 2011; Birch, 2012).

Furthermore, in a library or an information centre, the user is the last link or the recipient of the information. User education has the capacity to produce two ways advantages to the user and the library. It makes the user to be aware of the information resources available in the library as shown by (Edoka, 2000; Eze, 2004):

i. It makes the user to master the skills and be competent in the library use skills.
ii. User education exposes the user to the organizational structure of the library, thus enhancing effective use of the library.
iii. It stimulates better interest in the use of the library.

iv. It reduces the friction that always arise between the user and the library staff often time leading to communication breakdown.
v. It enables the user depend less on the librarian or library staff since he has become educated and independent in the use of the library resources.
vi. It encourages independent research.

Type of users can be categorized mainly into four groups. On the basis of their approach to information in the library,Udoumoh (2005) and Adeniran (2011) mentioned them as follows:

i. Potential user: one who needs information which can be provided by specific services
ii. The expected user: one who is known to have the intention of using certain information
iii. Actual user: one who has actually used on information services regardless of whether he/she derived advantages from it or not
iv. The beneficiary user: one who derives measurable advantages from information services.

User education is one of the most important roles of libraries in the development of any institutions, irrespective of level, size or specialization. To ensure effective utilization of resources of the higher institution libraries, user education programme is needed. However, some library users when approaching information retrieval devices for example, catalogue cabinet abstract, bibliographies, the question they ask library staff and complaints from their lecturers on poor referencing and citation styles leavesno one in doubt as to whether they had gone through the user education programmes.

The issue of user education programmes in academic libraries is very essential. This is because through the programmes, library users are equippedwith the necessary knowledge and skills that enable them to make effective use of the library.Eze,(2004), Haruna and Oyeleke, (2006) and

John,(2008) opined that through user education programme a library can provide a user friendly system in which a user sees the library as a place that is easy to use and welcomes use of their resources instead of viewing it as a mysterious place.

1.2 Statement of the Problem

In an academic community, the library has a major duty of providing the users with necessary information. Carlile (2007) described academic library as one of the most available infrastructure in the educational system. Library is an institution with many information resources kept in different sections (circulation, reference, reserve etc.). As such, users need to be guided or introduced to the library pattern of services before that user will be able to use the library information resources and services effectively. Proper guidance is therefore a necessary condition for the users to be able to make best use of the library information resources (Joseph, 2008). Such guidance can be in the form of interaction between librarian and users, library instruction among others.

The researcher observed that users in academic libraries in Kaduna State find it difficult in making effective utilization of the library information resources. This leads to anxiety, tension, frustration among others during the use of the library by the users. Kuhlthau (2004) and Promise and Jerome (2011) maintained that challenges like these could lead to the consequences as follows: the users may decide to withdraw themselves from patronizing the libraries, continues mutilation of the library information resources to mention but a few. The researcher speculated that the above mentioned challenges could relate to lack of library user education programmes course in the institutions. In order to find answer to this speculation, the researcher carried out this study. The study focused on the influence of user education programmes on utilisation of library information resources among users in academic libraries in Kaduna State.

1.3 Research Questions

This study answered the following research questions.

1. What types of user educationprogrammes are available in academic libraries in Kaduna State?
2. What methods are used in teaching user education programmes in academic libraries in Kaduna State?
3. To what extent are the library users satisfied with the user education programmesconducted in academic libraries in Kaduna State?
4. What challenges do users in academic libraries in Kaduna State encounter in the use of library?

1.4 Objectives of the Study

The following objectives guided this study:

1. To find out the types of user educationprogrammes available in academic libraries in Kaduna State.
2. To determine the methods used in teaching user education programmes for utilization of information resources in academic libraries in Kaduna State.
3. To identify the extent the library users are satisfied with the user education programmes conducted in academic libraries in Kaduna State.
4. To find out the challenges users in academic libraries in Kaduna State encounter in the use of library.

1.5 Research Hypotheses

The following null hypotheses were tested:

HO_1: There is no significant difference in the types of user education programmes among the academic libraries in Kaduna State.

HO_2: There is no significant difference in the methods of teaching user education programmes among the academic libraries in Kaduna State.

HO_3: There is no significant difference in the extent of satisfaction derived by users among the academic libraries in Kaduna State on user education programmes.

HO_4: There is no significant difference in the challenges encountered by users of academic libraries in Kaduna State.

1.6 Significance of the Study

Library is more concerned with educating its users. At the end of this study, library users in academic libraries in Kaduna State would benefit from this study in such a way that they would be advised on how to make effective use of the library. Also, the management of the library was advised to make sure that the library uses different types of methods for teaching its clients to make sure that better knowledge has been transferred to them as an effort not only to simplify the utilization of various types of information resources from the library but also satisfy users. The study could be used by other researchers in the same and related fields as source of literature for their studies.

Finally, the researcher hopes that the study would assist academic libraries in Kaduna State in enhancing user education programmes to be very effective and also to create awareness to the libraries that are yet to introduce user education programmes in their institutions of learning about their importance in equipping the users on the good ways of using library information resources.

1.7 Scope of the Study

This study covered the registered users (only students) in Kaduna State academic libraries, specifically the three (3) geographical zones of the state. In the case of the institutions with two or

more campuses, only main campus libraries of such institutions were included in the study. The libraries included in the study according to their respective zones were: Zone 1;NuhuBamalli Polytechnic Main Library Zaria. Zone 2; Kaduna State University Main Library.Zone 3;Kaduna State College of Education Main Library Gidan-Waya respectively. The choice of these libraries in the three zones was due to the fact that these schools were the main higher institutions of learning having the largest number of students compared to others institutions in the State.

1.8 Operational Definition of Terms

The following terms were defined within the context of this study:

Academic Libraries: These are libraries found in tertiary institutions such as universities, polytechnics, colleges of education in Kaduna State.

Assessment: This has to do with finding the wordiness of the state of users education programme in academic libraries in Kaduna State.

Available: The existence of user education programme in academic library in Kaduna State.

Users: These are people that come to the academic libraries in Kaduna State in order to make use of its information resources.

User Education: All the activities involved in teaching users how to make the best possible use of library resources, services, and facilities, including formal and informal instruction delivered by a librarian or other staff member one-on-one or in a group inacademic libraries in Kaduna State.

User Education Programmes: The activities involved in teaching users how to make the best use of library information resources in academic libraries in Kaduna State.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presented the review of the related literature. Reviewing related literature is a must in the research, this is because each research is built from the previous ones without which that

research will not get any base as stated by (Osuala, 2005).It is divided under the following sub-headings:

2.2 Concept of User EducationProgramme

2.3 Type of User EducationProgrammes

2.4 Methods of Conducting User EducationProgrammes

2.5 Satisfaction with User Education Programmes

2.6 Challenges Users Encountered in the Use of Academic Libraries

2.7 Summary of the Review

2.2 Concept of User Education Programme

User education is an academic programme that is designed by universities and other higher institutions to educate library users on how to effectively utilize library information resources and services. A vast number of researchers have unraveled in their studies that user education programme are rather complex issues that must determine uniquely for specific user group. User education is defined by Ali (2007) as a group of instruction aimed at introducing students to a library's physical organization of the materials. Basic elements such as catalogues, location of essential unit resources and services rendered by the library are laugh by staff of the library. Nwalo (2003) in Ali (2007) also defined user education as the means where by staff in the reference department of a library teach users how to make effective use of the library catalogues and specialised reference materials and how to handle books and the need to obey library rules and regulation. Similarly, Vanscoyoc (2003) maintained that user education as "a programme of

information provided by libraries to user to enable them to make more efficient, independent use of library stock and services which include tours, lecture exercise and provision of support materials".

