

Full Length Research

Information literacy skills and use of library resources by postgraduate students in Adventist University of central Africa, Kigali, Rwanda

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The study investigated how information literacy skills influence the use of library resources by postgraduate students in Adventist University of Central Africa, Kigali, Rwanda. The research adopted a survey research design. A total of 118 postgraduate students participated in this study. Data were collected through questionnaire while descriptive analysis was employed in analysis of the data. Findings revealed that most library resources were minimally used. The findings further revealed that dictionaries, textbooks and journals were frequently used by postgraduate students while, online catalogue (OPAC), atlases and maps were not frequently used by postgraduate students. Students use the library resources for various purposes. The study revealed that information literacy skills influence the use of library resources. Therefore, the study recommended that the administration of the University of Adventist University of Central Africa and of the library should improve information literacy programs for the postgraduate students to use the library resources effectively.

Keyword: Use of library resources, Information literacy Skills, Adventist University of Central Africa (AUCA)

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INTRODUCTION

A library is a pillar of any educational institution including primary/elementary schools, secondary/high schools, and universities. Libraries provide a large variety of resources that are useful to different people irrespective of their age. Library was derived from the Greek word "liber" which means "book". A library can be defined as a collection of books and/or other materials (such as audiovisual materials) which are organized and maintained for use (reading, studying, consultation, research, etc.) and houses both print and non-print information resources (Timeo & Ateboh, 2016). The

library provides the link between the past and the present and shapes the future of the society by preserving the records of human culture and disseminates the resources to everyone. According to Okoro (2014), the library is a store house of knowledge and a habitual visit and use of it is as compelling, as it is necessary. Alabi and Sani (2013) also defined a library as an instrument of self-education, a means of knowledge and factual information delivery, a center of intellectual recreation and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one's mental vision.

Library resources are important tools that are useful for

reading and improving knowledge in the academic environment. Barfi, Afful-Arthur and Agyapong (2018) defined library information resources as the raw materials that provide vital services in the teaching and learning process. Jegede (2010) defined library resources as those materials made up of books, audio-visual materials, software media, audio-visual hardware and other materials used in teaching and learning process in the library. Adeoye and Popoola (2011) believe that library resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Library resources are materials that users consult in making decisions and also for problem-solving (Olajide, 2017).

Use of library refers to the reported use of information sources in the library by users which could be students, lecturers, or researchers. This involves the frequency of patronizing the library, frequency of borrowing books, kinds and age of information sources used (Edoka, 2010). Ukih (2012) defined the use of library resources as the total use of library facilities and information resources for teaching and learning. The use of library resources is the process of making use of information resources in the library (Aanu & Olatoye, 2011).

Use of library resources cannot be accomplished without information literacy skills of users because it plays a great in locating resources. It gives the postgraduate students the ability to find, evaluate, organize, use and communicate information. The term information literacy was coined by Paul G. Zukowaski in 1974 to describe the technique/skills possessed by the information literate for utilizing the wide range of information tools as well as primary sources in modelling the information solutions and their problems (ACRL, 2015).

According to Odede (2018), information literate people are those who have learned how to learn. They know how to learn because they know how information is organized, how to find information and how to use information in such a way that others can learn from them. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. The Association of College Research Libraries (ACRL) (2015) has spelt out five information literacy standards. An information literate individual is able to:

1. Determine the nature and extent of information needed
2. Access and gather the needed information effectively and efficiently.

3. Evaluate and critique information and its sources
4. Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally, either as an individual or a member of a group
5. Understand that information literacy is an on-going process and uses a variety of methods and emerging technologies for keeping abreast of trends in the field.

Okon and Lawal (2012) said that information literacy is the ability to identify which information is needed, understand how the information is organized, identify the best sources of information for a given need, locate these sources, evaluate the sources critically and share that information. Adeyemi (2017), states that information literacy is one of the most important learning skills of the 21st century; he adds that it is important for every student to possess the traits of information literate person so as to be ahead in their study and general endeavors. Shapiro and Hughes (2016) explained that information literacy gives library users the practical skills needed in the effective use of information technology and print or electronic information resources. They further noted that information literacy skills acquisition extends beyond technical skills as it is a user's critical reflection on the nature of information itself, its technical infrastructure and its social, cultural, and even philosophical context and impact.

