

Full Length Research

User Education Programme in Two Selected Federal Colleges of Education Anambra and Delta States

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This study is on User Education Programme in Two Selected Federal Colleges of Education Anambra and Delta States. Therefore, a general objective of the study was to investigate the effectiveness of library user instruction in increasing library usage in the academic libraries. To achieve this, the study had four stated objectives in which results found showed no significant difference between FCE Umunze and FCE Asaba respondents on responses they provided about their academic libraries. The research method adopted for this study was the descriptive analytical: case study and survey. In this case, user education as a library program has been subjected for investigation to determine college students' utilization of library information resources, surveying and analyzing the existing state of affair among Federal College of Education Anambra and Federal College of Education Asaba. Commonly, the survey approach is attributed with the following importance: (1) sample of a given population is convenient, (2) it involves a numeric or statistical approach to research, and (3) the researcher has no interest to interpret or suggest opinion on data collected during analysis, therefore, data collected will be used to objectively measure reality as it is in the academic libraries under study. The population of this study comprises of the college library staffs and library users of FCE Umunze and FCE Asaba. Purposive sampling and random sampling were used as explained. Based on the study findings, recommendations could be put forward for the college libraries of FCE Umunze and FCE Asaba, to upsurge the value of library user education, importantly, in the effective utilization of library resources.

Keywords: User Education, Colleges of Education, Library, Resources, Utilization and Federal

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INTRODUCTION

Education is a lifelong process. However, formal education starts at the elementary school level and is said to be complete at the university level after one acquires the highest degree in some discipline. In earlier days, it was the belief that knowledge regarding the use a library was an essential part of 'education-for-life' in order to prepare the students for the continuing process of self-education. User education otherwise prefixed with the word 'library' called library user education, library literacy or library instruction, all the same, Guiding the users in exploiting library resources is an essential function of librarianship and is known as 'user education'. To educate the user about the library, their holdings and its information storage and retrieval mechanism and about the available services, 'User education' is the central rote for the proper utilization of the library. User education programme improve the information consciousness of users and their ability to make the best use of available resources (Kalita, Karmakar & Majumder, 2008). n 1926, discussing the organisation of a university library in an article in the, *Library Association Record*, expressed the view that to learn how to use a library and to acquire a disinterested love of reading were important elements of education. The education-for-life aspect is more important to-day when the rapid growth of information places greater stress on the ability to continue to learn throughout life. Students are encouraged to develop logical, creative and critical approaches to the subjects studied. In order to do this, they must be taught to be independent. In order to be independent, students need