Umar (2015) showed that user education as the activities that involve in teaching users on how to make the best possible use of library resources, services and facilities, including formal and informal instruction delivered by librarians or other staff member one-on-one or in a group. This includes online tutorials, audio-visual materials and printed guides and path finder. Akinbola (2007) stated that user education is based on the assumption that users may not adequately use the library resources if they are not adequately educated and informed about the knowledge and skills needed to make effective use of library resources. He further stated that, user education is a planned process and technique aimed at equipping library users with the basic skills to enable them optimally use resources available in a given library or libraries.Gani, Whong, Esew, Barua and Kasa (2015) pointed out an attempt to ascertain the requirements of the campus community in the area of library instruction. Specific user questionnaires were disseminated to faculty, library staff, and students. Results of these surveys provided guidelines for future instruction and programmes. Emwanta and Nwalo (2013) discussed the results of a six-year study that sought the possible relationships between such variables as student demographics, previous library background and library-use experience, and subject interest and how these related to student evaluation of library instruction for one anthropology course. Information was collected from students over a period of time and, with the data, the author searched for students factors that were statistically significant. The results revealed that majority of students found library-use education useful and that demographics played little role in student attitude towards user education programmes. Librarians should, instead, focus on subject interest.

Hussaini, AbdulAziz, Abdullah and Rambli (2012) discussed the results of an exploratory study using focus group methodology in information literacy research at Concordia University College of Alberta. It discussed the concept of information literacy and the role of the undergraduate library developing information literacy skills. Participants perceived information literacy as valuable, and agreed that the library plays an important role in developing the skill of locating information. Moreover, the focus group method demonstrated potential for generating useful data in this field, particularly hypotheses for further research.

Various factors responsible for the poor library services including the lack of user education programmes are identified by (Naser, 2014). He described that students face an unsatisfactory learning environment, inadequate teaching and learning resources.Rote learning and insufficient policy of guiding the library users that ill-prepares the students to contribute positively.Nweze (2010) reported that most students lack understanding and skill regarding how knowledge is organized, and their failure to identify, locate, retrieve and use the needed information adequately. He stressed the need for organized user-education programmes in schools, colleges and university libraries to develop among the students the ability to access, evaluate and use information from a variety of sources.

2.3 Types of User Education Programmes

User education takes different shapes and is done in different ways, different terms are used to describe it as follows:

i. Library instruction
ii. Library orientation
iii. Use of library
iv. User awareness

v. Library tour

vi. Information literacy instruction

vii. Library guide

i. Library Instruction: American Library Association Glossary of Library and Information Science defined user education as the term which encompasses all types of activities designed to teach users about library services, facilities and organization, library resources and search strategies. It includes library instruction in the use of one or more reference sources as part of reference transaction, library use presentation and bibliographic instruction.

According to Udoumoh (2005), library instruction includes literature search, skill instruction of fresh students and faculty to the library on locations of essential resources as well as teaches them the basic elements of using the library and services provided by the library. On the other hand, library instruction is said to be an umbrella term incorporating study skills, learning skills, communication skills as well as library skills. These skills and knowledge are provided by a well planned and executed program which is what user education is all about.

ii. Library Orientation: Edoka (2000) ascertained that orientation to the library is the introduction of students and faculty to the library to location of essential areas of resources, basic element of using the library and services provided by the library.User orientation refers to the basic introduction to the library services given to new students. User orientation includes tours, guides, aids and notices. User orientation is of particular value to the user who is coming to the library for the first time. People entering an unfamiliar environment like library, commonly experienced this orientation and stress.

a. Informal User Orientation: This is orientating them towards the library continuously one-on one basis.

b. Formal User Orientation: Is when group of people are introduced to the library. User orientation is important in overcoming threshold fear and establishing and promoting a culture that values books and libraries (Adeniran, 2011).

iii. Use of Library: The use of library is a course which the center for General Nigerian Studies at the Universities have tailored the course to meet the standard of the Nigerian Universities Commission for the award of Bachelor degree in Nigerian Universities in which all students are expected to take and pass some units of GeneralNigerian Studies (GNS) courses. One of which is the Use of Library to be taught by only professional librarians.

The Use of Library course is aimed at acquainting the user with skills to enable them access library information and resources independently.

iv. User Awareness: The users need to be aware of how they can find out what is included in the collection and how to locate specific titles and information to meet their information needs**.** Chapa (2001) is of the view that user awareness aimed to increase awareness of the library as a primary source of information and as an agency which users may turn for assistance with their information needs.

There are a number of terms used as synonyms to library user such as patron, client and customer (John, 2008). A user may be defined as a person who uses one or more library services at least once in a year (Cox and Jatti, 2012). According to Joseph (2008), Isa (2012) and Katopol (2005), users are individuals who can be divided into different categories on the basis of tasks assigned to them in a

library organization. Kuhlthau (2004) further added that user is any person who uses the resources and services of a library, not necessarily a registered borrower.

v. Library Tour: This is an avenue through which library users mostly fresh students in school are taken to library's divisions for familiarization. Cambridge University Library (2018) revealed thatthe essence of library tour is to help users find way around the university library, and make the most of its collections, introductory sessions and tours are scheduled throughout the year. This will enable them to learn how to use the library effectively.

vi Information Literacy Instruction: Information literacy encompasses more than good information-seeking behavior. It incorporates the abilities to recognize when information is needed and then to phrase questions designed to gather the needed information. It includes evaluating and then using information appropriately and ethically once it is retrieved from any media, including electronic, human or print sources. The responsibility for helping people become information literate is best shared across a campus, as is clearly indicated in the Competency Standards. Ideally, administrators support information literacy goals for their institutions. Course instructors help their students achieve information literacy in their chosen fields, and librarians and other campus professionals collaborate with course instructors in this effort (Association of College and Research Libraries, 2018).

vii Library Guide: The State of Queensland (State Library of Queensland). (2018) maintained that helping readers means far more than keeping books in order. It also means presenting a helpful and welcoming face to library clients so that they feel free to ask for help. Sometimes you will help them find what they are looking for in your own library. The librarian during library users' guidance should educate the users about the following:

- what services the library provides
- hours of opening
- how to use the catalogue
- the different collections, including eresources
- conditions of membership
- borrowing procedures
- request service

2.4 Methods of Conducting User Education Programmes

The meaning of user education is anchored on the fact that majority of users especially in higher institutions have difficulties in retrieving information in the ocean of knowledge that daily confront them in most of our libraries. This concern is even more pressing now than in the past because the quantity of information that users can access rapidly and easily is growing exponentially. The vast majority of new entrains into our tertiary institutions are seriously handicapped in an environment that stresses independent thought and action. They are unable to know how to use bibliographical tools and the communication gap between the library staff and such users continued to be widened.