Information literacy skills is so important for it empowers individuals with an understanding of how to access and use information ethically, makes one's voice heard and teaches how to make a difference. The Association of College and Research Libraries (ACRL, 2015) besides well-defined Information literacy skills as a set of abilities requires individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. Information literacy skills is the ability to know when there is a need for information, to be able to identify, locate, evaluate and effectively use that information for the issue or problem at hand (Olorunfemi, 2012).

A library is the brain of an academic institution. Academic libraries are the center of all academic activities by students and staff members in institutions of higher learning. Even though the library is so beneficial, postgraduate students in Adventist University of Central Africa do not make use of library resources to enhance their academic performance. As it has been observed by the researcher, postgraduate students in Adventist University of Central Africa do not visit the library during the working hours; postgraduate students in Adventist University of Central Africa do not make use of library resources as seen from circulation statistics per week. It has been observed that the use of library resources in Adventist University of Central Africa (AUCA) is not

regarded by postgraduate students as it should be. In higher learning institutions students are demanded and expected to access and use library resources (Okonoko, Atanda & Brume-Ezewu, 2018).

The low use of library resources may be as a result of low level of information literacy skills such as task definition, information seeking strategies, location and access, use of information, synthesis and evaluation. This research therefore investigates how information literacy skills influence the use of library resources by postgraduate students in Adventist University of Central Africa, Kigali, Rwanda.

Objectives of the study

The general objective of the research is to determine the influence of Information literacy skills on use of library resources by postgraduate students in Adventist University of Central Africa, Kigali, Rwanda. The specific objectives of the study are to:

1. Identify the types of library resources used by postgraduate students in Adventist University of Central Africa, Kigali, Rwanda.
2. Ascertain the frequency of use of library

3. Determine the purpose of use of library resources by postgraduate students in Adventist University of Central Africa, Kigali, Rwanda.
4. Establish the level of information literacy skills of postgraduate students in Adventist University of Central Africa, Kigali, Rwanda.

METHODOLOGY

The research adopted a survey research design. This type of research design was adopted to systematically describe the facts, qualities and characteristics of the population of study as factually as possible to obtain reliable information about the variables without any influence. The survey research design's purpose is to draw detailed and factual information that explains existing phenomenon (Brain & Manheim, 2018). The study adopted the total enumeration. Data were collected through questionnaire. Out of one hundred and twenty-two (122) participants, one hundred and eighteen (118) postgraduate students in Adventist University of Central Africa participated in the study. The data for this study were analyzed using Statistical Package for Social Science (SPSS), 22.0 tool version. The data collected for research question was analyzed using descriptive statistics.

RESULTS AND DISCUSSION

Table 1. Demographic information of respondents

Characteristics	Categories	Freq.	(%)
Gender	Male	53	44.9
	Female	65	55.1
	Total	118	100.0
Age	Below 20	16	18.6
	20-24	36	30.5
	25-29	37	31.4
	30-34	19	16.1
	35 and above	10	8.5
	Total	118	100.0
Faculty	Business Administration	102	86.4
	Education	14	11.9
	Missing	2	1.7
	Total	188	100.0
Semester	Semester 1	29	24.6
	Semester 2	32	27.1
	Semester 3	35	29.7
	Semester 4	14	11.9
	Semester 5 and above	7	5.9
	Missing	1	0.8
	Total	118	100.0

Source: Researchers' Field Survey, 2021

Table 1 reveals that there are more female postgraduate students in Adventist University of Central Africa than male postgraduate students. The table also showed that the majority of the postgraduate students in Adventist University of Central Africa, Rwanda were in the range of 25 to 29 years of age.

Table 1 also revealed that the majority of the respondents were from Business Administration faculty. Table.1 also showed that there were more respondents in their third semester.