knowledge and skills to find their own way. The emphasis on self-education has led to increased use of seminars, tutorials, projects, etc. as teaching methods and less reliance on formal lessons and classroom lectures. There is an implicit assumption in this educational change, that learner is capable of finding material relevant to his needs. However, in practice, such an assumption is not valid. In other words, the learner requires to be taught that capability. Only then student is able to prepare for taking full and active part in the new ways of learning. Another factor which necessitates library use instruction to the student, is the growth of interdisciplinary courses, particularly in institutions of higher education, such courses which cut across the traditional boundaries of subjects, create problems for the student in the location, selection and organisation of the material for study. The mere, quantity of material to be searched, because of the various disciplines involved, requires that the student should be helped to find his or her way. Not only quantity, but the diversity of sources and formats, make the need for help essential. Without suitable training the student would be unable to make efficient use of all, the information that is available and potentially useful. In the beginning of the twentieth century; the service library was regarded as a reactive library providing excellent service for a relatively small group of .4etual.users. Libraries cost a great deal of money to be equipped and run. These expensive institutions are only being used by a small proportion of the potential users. This fact has been reported by Committees such as Parry Committee. The Parry Committee report mentioned that many students were not active users of their academic libraries in U.K. As libraries are going hi-tech with the use of information and communication technology (ICT), the relevance of user education has become important. To use these automated libraries consisting of various databases and providing access to online database and other digital collection, users need to be educated on OPACS and other techniques of information retrieval. The user education course not only acquaint the user with various sources of information but also help them to be less dependent on the library staff and prepare them to use the library independently and thus save their valuable time by doing self-study in the library. A fresh student is a new member of the institution or the library often with enthusiasm of moving from a low academic setting to a higher one of learning with curiosity in the mind of not knowing what to expect while others may be better informed. Mindful of this situation, the university or college library provides a basic orientation programme for these new students which prepare them for subsequent use of the library as soon as their lecture starts. According to Anunobi (2012), there is often a surge of these freshmen into the library which many could be experiencing for the first time. Being intimidated by the size, the volume and the arrangement, they try to manoeuvre and hence create series of problems for the library management. Such problems include pulling down books from the shelves (browsing through the shelves, not knowing how to use the catalogue), walking aimlessly in the reading room, attempting to leave the library with some books, etc. She further stated that the bid to alleviate these problems is what has led to the introduction of user education in academic libraries and that though the course content of the programme is satisfactory and rewarding, the impact cannot be guaranteed for every freshman. According to Aina (2004), "A more holistic programme of user education is referred to as information literacy programme". Many academic libraries especially university and research libraries emphasis the need for users to acquire skills that was enable them search for information independently on any aspect of knowledge using both traditional and electronic methods of accessing information. Information literacy programme is geared towards attaining a common a competence in the use of library and computer network technologies. User education therefore cannot be discussed without first discussing Information literacy because they are inter-woven. The explosion of information and information sources has informed modern societies of the growing importance of special skills in accessing and using information from different sources and media efficiently and effectively. Such skills are known as information literacy (IL) skills. Information Literacy (IL) has thus become one of the most vital sets of skills for the Twenty First Century. IL skills enable students succeed academically and help them to secure future job opportunities. An information literate person according to UNESCO is "able to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information". The United Nation Educational, Scientific and Cultural Organisation (UNESCO) define information literacy as "... beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Information literacy empowers people in all works of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a human basic right in a digital world and promotes social inclusion in all nations". Information literacy enables people to interpret and make informed judgments as users of information sources, as well as to become producers of information in their own right. Information literacy must be taught in the context of the overall process and instructions in information literacy skills must be integrated into the curriculum and reinforced both within and outside of the education system. User education encompasses all types of activities designed to teach users about library services, facilities, organisation, resources, and search strategies in order to equip them with the basic skills to enable them to make optimal, efficient and independent use of information resources and services available in a given library (Ogunmodede and Emeahara; 2010). It is simply a planned process and technique that is aimed at equipping library users with the basic skills to enable them optimally use resources available in a given library or libraries. Guiding users on how to use the library has become necessary because of the tremendous increase in volumes of publications as well as the resulting complexity of libraries and methods by which literature is organised and disseminated. The researcher assumes that introducing library instruction courses will increase usage of libraries.

Majority of the library users in the academic libraries lack effective library instruction courses, and this is why their use of the library is limited in the use of personal reading manuals and plagiarism on literatures. User education intended for the library users funnel them in effective utilization of the available information resources in the library

Research Question

The study seeks to provide answers for the following questions:

1. What is the level of user education adopted by the academic libraries in FCE (T) Umuze and FCE (T) Asaba
2. What user education methods have the academic libraries of FCE (T) Umuze and FCE (T) Asaba use for effective information resource utilization?
3. To what extent user education is important to students' information resource utilization in academic libraries of FCE (T) Umuze and FCE (T) Asaba?
4. What are the challenges in user education of the academic libraries of FCE (T) Umuze and FCE (T) Asaba if any?

Purpose of the Study

Specific objectives:

1. To find out the levels of user education practiced by the academic libraries of FCE (T) Umuze and FCE (T) Asaba
2. To find out the available user education methods used by the academic libraries of FCE (T) Umuze and FCE (T) Asaba in facilitating students' utilization of library information resources
3. To find out the importance of user education to the students' information resource utilization in the academic libraries of FCE (T) Umuze and FCE (T) Asaba.
4. To find out the challenges in user education in the academic libraries of FCE (T) Umuze and FCE (T) Asaba if any