They need them to be carefully nurtured in ways that would ultimately enable them to self navigate the myriads of source materials that form the focus of their scholarly endeavours. Amusa and Iyoro (2013) observed that because of poor background of these new students in library use, they are afraid to enter large libraries, and when they do, the basic knowledge to navigate and locate materials is lacking.Furthermore, the imperative of the present time in relation to information generation and proliferation calls for a thorough knowledge of searching techniques notwithstanding,

the accessibility of sources appears to be major limiting factor influencing source utilization and quality of information that could be obtained from such sources.

However, it should be noted that learning, research and the library are academic mix hence, their union in higher education is not only desirable, but should be seen as integral part to the success of teaching, learning and information retrieval and use. There is various methods of imparting the skills on the use of library.Methods used for user education are lecture presentations, seminars, practices, computer aided instructions, PowerPoint technology in delivering lessons and orientation tours etc.

Some studies revealed that the major methods used are lecture presentations, orientation, tours and seminar presentations. The finding was in agreement with Audu (2006) who discovered that these are the commonest methods used in academic institutions. Though such methods could save time, ensure the handling of a large group, they do not help users to achieve effective learning. There is need to adopt other methods like web lesson with exercises and PowerPoint technology in lesson presentation especially in this age of information and communication technologies.

The following are problems of user education programme in some Nigerian academic libraries (i) over dependence on one day orientation programme (ii) lack of collective curriculum for user education in Nigerian tertiary institutions (iii) lack of examinable library instruction (iv) over concentration (on the part of librarian) on library technical services like acquisition, cataloguing and classification and shelving of books rather than information retrieval mechanism (v) the use of unqualified personnel to teach the use of library in some institutions.

2.5 Satisfaction with User Education Programmes

User education is a continues process in the running of library's day to day operations. It is carried out in order to ensure effective utilization that can lead to the satisfaction derive from information resources of the higher institution libraries by the users. Regrettably, observations proved otherwise as the students approach to information retrieval devices e.g catalogue cabinet abstracts, bibliographies, the question they ask library staff and complaints from their lecturers on poor referencing and citation styles leave no one in doubt as to whether they had gone through the user education programmes. This may have resulted from the inability of these institutions that have not introduced these programmes in their institutions of higher learning.

The issue of user education programmes in academic librarianship is very essential to anymore who has basic knowledge on the importance of a library with particular reference to academic libraries.A dominant indeed perhaps the dominant characteristic of university (academic) libraries is, they are open ended collections, and finite limit cannot at least in any foreseeable future be placed upon their ultimate size. This is so because the world of knowledge is constantly expanding, proliferating and fractionating. This sheer growth in size is daunting, if not overwhelming to a new university undergraduate.

The library profession and practices in the library are so overdressed or sometimes formalized to the extent that most users perceive the services and facilities provided to by mysterious. Through user education program a library can provide a user friendly system in which a user sees the library as a place that is easy to use and welcomes use of their resources instead of viewing it as a mysterious place (Henry, 2005; Haruna and Oyeleke, 2006). Most of the time, the first sight of the mystery is the catalog, catalog drawers-presumably the key to a modern library. The catalog is a bibliographic instrument constructed by librarians to serve as an index to all materials

held in the library. The purpose of its existence, its functionality and its approaches are most times understood by few of the users and the creator himself. Understanding and overcoming the obstacles of the purpose and use of this important reference tool is of primary importance. For users to retrieve materials, and there is no other ways to do so but to use catalog which is perceived to be mystery, the librarian through user education program would provide means for the user to understand and use the catalog thereby demystifying the purpose of a catalog.

In providing user education program in an academic library, the university recognizes three fundamental premises concerning library learning or the use of library as follows:

1. That the library's resources are vital components in the educational process and as such programs are initiated into the curriculum and adequate collections are needed.
2. Those library resources should reflect a multi media approach to learning and should therefore constitute both print and non print materials.
3. That library competence is a valid objective of library education and as such the library has a responsibility of teaching this competence.

The ultimate aim of user education is to develop in the user, a bibliographic skill which enables him to locate, sift and assess critically, on his own information data collected from a variety of sources. Hence, the significance of user education program should be to assist the user in acquiring the following competences as listed by (Adeniran, 2011):

1. Knowledge of basic kinds of prints and non-print materials available and how they are arranged.
2. Knowledge of basic bibliographic tools and how to use them
3. Knowledge of basic bibliographic tools in a particular area of interest and how to use them.

4. Knowledge of other subject areas related to the primary area of interest and how to use them.
5. Ability to define a problem within a particular area of interest and to limit and select materials most relevant to it.

In higher institution of learning, user education program is significant because it enables the users to know what their right in the library is and what extent they can benefit from the library services. Thus, allowing users to know what is available in the library pertinent to his subject or information need and how to get it. In essence, the main concentration of user's education must be user oriented to develop a user independent library use capability which is the epitome of the use of library. In effect, an academic library cannot be expected to fulfill its role and responsibilities effectively if the library management cannot provide effective user education (Eze, 2004).Ogunmodedeand Emeahare (2010) described that along with the growth of literature, information technology has also grown much too fast for Pakistani library services and has resulted in the development of new library search techniques and standards. So the need has grown stronger of educating the library users to develop and refine their information literacy skills.

Oyedipeand Oluwatoyin (2012) illustrated the lack of user-education programmes at early levels of education leads to deficiency at more advanced levels. That resulted in the vast majority of students having no significant information literacy skills. He saw this significant inadequacy in students' education if they have limited essential library-use competencies. Odunlade and Ojo (2012) remarked that teaching students how to use the university library resources had been a challenging. User education programme provides a platform where librarian introduce new students to the complexities of university library facilities; familiarize users, who have little or no information seeking skills at all with a broad range of library resources in order to develop library skills; and

educate them on how to find materials using library catalogues, subject indexes, CD-ROMs, and the Internet.