Table 2. Information Literacy skills of postgraduate students

	Very High	High	Low	Very Low	Missing	Total	
	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	Mean	Std. Dev.
Task Definition							
My ability to sense when i need information for a task is	35 (29.7)	63 (53.4)	17 (14.4)	.0	3 (2.5)	3.08	.82
My ability to define my information need is	36 (30.5)	62 (52.5)	17 (14.4)	.0	3 (2.5)	3.08	.82
My ability to define what problem I have that requires information is	34 (28.8)	62 (52.5)	20 (16.9)	.0	2 (1.7)	3.07	.78
Average Mean						3.07	.80
Use of information							
My ability to use information and know current events is	33 (28.0)	62 (52.5)	20 (16.9)	1 (.8)	2 (1.7)	3.04	.80
My ability to apply information for any assignment is	25 (21.2)	72 (61.0)	20 (16.9)	.0	1 (.8)	3.02	.68
My ability to use information to make specific personal decisions is	34 (28.8)	58 (49.2)	23 (19.5)	.0	3 (2.5)	3.02	.85
My ability to use information to make academic decisions is	28 (23.7)	65 (55.1)	22 (18.6)	1 (.8)	2 (1.7)	2.98	.78
Average Mean						3.01	.77
Synthesis							
My ability to combine ideas together to form meaning is	38 (32.2)	58 (49.2)	19 (16.1)	1 (.8)	2 (1.7)	3.09	.82
My ability to interpret the visual information (i.e. graph, tables, diagram) is	39 (33.1)	48 (40.7)	28 (23.7))	1 (.8)	2 (1.7)	3.03	.87
My ability to break different ideas to form simple meaning/ Sense is	27 (22.9)	71 (60.2)	17 (14.4)	1 (.8)	2 (1.7)	3.02	.75
My ability to read different sources to form specific ideas is	17 (14.4)	78 (66.1)	20 (16.9)	1 (.8)	2 (1.7)	2.91	.70
Average Mean						3.01	.78
Evaluation							
My ability to critically assess information gotten from internet is	25 (21.2)	74 (62.7)	18 (15.3)	.0	1 (.8)	3.03	.67
My ability to critic authenticity of both print and e-sources is	31 (26.3)	61 (51.7)	23 (19.5)	1 (.8)	2 (1.7)	3.00	.81
My ability to confidently assess information obtained from textbooks is	23 (19.5)	70 (59.3)	23 (19.5)	.0	2 (1.7)	2.95	.74
My ability to judge database sources relevance is	31 (26.3)	54 (45.8)	31 (26.3)	.0	2 (1.7)	2.95	.83
Average Mean						2.98	.76
Information Seeking Strategies							
My ability to know how to find information I need is	42 (35.6)	50 (42.4)	24 (20.3)	1 (.8)	1 (.8)	3.11	.81
My ability to know where to find information I need is	38 (32.2)	55 (46.6)	22(18.6)	1 (.8)	2 (1.7)	3.07	.83

Table 2 continuation

My ability to limit search strategies by subject, language and date is	19 (16.1)	63 (53.4)	34 (28.8)	1 (.8)	1 (.8)	2.83	.73
My ability to search information using Boolean logic (AND, OR, and NOT) is	14 (11.9)	56 (47.5)	44 (37.3)	2 (1.7)	2 (1.7)	2.66	.78
Average Mean						2.91	.78
Location Access							
My ability to get specific information through the book index is	13 (11.0)	67 (56.8)	36 (30.5)	.0	2 (1.7)	2.75	.72
My ability to search information on the shelves is	12 (10.2)	59 (50.0)	41 (34.7)	5 (4.2)	1 (.8)	2.64	.76
My ability to access sources through the library OPAC (Online Public Access Catalogue) is	7 (5.9)	38 (32.2)	68 (57.6)	3 (2.5)	2 (1.7)	2.38	.72
Average Mean						2.59	.73
Grand Mean						2.94	.77