METHODOLOGY

The research method adopted for this study was the descriptive analytical: case study and survey. In this case, user education as a library program has been subjected for investigation to determine college students' utilization of library information resources, surveying and analyzing the existing state of affair among Federal College of Education Anambra and Federal College of Education Asaba. Commonly, the survey approach is attributed with the following importance: (1) sample of a given population is convenient, (2) it involves a numeric or statistical approach to research, and (3) the researcher has no interest to interpret or suggest opinion on data collected during analysis, therefore, data collected will be used to objectively measure reality as it is in the academic libraries under study. The population of this study comprises of the college library staffs and library users of FCE Umuze and FCE Asaba. In this study, two samples were noted (sample 1 and 2), and purposive sampling and random sampling were used as explained: While there exist three categories of library staff in an academic library namely: professional, para-professional and non-professional staff, purposive sampling was used in selecting professional library staff as a first sample. Similarly, there are different categories of library users in an academic library namely: students, staff, retirees, researchers on request, and other privileged users as the case may be. Purposive sampling was also adopted in selecting the college students as a second sample, because the researcher believes that the student-library users alone are satisfactory for data collection and they are the majority of the other library users. However, they will be selected randomly. The choice for random sampling was on the fact that the students are a mixture of remedial, pre-NCE, NCE, B.ED and PDE regular students and they share same privileges in library use. However, there is no fast rule as to sample size in research, only that the chosen sample size should as much be able to collect the expected data needed for a study. Nevertheless, according to Burgess (2001), it is good practice to send questionnaires to an identified individual and not simply to, for example, 'the Managing Director' or 'the Personnel Manager'. So, the researcher's choice of questionnaire identified the right respondents, that is, the library staff and not the college librarians in particular, also the students and not (general) staff of the colleges. The questionnaire used was structured (closed ended) to collect data from within the two subjects (library staff and students) for the study. In quantitative research, particularly where descriptive survey research design is involved, descriptive statistics is often used by researchers. Descriptive statistics simply involve the use of numbers to summarize and describe data. The data refer to the information collected during survey. In answering the five (4) research questions in each of the academic libraries under study, data collected will be analyzed using frequency and percentage table. And on another hand, test for differences of the research questions among the two colleges using non-parametric test of Mann Whitney in SPSS (Statistical Package for Social Science). Since data will be results (perception) of two sample independent groups, that is, FCE (T) Umuze and FCE (T) Asaba, Mann Whitney is convenient.

Sample for the study

Sampling technique	Sample for the study	FCE Umunze		FCE, Asaba	
		N	S	N	S
Purposive	Professional library staff	13	13	18	18
Purposive/Random	Student-library users	15000	378	18629	378
Total		15013	391	18647	396

Discussion and Analysis Data

A total of 787 questionnaires were spread across professional library staffs and students of FCE Umunze and FCE Asaba randomly, and a period of three weeks was used in collecting the necessary data. The 13 copies of staff questionnaire distributed to the professional library staffs of FCE Umunze, and the 18 copies of same questionnaire equally distributed to the professional library staffs of FCE Asaba were all returned represented by 100% scores each. And out of the 378 student questionnaire distributed to the students of FCE Umunze, 348 (92.8%) were returned as against 27 (7.2%) not returned; while in FCE Asaba, 378 copies of the student questionnaire were also distributed and 355 (94.2%) returned as against 22 (5.8%) that wasn't returned.

Education of the students and library staffs of FCE Umunze and FCE Asaba

Table 1 Education of the students of FCE Umunze and FCE Asaba

S/No	Education of the students	College Library			
		FCE Umunze (FCEU)		FCE Asaba (FCEA)	
		F	%	F	%
1	PDE	27	7.8	31	8.7
2	B.ED	50	14.4	59	16.6
3	NCE	236	67.8	229	64.5
4	PRE-NCE	20	5.7	19	5.4
5	Remedial	15	4.4	17	4.8
Total		348	100	355	100

Source: Field survey

From table 1 above, it is deducible that all the student categories other than NCE students in both FCE (T) Umunze and FCE (T) Asaba were found in few numbers, in fact, below 20% as attested by the students. Therefore, NCE students were the majority of other student categories with 236 scores or 67.8% in FCE Umunze, and 229 scores or 64.5% in FCE Asaba.

Table 2. Education of the library staff of FCE (T) Umunze and FCE (T) Asaba

S/No	Education of the library staffs	College Library			
		FCE Umunze (FCEU)		FCE Asaba (FCEA)	
		F	%	F	%
1	PhD Library and Information Science	1	7.7	1	5.6
2	Master of Library and Information Science	1	7.7	3	16.7
3	Bachelor Degree of Library and Information Science	11	84.6	14	77.8
Total		13	100	18	100

In table 2 above, it is justifiable that the professional library staffs hold bachelor degree in library and information science with the highest scores of 11 or 84.6% in FCE Umunze, and 14 or 77.8% in FCE Asaba respectively. 1 reply represented by 7.7% was gained in FCE Umunze for the library staffs with either PhD or Masters in library and information science. Almost the same, in FCE Asaba 1 reply or 5.6% pointed on staffs with PhD, and 3 or 16.7% stated obtaining masters.