2.6 Challenges Users Encountered in the Use of Academic Libraries

In the academic libraries, users go there in order to acquire information that will help them to solve their problems.However, observations showed that as someusers approach the librariesfor the purpose of information retrieval using devices e.g catalogue cabinet, abstracts, bibliographies, they question the library staff and complaint on poor referencing and citation styles leave no one in doubt as to whether they had gone through the user education programmes. This may have resulted from the inability of these institutions that have not introduced these programmes in their institutions of higher learning. The following are some of the challenges encountered by users in the library during the utilization of information resources according to(Audu, 2006; Lamptey, 2010; Amusa and Iyoro, 2013).

a. Lack of proper planning for the programme
b. Inadequate qualified staff to handle the programme
c. Shortage of fund
d. Inadequate instructional materials
e. Power constraint

2.7 Review of Empirical Studies

There are many empirical studies conducted on library user education programmes. Below are some of these empirical studies reviewed in this work:

Lamptey (2010) studied the library user education evaluation at the Ibadan Polytechnic and observed that, 93% of the respondents agreed that library user course has helped in the proper use of the library. Maduako (2013) carried out a research on subject catalogue use at the Hezekiah Oluwasanmi Library; Obafemi Awolowo University, Ile-Ife and revealed that, users of the library were well informed and versatile in the use of library catalogue especially, the subject. High success rate of user's searches could also be attributed to the respondents' knowledge of the use of the library gained from Library Instruction (LIB001).

Suleiman (2012) studied the impact of library studies at Kogi State College of Education and observed that 73.48% of the students do not attend lectures in the same regard Abubakar and Isyaku (2012) conducted an undergraduate library instruction at Olabisi-Onabanjo University and observed that 70% of the respondents admitted that library instruction was relevant to their academic work. The same study also revealed that the University library was usually overcrowded.

Akinbola (2007) study on the significance of user education recommended that: (i) the user education programme in our tertiary institutions should be overhauled to make it more standard; (ii) adequate qualified personnel should be recruited to undertake the teaching of the course effectively; (iii) the course should be allocated reasonable time in the time table so as to enable practical aspect taught effectively.

Birch (2012) in his work user education at the Kwame Nkrumah University of Science and Technology (KNUST) library: prospects and challenges. The study examined the constraints facing the KNUST library in its attempt to provide effective user education, and how information technology could lessen the burden on librarians who can carry out this programme. It was discovered that information technology also presented problems for user education and that the library faces serious financial constraints and would not be in position to sustain these services once

the donor support ends. It was recommended that all professional librarians should be involved in the user education programme. It also concluded that the librarian must devise other user education methods for its new users.

Nwabueze, Ozioko and Igwesi (2013) in their study attempted to assess user education programmes in the university libraries in south east Nigeria. User education programmes are planned in universities to ease the work of librarians and quicken the effort of the clientele in getting and utilizing the library materials. Therefore the study tries to assess the programme to see how far it is being implemented in various universities and to find out the disparities in the implementation and how the programme could be harmonized for the expected result to be achieved.

2.8 Summary of the Review

This chapter discussed user education as training given to library users, types of library user education programmes which include library instruction, library tour among others. It also highlighted the importance of library user education programmes as avenues through which library users acquire skills of how to use the library as reported in many researches.Most of the literature reviewed showed that user education programmes were conducted in order to help the user to know the library environment. The literature did not dwell on the influence of the programme vis-à-vis the utilization of the information resources. Also, most of the literaturefocused on the universities and college of education libraries in Nigeria, but none of them concentrated on studying the influence of theprogramme on the utilization of library information resources in academic libraries in Kaduna State,hence this study was conducted to fill this gap.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter elaborated on the research methodology employed in achieving the objectives of this study. The discussion was done under the following sub-headings:

3.2 Research Design

3.3 Population of the Study

3.4 Sampling Technique and Sample Size

3.5 Instrument for Data Collection

3.6 Validity and Reliability of the Instrument

3.7 Procedure for Data Collection

3.8 Procedure for Data Analysis

3.2 Research Design

The research design adopted for this study was descriptive survey. The design enables the researcher to administer questionnaire to a number of respondents at the same time.Sambo (2005) defined survey research as a method of research used to collect participant responses on facts, opinions, and attitude. Furthermore,survey research has to do with the collection of data about a target population using a selected sample and putting together the results of the findings obtained from analysis of the sample as representative of the whole population and later generalise the results obtained from the whole population.

3.3 Population of the Study

The population of this study consisted of all the registered users (students) of academic libraries owned by Kaduna State government in all the zones (1, 2 and 3) in 2016. The total number of these users according to the Offices of the Librarians of the Institutions (2016) is 8,591. The breakdown of this population is as follows: Zone 1; The total number of the population for the registered users of NuhuBamalli Polytechnic Library Main Campus 2,356, ShehuIdris School of Health Technology, Makarfi 400, Zone 2; Kaduna State University Library Main Campus 2,660, Zone 3; Kaduna State College of Education Library Main Campus (Gidan-Waya) is 2,841, School of Nursing Kafanchan Library 334, as indicated below.

Table 3.1 Population of the Study

S/N	Zones	Name of Academic Libraries owned by Kaduna State Government	Year of Establishment	Number of Registered Users (Students)
1.	Zone 1	Ambassador Yahya Aliyu Library, Nuhu Bamalli Polytechnic Zaria (Main Campus)	2010	2,356
		School of Health Technology, Makarfi	2010	400
2.	Zone 2	Kaduna State University Main Library	2004	2,660
3.	Zone 3	A. W. Ambi Library Kaduna State College of Education Gidan Way (Main Campus)	2005	2,841
		Kaduna State School of Nursing Kafanchan Library	1977	334
Total				**8,591**

Source: Offices of the Librarians of the Institutions (2016).

3.4 Sampling Technique and Sample Size

The sampling technique used was stratified simplerandom sampling. The sampling was stratified because each of the three zones forms a stratum. Also, it was simple random because the subjects of the study were selected randomly from the entire subjects. The 5% of the registered users of each library from the 3 zones numbering 393 respondents were sampled proportionately. This is

in line with the submission of Mohammed (2015) who established that if the population of the study is large, running into thousands, 5% of that population can be used, hence the use of that percentage. Table 3.2 presented the sample of this study.

Table 3.2 Sample of the Study

S/N	Zones	Name of Academic Libraries Owned by Kaduna State Government	Year of Establishment	Number of Sampled Registered Users (Students)
1.	Zone 1	Ambassador Yahya Aliyu Library Nuhu Bamalli Polytechnic Zaria (Main Campus)	2010	118
2.	Zone 2	Kaduna State University Main Library	2004	133
3.	Zone 3	A. W. Ambi Library Kaduna State College of Education Gidan Way (Main Campus)	2005	142
Total				**393**

3.5 Instrument for Data Collection

The instrument used to collect data for this study was self- developed questionnaire. Osuala(2005) stressed that questionnaire is more economical for reasons of time and is directly associated with survey research method. The questionnaire was divided into sections A, B, C, D and E). Section A has to do with the demographic information of the respondents, while section B, C, D and E have to do with the research questions as follows: Section B; types of user education programmes available in academic libraries in Kaduna State, Section C; methods used in teaching user education programmes in academic libraries in Kaduna State, Section D; extent at which library users satisfy with the methods used in teaching library user education programmes in academic libraries in Kaduna State, Section E; challenges encounter by users in academic libraries in Kaduna State in the use of library.