Source: Researchers' Field Survey, 2021

The results of findings on information literacy skills of postgraduate students in Adventist University of Central Africa, Kigali, Rwanda in Table 2 indicated that majority of the students have a high level of information literacy skills. Results also show that "Task Definition" had a highest mean to rank first, which shows that majority of the respondents have a high level of task definition while "Location and Access" had the least mean to rank last, but it shows that the respondents have a high level of location and access. The findings of this study agree with Ndagi and Madu (2018) which revealed that students possess high level of information literacy skills listed, that is identification of needed information resources, evaluation of relevant information resources, access to information resources online database, organization and utilization of information resources. The findings also agree with the study of Harkins, Rodrigues and Orlov (2011) that information literacy is an essential component of a successful academic career especially for postgraduate studies. It is concluded that postgraduate students have the necessary information literacy skills to conduct research because they have completed their undergraduate studies

Table 3. Types of library resources used by postgraduate students

Library resources	Freq.	(%)
Textbooks	103	87.3
Dictionaries	94	79.7
Newspapers	87	73.7
Journals	85	72.0
E-journals	63	53.4
E-books	57	48.3
Online Databases	51	43.2
Magazines	45	38.1
Encyclopedia	32	27.1
Bibliographies	31	26.3
Reports	29	24.6
Online Catalogue (OPAC)	24	20.3
Audio books	20	16.9
Atlases	7	5.9
Maps	7	5.9

Source: Researchers' Field Survey, 2021

Findings in Table 3 revealed that most library resources are less used because their percentage of usage is less than 50%. The study revealed that textbooks, dictionaries and newspapers are the mostly used library resources by postgraduate students in Adventist University of Central Africa, Kigali, Rwanda. Audio books, atlases and maps are the least library resources used by postgraduate students in Adventist University of Central Africa, Kigali, Rwanda. The findings of the study corroborates with the study of Okonoko, Atanda and Brume-Ezewu (2018) which revealed that the most consulted resources in the library were textbooks (99%), journals (73%) and newspapers (52%). The findings also agree with the study by Ogunmedede and Emeahara (2010) that postgraduate students used library resources such as textbooks, dictionaries, online databases and newspapers.

Table 4. Frequency of use of library resources by postgraduate students

	Daily & Weekly	Monthly	Never	Missing
	(%)	(%)	(%)	(%)
Dictionaries	79.6	3.4	16.9	.0
Textbooks	71.2	21.2	6.8	.8
Journals	66.1	11.9	21.2	.8
Newspapers	61.9	12.7	24.6	.8
E-journals	52.5	8.5	37.3	1.7
Online databases	41.5	11.9	43.2	3.4
E-books	40.7	9.3	47.5	2.5
Magazines	28.8	10.2	60.2	.8
Reports	26.2	12.7	59.3	1.7
Bibliographies	22.0	13.6	61.9	2.5
Encyclopedia	13.6	16.9	65.3	4.2
Audio books	13.5	11.0	72.9	2.5
Online catalogue (OPAC)	11.9	13.6	72.0	2.5
Atlases	4.2	5.1	87.3	3.4
Maps	3.3	4.2	88.1	4.2

Source: Researchers' Field Survey, 2021

The findings of the study in Table 4 revealed that Dictionaries are the most frequently used library resources by postgraduate students followed by Textbooks and then Journals. On the other hand, Online catalogues (OPAC) are the less frequently used library resources by postgraduate students, followed by atlases and lastly, maps. The results of this study supports the findings by Oluwatobi, Ehiogbae, Aluko-Arowolo and Onasote (2014) that most frequently used library materials is online database and this is followed by Dictionaries, books, encyclopedia which are used daily while the least use materials is CD-ROM database. The findings of this study agree also with Aanu and Olatoye (2011) that postgraduate students frequently utilized textbooks for their assignments and they frequently used journals in their research.