3.6 Validity and Reliability of the Instrument

The instrument was subjected to the supervisors for validation. Face and content validity were used in order to make sure the final copy of the questionnaire was valid for the study. The validation of the instrument was necessary to ensure that the contents of the questionnaire were in line with the research questions and the research problem. Validation of research instrument by experts in the field is an effective way of validating such research instrument. Mohammed (2005) noted that the instrument for data collection is said to be valid when it is able to produce correct responses from the subject of the sample of the study.

The researcher carried out pilot study at Nasarawa State College of Education Library using six copies of the questionnaire. This is in line with Mbachu (2010) and Adigun(2011) who established that pilot study is usually done in a smaller scale than the main study but under the same or similar conditions outside of the main study area. Split-half reliability estimated by splitting the administered questionnaire into two sets after numbering them in order of odd and even numbers serially was used. A reliability co-efficient of 0.72 was obtained and was found to be good enough for the instrument to be used for the main study (Asika, 2004).

3.7 Procedure for Data Collection

The researcher with the help of three research assistants distributed the questionnaire and collected them back from the three sampled study areas namely: Ambassador Yahya Aliyu Library Nuhu Bamalli Polytechnic Zaria (Main Campus); Kaduna State University Main Library; A. W. Ambi Library Kaduna State College of Education Gidan Way (Main Campus). One research assistant was used for each of the zones under study. Three (3) weeks were used to distribute and collect back the questionnaire. This is because of the efforts of the researcher and the research assistants used.

3.8 Procedure for Data Analysis

The data collected in order to answer the research questions were analysed descriptively. Frequency and percentages were used to analyse this data. In order to confirm the hypotheses formulated, one-way Anova was used. This is because all the hypotheses were formulated to confirm if there is significant difference among the respondents in the three zones on the types of user education programmes they participate in methods through which user education programmes are being taught, extent of satisfaction derived by users on the methods through which the user education programmes are being taught and the challenges users encounter in the use of libraries in Kaduna State.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected through the use of questionnaire administered. It also discussed the data analysed under the sub-sections in the chapter.

4.2 Response Rate

A total of 393 copies of questionnaire were distributed, 362(92.1%)was duly completed and returned.Mbachu (2010) stated that a response rate of 45% is fairly good; 50% - 59% is good, 65% - 70% is very good, while 71% - 100% is excellent. The response rate obtained in this study is therefore considered excellent response rate in achieving the objectives of the study.

Table 4.1: Response Rate

S/N	Zones	Name of Libraries	Number of Questionnaire Distributed	Number of Questionnaire Returned	Percentage of Questionnaire Returned
1	Zone 1	Ambassador Yahya Aliyu Library Nuhu Bamalli Polytechnic Zaria (Main Campus)	118	111	28.2
2	Zone 2	Kaduna State University Maim Library	133	128	32.6
3	Zone 3	A. W. Ambi Library Kaduna State College of Education Gidan Way (Main Campus)	142	123	31.3
Total			**393**	**362**	**92.1**

From Table 4.1, a high response rate of 362 (92.1%) was realized. The high response rate was achieved due to the fact that the researcher administered and collected the questionnaire with the help of three research assistants. In addition, good relationship was established between the researcher, the research assistants and the respondents which led to the completion of many of the copies of the questionnaire on the spot.

4.3 Demographic Data Analysis

This section presented the distribution of the respondents as they appear in their respective zones. Table 4.2 presented the distribution of the respondents according to their zones.

Table 4.2: Respondents According to Zones

S/N	Zones	Name of Libraries	Frequency (F)	Percentage (%)
1	Zone 1	Ambassador Yahya Aliyu Library Nuhu Bamalli Polytechnic Zaria (Main Campus)	111	30.7
2	Zone 2	Kaduna State University Maim Library	128	35.4
3	Zone 3	A. W. Ambi Library Kaduna State College of Education Gidan Way (Main Campus)	123	34.0
Total			**362**	**100.0**

Table 4.2 revealed that 111(30.7%) of the respondents were from zone 1, 128 (35.4%) of the respondents were from zone 2, while 123 (34.0%) of the respondents were from zone3. This shows that zone 2 had the highest number of respondents. This could be due to the fact that the library's information resources in this zone were more relevant to the users' needs than those in the libraries in zones 1 and 3. This implies that students in the library in zone 2 (University library) registered

and visited the library more than the students from the Polytechnic and College of Education as a result of the relevance of the information resources of the library to their needs.

4.4 Descriptive Statistical Analysis

This section presented the descriptive statistical analysis of the data collected. The data analysed in this section was done through the use of frequency and percentages.

4.4.1 Types of User Education Programmes Available in Academic Libraries in Kaduna State

The first research question was raised to find out the types of user education programmes available in academic libraries in Kaduna State. In an attempt to answer this research question, a list of the types of user education programmeswas provided for the respondents to tick as many types as possible. Table 4.3 presented the data collected and analysed on this research question.

Table 4.3: Types of User Education Programmes Available in Academic Libraries in Kaduna State

S/No	User Education Programmes	Zone 1		Zone 2		Zone 3	
		F	%	F	%	F	%
1	Library instruction	42	37.8	78	60.9	97	78.9
2	Library orientation	8	7.2	70	54.7	99	80.8
3	Use of library	50	45.0	97	75.8	101	82.1
4	User awareness	7	6.3	49	38.3	52	42.3
5	Library tour	12	1.8	30	23.4	37	30.1
6	Information literacy instruction	4	3.6	41	32.0	42	34.1
7	Library guide	9	8.1	61	47.7	59	48.0

Table 4.3 presented the types of user education programmes available in academic libraries in Kaduna State. FromTable 4.3, it was discovered that majority of the respondents 50 (45.0%), 97 (75.8%) and 101 (82.1%) from zones 1, 2 and 3 respectively showed that the type of user education programmes available in academic libraries was use of library. The implication of this finding is that Use of Library as a course in the tertiary institutions enables the library patrons understand the information searching techniques in library one information searching to make better use of the library which in turns leads to the satisfaction of their information need. This is in line with the finding of Audu (2006) who reported that use of library was common in tertiary institutions of learning. However, 4 (3.6%), 30 (23.4%) and 37 (30.1%) of the respondents from zones 1, 2 and 3 respectively showed that ‘‘information literacy instruction’’ and ‘‘library tour’’ were the types of

user education programmes available in academic libraries in Kaduna Statethose are not frequently used. This implies that information literacy instruction and library tour were not always utilized to educate the library patrons through. This could be because information literacy instruction and library tour make little impact in equipping the library patrons with the necessary skills and knowledge on how to make effective use of the library.

4.4.2Methods Used in Teaching UserEducation Programmes in Academic Libraries in Kaduna State

The second research question was raised to find out the methods used in conducting user education programmes in academic libraries in Kaduna State. In an attempt to answer this research question, a list of the methods used in conducting user education programmes in academic libraries in the study area was provided for the respondents to tick as many methods as possible. Table 4.4 presented the data collected and analysed on this research question.

Table 4.4: Methods Used in Teaching User Education Programmes in Academic Libraries in Kaduna State

S/No	Methods Used in Conducting User Education Programmes	Zone1		Zone2		Zone3	
		F	%	F	%	F	%
1	Lecture presentation	61	54.9	112	87.5	95	77.2
2	Seminar	15	13.5	35	27.3	39	31.7
3	Practices	15	13.5	38	29.7	31	25.2
4	Orientation	8	7.2	37	28.9	33	26.8
6	Classroom instruction	12	10.8	108	84.4	73	59.3
7	Interaction between librarian and users	10	9.0	94	73.4	70	56.9
8	Interactive session between librarian and group of users	2	1.8	24	18.8	40	32.5

Table 4.4 presented the methods used in conducting user education programmes in academic libraries in Kaduna State. From the Table, it was discovered that majority of the respondents 61 (54.9%), 112 (87.5%) and 95 (77.2%) from zones 1, 2 and 3 respectively showed that lecture presentationwas the frequently used methods of conducting user education programmesin academic libraries in Kaduna State. This implies that lecture presentation had the highest impact on how the

skills and knowledge of use of library is taught to the patrons as compared to other methods such as use of seminar, classroom instruction.This finding corresponded with that of Nwabuezeet *al.*(2013) who reported that lecture presentation is the most commonly used means of conducting user education programmes in the schools. However, 2 (1.8%), 24 (18.8%) and 40 (32.5%) of the respondents from zones 1, 2 and 3 respectively showed that Interactive session between librarian and group of userswas the method used in teaching user education programmes in academic libraries in Kaduna State also representing the least finding. This implies thatinteractive session between librarian and group of users was not always utilized to educate the library patrons through. This might be due to their least impact in equipping the library patrons with the necessary skills and knowledge on how to make effective use of the library compared to other methods such as seminar, classroom instruction among other methods.

4.4.3 Extent the Library Users are Satisfied with the User Education Programmes Taught in Academic Libraries in Kaduna State

The third research question was raised to find out the extent the library users are satisfied with the user education programmes taught in academic libraries in Kaduna State. In an attempt to answer this research question, a list of the types of user education programmeswas provided for the respondents to tick as many types as possible based on their satisfaction about them. Table 4.5 presented the data collected and analysed on this research question.

Table 4.5: Extent the Library Users are Satisfied with the User Education Programmes Taught in Academic Libraries in Kaduna State

S/No	User Education Programmes	Highly Satisfied		Satisfied		Not satisfied		Undecided	
		F	%	F	%	F	%	F	%
1	Library instruction	55	15.2	107	29.6	97	26.8	103	28.5
2	Library orientation	64	17.7	94	25.9	99	27.3	105	29.0
3	Use of Library	72	19.9	209	57.7	101	27.9	114	31.5
4	User awareness	64	17.7	88	24.3	52	14.4	158	43.6
5	Library tour	38	10.5	78	21.5	37	10.2	75	20.7
6	Information literacy instruction	40	11.0	81	22.4	42	11.6	199	54.9
7	Library guide	54	14.9	101	27.9	59	16.3	148	40.9

Table 4.5 presented theextent the library users are satisfied with the user education programmes taught in academic libraries in Kaduna State. FromTable 4.5, it was discovered that majority of the respondents 209 (57.7%)from zones 1, 2 and 3 were satisfied with the use of library. This finding is in line with those of Cox and Jantti (2012) who reported that use of library enables the library patrons to acquire skills on how to use the library. However, 37 (10.2%) of the respondents from zones 1, 2 and 3 were not satisfied with the library tour also representing the least finding. This implies that library tour is not a good avenue of educating the users on how to use the library information resources available in the library.

4.4.4 Challenges Users in Academic Libraries in Kaduna State Encounter in the Use of Library

The fourth research question was raised to find out the challenges users in academic libraries in Kaduna State encounter in the use of library. In an attempt to answer this research question, a list of the challenges was provided for the respondents to tick as many challenges as possible. Table 4.6 presented the data collected and analysed on this research question.

Table 4.6: Challenges Users in Academic Libraries in Kaduna State Encounter in the Use of Library

S/No	Challenges Users in Academic Libraries in Kaduna State Encounter in the Use of Library	Zone 1		Zone 2		Zone 3	
		F	%	F	%	F	%
1	Lack of proper planning for programmes	55	49.5	19	14.8	44	35.8
2	Inadequate qualified staff to handle programme	61	55.0	95	74.2	102	82.9
3	Shortage of funds	43	38.7	22	17.2	51	41.5
4	Inadequate instructional materials	48	43.2	72	56.3	43	35.0
5	Power constraints	39	35.1	91	71.1	46	37.4

Table 4.6 presented the challenges users in academic libraries in Kaduna State encounter in the use of library. From theTable, it was discovered that majority of the respondents 61 (55.0%), 95 (74.2%) and 102 (82.9%) from zones 1, 2 and 3 respectively showed that inadequate qualified staff to handle programme was the challenge they encountered. This means that library users would continue to face difficulty in the use of library if competent and qualified staff who would teach them on how to use the library are not provided. This finding corresponded with those of Cox and Jantti(2012) who reported that the staff handling the library user education needs to be trained in order to be able to handle the programme effectively. However, 19 (14.8%) of the respondents from zone 2 showed that lack of proper planning for programmes was the challenge encountered and that corresponds with the finding of Promise and Jerome (2011) who had reported that lack of adequate organization of the library user education programme led to the users difficulty in using the library.

This implies that the programme is not always well organized during teaching the users on how to use the library.

4.5 Inferential Statistical Analysis

This section focused on the inferential statistical analysis. Four (4) null hypotheses were formulated and tested in this study. All the hypotheses used were tested using One – way ANOVA. All the four hypotheses met the assumptions of One-way ANOVA which include: the dependent variable should be measured at continuous level; the independent variable should contain two or more categorically unrelated groups; there should be independence of observation; the dependent variable should be approximately normally distributed for each category of independent variables; and there should be homogeneity of variance of the distribution (One-way ANOVA). The four hypotheses were tested using 0.05 level of significance because in Behavioural Sciences, 0.05 level of significance is generally accepted.

The findings from these hypotheses were presented as follows:

Null Hypothesis One

HO_1: There is no significant difference in the types of user education programmes among the academic libraries in Kaduna State.

This hypothesis was subjected to One-way ANOVA. The result is presented in Table 4.7.

Table 4.7 Difference in the Types of User Education Programmes among Academic Libraries in Kaduna State
Anova

Responses	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	486.314	2	243.157	147.944	.000
Within Groups	590.043	359	1.644		
Total	1076.356	361			

The p-value of the ANOVA test as shown in Table 4.7, showed that the p-value obtained was less than 0.05 (displayed as .000). Since the p-value is less than 0.05, this implies that there was significant differencein the types of user education programmes participated by users in the three zones in academic libraries in Kaduna State. Therefore, the null hypothesis one is rejected. This finding related to those of Promise and Jerome (2011) who reported that different types of user education programmes are used in teaching users on how to use the library.