Table 5. Purpose of use of library resources by postgraduate students

	Strongly Agree	Agree	Disagree	Strongly Disagree	Missing	Total	
	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	FREQ (%)	Mean	Std. Dev.
I go to the library for internet services not related to library resources	41 (34.7)	64 (54.2)	10 (8.5)	1 (.8)	2 (1.7)	3.19	.77
I use the library resources to improve my academic performance	28 (23.7)	85 (72.0)	4 (3.4)	.0	1 (.8)	3.18	.56
I use the library resources for reading	32 (27.1)	72 (61.0)	12 (10.2)	2 (1.7)	.0	3.14	.65
I use the library resources when I have examinations	17 (14.4)	84 (71.2)	16 (13.6)	.0	1 (.8)	2.98	.60
I go to the library to get librarians' assistance in finding information for my assignments/ research	33 (28.0)	55 (46.6)	20 (16.9)	9 (7.6)	1 (.8)	2.93	.91
I use the library to explore new library resources	16 (13.6)	79 (66.9)	20 (16.9)	2 (1.7)	1 (.8)	2.91	.67
I visit the library to borrow library resources	16 (13.6)	75 (63.6)	24 (20.3)	1 (.8)	2 (1.7)	2.86	.72
I visit the library to read newspapers	25 (21.2)	58 (49.2)	21 (17.8)	14 (11.9)	.0	2.80	.91
I use the library to participate in reading literacy programs	20 (16.9)	61 (51.7)	30 (25.4)	5 (4.2)	2 (1.7)	2.78	.84
I go to the library to meet with friends not to use library resources	15 (12.7)	42 (35.6)	37 (31.4)	23 (19.5)	1 (.8)	2.40	.97
I visit the library to consult the librarian for reference services	6 (5.1)	34 (28.8)	61 (51.7)	16 (13.6)	1 (.8)	2.24	.78
I visit the library to use the card catalogue	3 (2.5)	32 (27.1)	71 (60.2)	11 (9.3)	1 (.8)	2.21	.68
I visit the library to use OPAC	3 (2.5)	34 (28.8)	60 (50.8)	20 (16.9)	1 (.8)	2.15	.76
Grand Mean						2.75	.75

Source: Researchers' Field Survey, 2021

The results of the study in Table 5 revealed that majority of the students agree that they use the library resources for various purposes. The results indicated that majority of the respondents used the library resources for the purpose of internet services not related to library resources. The majority of postgraduate students also used the library resources for the purpose of improving academic performance. Most of the respondents also agreed that they used the library resources for reading. On the other hand, the results indicated that majority of the respondents least used the library resources for the purpose of consulting the librarian for reference services. Majority of the postgraduate students least used the library resources for the purpose of using the card catalogue and OPAC. These findings are in line with the outcomes of studies by Adigun and Oyelude (2013) that most of the students use library resources and services to supplement their class notes, assignment and helped them in examination preparation. The findings of this study agree with that of Folorunso and Njoku (2016) that most prominent purpose of using the library resources was to study and read for examinations, many of the students also use the library to search for materials for

assignments and to do research work, as well as to read newspaper or participate in a group discussion.

CONCLUSION

This study demonstrated that information literacy skills are a critical factor for enhancing the use of library resources by postgraduate students in Adventist University of Central Africa (AUCA), Kigali, Rwanda. Library resources constitute important information source used by postgraduate students for the enhancement of their learning, research activities and improving knowledge. From the present study, it has been discovered that information literacy skills influence the use of library resources. However, the use of library resources faced challenges which must be resolved to ensure effective usage of library resources by postgraduate students in Adventist University of Central Africa (AUCA). Therefore, library resources are important and relevant information sources that are used for learning and research development by postgraduate students.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are offered:

1. Efforts should be made by librarians to make all the library resources user friendly to facilitate their constant usage.
2. The study recommends the need for Adventist University of Central Africa's University librarian to reinforce awareness of library resources with relevant information for frequent usage.
3. The library administration at Adventist University of Central Africa should expose and encourage postgraduate students to the usage of library resources with the purpose of improving knowledge.
4. It is very important for the university (AUCA) and the library to improve information literacy programs towards use of library resources by postgraduate students

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