In order to determine the extent of the difference among the users of the academic libraries in the three zones in Kaduna State on the types of user education programmes available, the data was further subjected to Post-hoc Scheffe Multiple Comparison Test. The comparison was presented in Table 4.8.

Table 4.8: Post Hoc Scheffe Test of Multiple Comparisons of the Extent of the Difference among the Users of the Academic Libraries in Kaduna State on the Types of User Education Programmes Available

Post Hoc Scheffe Test of Multiple Comparisons

(I) zone	(J) zone	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
zone1	zone 2	-2.13894*	.16627	.000	-2.5476	-1.7302
	zone 3	-2.77016*	.16784	.000	-3.1827	-2.3576
zone 2	zone1	2.13894*	.16627	.000	1.7302	2.5476
	zone 3	-.63122*	.16187	.001	-1.0291	-.2333
zone 3	zone1	2.77016*	.16784	.000	2.3576	3.1827
	zone 2	.63122*	.16187	.001	.2333	1.0291

Table 4.8 indicated that after comparison of all the three zones, there were significant differences among the zones. For example, zone three mean difference was greater than that of two and one. Also, zone two mean difference was greater than that of one, and zone one mean difference is less than those of zones two and three. This implies that the three zones used different types of user education programmes in teaching the users on how to use the library.

Null Hypothesis Two

HO_2: There is no significant difference in the methods of conducting user education programmes among the academic libraries in Kaduna State.

This hypothesis was subjected to One-way ANOVA. The result is presented in Table 4.9.

Table 4.9 Difference among the Users of the Academic Libraries in Kaduna State on the Methods Used in Conducting User Education Programme

Anova

Responses	Sum of Squares	Df	MeanSquare	F	Sig.
Between Groups	399.597	2	199.799	75.334	.000
Within Groups	952.129	359	2.652		
Total	1351.727	361			

Table 4.9 revealed that the P value was represented by 0.000. Since α (0.05) was used for this hypothesis, the null hypothesis two was rejected because the P- value (0.000) was less than α (0.05). It was concluded that there is significant difference in the methods used in conducting user education programmes in the three zones in the academic libraries in Kaduna State. This finding agreed with that of Eze (2004) who reported that different methods of user education programme are used in teaching users on how to use the library.

In order to determine the extent of the difference among the users of the academic libraries in Kaduna State on the methods used in conducting user education programme, the data was further subjected to Post-hoc Scheffe Multiple Comparison Test. The comparison was presented in Table 4.10.

Table 4.10: Post Hoc Scheffe Test of Multiple Comparisons of the Extent of the Difference among the Users of the Academic Libraries in Kaduna State on theMethods Used in Conducting User Education Programme

Post Hoc Scheffe Test of Multiple Comparisons

(I) zone	(J) zone	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
zone1	zone 2	-2.39851*	.21122	.000	-2.9177	-1.8793
	zone 3	-2.12679*	.21320	.000	-2.6508	-1.6027
zone 2	zone1	2.39851*	.21122	.000	1.8793	2.9177
	zone 3	.27172	.20563	.419	-.2337	.7772
zone 3	zone1	2.12679*	.21320	.000	1.6027	2.6508
	zone 2	-.27172	.20563	.419	-.7772	.2337

Table 4.10 indicated that after comparison of all the three zones, there was significant difference among the zones. For example, zone two mean difference was greater than that of one and three. Also, zone three mean difference was greater than that of one, and zone one mean difference was less than those of zones two and three. This implies that the three zones used different methods in conducting user education programmes.

Null Hypothesis Three

HO_3: There is no significant difference in the extent of satisfaction derived by users among the academic libraries in Kaduna State on user education programmes.

This hypothesis was subjected to One-way ANOVA. The result was presented in Table 4.11.

Table 4.11 Difference among Users in Academic Libraries in Kaduna State on the Extent of Satisfaction Derived from User Education Programmes

Anova

Responses	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	193.343	2	96.671	4.205	.016
Within Groups	8254.082	359	22.992		
Total	8447.425	361			

Table 4.11 revealed that the P value was represented by .016. Since α (0.05) was used for this hypothesis, the null hypothesis three was rejected because the P value (0.016) was less than α (0.05). It was concluded that there was significant difference in the extent of satisfaction derived by users in the three zones in academic libraries in Kaduna State on user education programmes.This finding agreed with that of Nwabuezee*t al.*(2013)who reported that different users derive different satisfaction from different user education programmes.

In order to determine the extent of the difference among the users of the academic libraries in Kaduna State on the extent of satisfaction derived by users in the three zones in academic libraries in Kaduna State on user education programmes, the data was further subjected to Post-hoc Scheffe Multiple Comparison Test. The comparison was presented in Table 4.12.

Table 4.12: Post Hoc Scheffe Test of Multiple Comparisons of the Extent of the Difference among the Users of the Academic Libraries in Kaduna State on the Extent of Satisfaction Derived from User Education Programmes

Post Hoc Scheffe Test of Multiple Comparisons

(I) zone	(J) zone	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
zone1	zone 2	-1.27147	.62190	.125*	-2.8001	.2572
	zone 3	-1.77521*	.62774	.019	-3.3182	-.2322
zone 2	zone1	1.27147	.62190	.125	-.2572	2.8001
	zone 3	-.50375	.60543	.708*	-1.9919	.9844
zone 3	zone1	1.77521*	.62774	.019	.2322	3.3182
	zone 2	.50375	.60543	.708*	-.9844	1.9919

Table 4.12 indicated that after comparison of all the three zones, there were significant difference among the zone three and one. For example, zone three mean difference is greater than that of one. This implies that there was significant difference between the two zones on the extent of satisfaction derived from user education programmes.

Null Hypothesis Four

Ho_4: There is no significant difference in the challenges encountered by users of academic libraries in Kaduna State.

This hypothesis was subjected to One-way ANOVA. The result is presented in Table 4.13.

Table 4.13 Difference among Users in Academic Libraries in Kaduna State on the Challenges Encountered in the Use of Library

Anova

Responses	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	14.510	2	7.255	3.911	.021
Within Groups	666.020	359	1.855		
Total	680.530	361			

Table 4.13 revealed that the P- value was represented by .021. Since α (0.05) was used for this hypothesis, the null hypothesis four was rejected because the P- value (.021) was less than α (0.05). It was concluded that there was significant difference among users in academic libraries in Kaduna State on the challenges encounter in the use of library.This finding agreed with that of John (2008) who reported that users face challenge in the use of library.

In order to determine the extent of the difference among the users on the challenges encountered in the use of library, the data was further subjected to Post-hoc Scheffe Multiple Comparison Test. The comparison was presented in Table 4.14.

Table 4.14: Post Hoc Scheffe Test of Multiple Comparisons of the Extent of the Difference among the Users of the Academic Libraries in Kaduna State on theChallenges Encounter in the Use of Library

Post Hoc Scheffe Test of Multiple Comparisons

(I) zone	(J) zone	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
zone1	zone 2	.33340	.17666	.170	-.1008	.7676
	zone 3	-.13338	.17832	.756	-.5717	.3049
zone 2	zone1	-.33340	.17666	.170	-.7676	.1008
	zone 3	-.46678*	.17198	.026	-.8895	-.0441
zone 3	zone1	.13338	.17832	.756	-.3049	.5717
	zone 2	.46678*	.17198	.026	.0441	.8895

Table 4.14 indicated that after comparison of all the three zones, there were significant difference among the zone two and three. For example, zone three mean difference was greater than that of two. This implies that the three zones encountered different challenges in the use of library.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarised the entire research, it provided the conclusion and recommendations based on the research findings. It also advanced suggestion for further research.

5.2 Summary of the Study

This study focused on Influence of User Education Programmes on Utilisation of Library Information Resources among Users in Academic Libraries in Kaduna State. In order to carry out this study, four (4) research questions were formulated. The research questions sought to find out the types of user education programmes available in academic libraries in Kaduna State, the methods used in conducting user education programmes in academic libraries in Kaduna State among others. The research design adopted was descriptive survey. The population of this study consisted of all the registered users (students) of academic libraries owned by Kaduna State government in all the zones (1, 2 and 3) in 2016. The total number of these users according to the Offices of the Librarians of the Institutions (2016) is 8591.Stratified random sampling technique was employed. Frequency and percentages were used in analyzing the data in relation to the research questions. While, all the four hypotheses were tested using One-way Anova.

5.3 Summary of Major Findings

The following were the major findings of the study based on the data collected and analysed:

1. The type of user education programme mostly available in academic libraries in Kaduna State is the Use of Library Course.
2. The method used in teachinguser education programme was through lecture presentation.
3. The respondents in academic libraries in Kaduna State are satisfied with the use of library.
4. The main challenge encountered by library users is inadequate qualified staff to handle user education programmes.
5. It was found out that there is significant difference in the types of user education programmes participated in by users in the three zones in academic libraries in Kaduna State.
6. There was significant difference in the methods of teaching user education programmes in the three zones in academic libraries in Kaduna State.
7. There was significant difference in the extent of satisfaction derive by users in the three zones in academic libraries in Kaduna State on user education programmes.
8. There was significant difference in the challenges users in the three zones in academic libraries in Kaduna State encounter in the use of library.

5.4 Contribution to the Body of Knowledge

The following were the contributions to the body of knowledge that this research came with:

1. This research work brought to light that user education programmes taught in tertiary institutions in Kaduna State serve as important tools through which users in their libraries acquire knowledge of how to use the libraries effectively. This means that the programmes help in reducing the mal- handling of the library information resources.
2. The library user education programmes also lead to the library staff commitment in developing their skills through training and re-training because for them to transfer skills to the library users, they should from time to time possess adequate skills with which they would use to teach the users.

5.5 Conclusion

Based on the analysis and summary of the findings of this study, it was concluded that user education programmes are available in academic libraries in Kaduna State. Majority of the respondents showed that use of library was the type of user education programme mostly available in academic libraries in Kaduna State. There wassignificant difference in the challenges users in the three zones in academic libraries in Kaduna State encounter in the use of library. This shows that user education programmes in academic libraries in Kaduna State needs to be improved because it helps the library users in acquiring skills of how to use the library.

5.6 Recommendations

In line with the findings of this study, the following are the recommendations of this study:

1. Apart from the use of library, other types of user education programmes such as information literacy instruction, library tour among others should be established and maintained as they can serve as means of educating the users on how to use the library effectively.
2. In addition to lecture presentation, methods such as seminar, interactive session between librarian and the group of users etc. should be involved in guiding the users on how to use the library effectively by the library management.
3. Apart from the use of library come that the users are satisfied with other lecture methods such as classroom instruction period, library tour, information literacy instruction among others should be used to support the method and improve user education programmes to users.
4. To reduce the challenges library users encounter during the use of library, qualified staff should be employed to handle the programme properly.

5.7 Suggestions for Further Studies

The following are the suggestions for further studies:

1. An Exploratory Study on the Users Perception on Library Education Programmes in Academic Libraries in Kaduna State should be carried out by other researchers.
2. Effect of Library Orientation Programmes on Users' Skills Acquisition among First Year Users in Academic Libraries in Kaduna State should be studied.

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Appendix I

Questionnaire

Department of Library and Information Science,

Ahmadu Bello University,

July, 2016.

Dear Respondents,

REQUEST TO FILL THE QUESTIONNAIRE

The researcher is a post graduate student in the Department of Library and Information Science, Ahmadu Bello University, Zaria currently carrying out research on Assessment of User EducationProgrammes Available in Academic Libraries in Kaduna State. The researcher wishes to solicit for your assistance in collecting data on the above mentioned research work.

The research work is purely on academic exercise and the information gathered in the questionnaire will be treated as confidential. Your honest response will be highly appreciated and will be treated as confidential.

Thank you,

Yours sincerely,

Haruna, MarthaGaladimawa.

Section A: Demographic Information

1. Name of Library……

2. Zone where the Library is located

a. Zone 1 [ ] b. Zone 2 [ ] c. Zone 3 [ ]

Section B :Types of User Education Programmes Available in Academic Libraries in Kaduna State

3. What types of user educationprogrammes are available in academic libraries in Kaduna State?

You should please tick as many as applicable

a. Library instruction [ ]

b. Library orientation [ ]

c. Use of library [ ]

d. User awareness [ ]

e. Library tour [ ]

f. Information literacy instruction [ ]

g. Library guide [ ]

h. If others specify…….

Section C: Methods Used in Teaching User Education Programmes in Academic Libraries in Kaduna State

4. What methods are used in conducting user education programmes in academic libraries in Kaduna State?

Tick as many as appropriate

a. Lecture presentation [ ]

b. Seminar [ ]

c. Practices [ ]

d. Orientation [ ]

e. Classroom instruction [ ]

f. Interaction between librarian and user [ ]

g. Interactive session between librarian and the group of users [ ]

h. If others specify…….

Section D: Extent at which Library Users Satisfy with the Methods Used in Conducting Library User Education Programmes in Academic Libraries in Kaduna State

5. To what extent are the library users satisfied with the methods through which the user education programmes are being conducted in academic libraries in Kaduna State?

S/N	Types of User Education Programmes	Highly satisfy	Satisfy	Not satisfy	Undecided
1.	Library instruction				
2.	Library orientation				
3.	Use of library				
4.	User awareness				
5.	Library tour				
6.	Information literacy Instruction				
7.	Library guide				
8.	If others specify				

Section E: Challenges Encounter by Users in Academic Libraries in Kaduna State in the Use of Library

Tick as many as possible

6. What challenges do users in academic libraries in Kaduna State encounter in the use of library?

f. Lack of proper planning for the programme

g. Inadequate qualify staff to handle the programme

h. Shortage of fund

i. Inadequate instructional materials

j. Power constrain

k. If others specify……