Frequency of library usage of students indicated by library staffs of FCE Umunze and FCE Asaba

Table 3 Frequency of library usage of students indicated by library staffs

S/No	Times of library usage	College Library			
		FCE umunze (FCEU)		FCE Asaba (FCEA)	
		F	%	F	%
1	Daily	8	61.5	11	61.1
2	Twice a week	2	15.4	3	16.7
3	Weekly	2	15.4	2	11.1
4	Once every 15 days	1	7.7	2	11.1
Total		13	100	18	100

Source: Field survey, Field survey, 2021

Table 3 revealed that FCE Umunze students use the library on almost daily bases as replied by 8 or 61.5% of the FCE Umunze professional library staffs. Those staffs in FCE Umunze that feel the students use the library twice a week and on weekly bases had 2 or 15.4% respondents each. Only one staff or 7.7% observed that the students use the FCE Umunze library once in every 15 days. Similarly, in FCE Asaba it also showed daily usage of the college library by students with 11 or 61.1% staff responses. The FCE Asaba staffs' observation on twice a week usage of the library by students had 3 scores (16.7%), while on weekly bases and once in every 15 days scored 2 or 11.1% respondents each

What user education service does your library provide?

This question seeks to find out whether the college libraries of FCE Umunze and FCE Asaba provided traditional user education service, online user education service, or a combination thereof. All the professional library staffs, that is, 13 or 100% from FCE Umunze, and 18 or 100% from FCE Asaba affirmed that their libraries only provided traditional user education service.

In summary, traditional user education was the widely provided service by the college libraries of FCE Umunze and FCE Asaba, while online user education service is not provided at all in any of the libraries.

Which of the following schemes in user education is embraced by your library?

Table 4. Schemes of user education provided by FCE Umunze and FCE Asaba libraries

S/No	Schemes in user education	College Library								Total	
		FCE Umunze (FCEU)				FCE Asaba (FCEA)				FCEU	FCEA
		Yes	%	No	%	Yes	%	No	%	%	%
1	Library orientation for first year students	13	100	0	0	18	100	0	0	100	100
2	Subject oriented instruction for students	13	100	0	0	16	88.9	2	11.1	100	100
3	Literature searching for final year students	0	0	0	0	2	11.1	16	88.9	100	100

Source: Field survey, 2021

Table 4 above provided responses of FCE Umunze and FCE Asaba professional library staffs in their perception regarding schemes in user education embraced by their libraries. A total of 13 or 100% staffs in FCE Umunze revealed embracing library orientation for first year students just the same way all the 18 or 100 % staffs in FCE Asaba acknowledged. Also, 13 or 100% staffs embraced subject orientated instruction for students in FCE Umunze as against 16 or 88.9% from FCE Asaba that hold subject oriented instruction a scheme – the rest 2 or 11.1% disagreed. The use of literature searching for final year students was not embraced by FCE Umunze, as against only 2 or 11.1% from FCE Asaba who believe it is done in their library, but the rest majority of 16 or 88.9% disagreed and said this scheme is not being embraced by their college library.

In summary therefore, library orientation for first year students was the scheme used by the two libraries. While fully embraced by FCE Umunze, that is, subject oriented instruction for students; partially it was used by FCE Asaba as against literature searching for final year students that wasn't used by the two colleges.

User education methods used for effective information resource utilization by FCE Umunze and FCE Asaba libraries

Table 5 User education methods used for effective information resource utilization by

S/No	User education methods	College Library								Total	
		FCE Umunze (FCEU)				FCE Asaba (FCEA)				FCEU	FCEA
		Yes	%	No	%	Yes	%	No	%	%	%
1	Bibliographic instruction	0	0	0	0	0	0	0	0	0	0
2	Lecture	13	100	0	0	18	100	0	0	100	100
3	Workshop	0	0	0	0	0	0	0	0	0	0
4	Newsletter	0	0	0	0	0	0	0	0	0	0
5	Library Handbook	13	100	0	0	17	94.4	1	5.6	100	100
6	Pamphlets	0	0	0	0	0	0	0	0	0	0
7	One-on-one mentoring	0	0	0	0	0	0	0	0	0	0
8	Exhibition	0	0	0	0	1	5.6	17	94.4	100	100
9	Library website	0	0	0	0	0	0	0	0	0	0
10	Library guides	11	84.6	2		16	88.9	2	11.1	100	100
11	Library tour	11	84.6	2		17	94.4	1	5.6	100	100
12	Web-based user instruction	0	0	0		0	0	0	0	0	0
13	Orientation week	0	0	0		0	0	0	0	0	0
14	Compulsory course with credit	13	100			18	100	0	0	100	100

FCE Umunze and FCE Asaba libraries

In table 5 above, for FCE Umunze, the types of user education methods used for effective information resource utilization by the college library include lecture method and library handbook represented by 100% each, library guide (84.6%), library tour (84.6%) too, and compulsory library course with credit unit (100%).

On the other hand, in FCE Asaba library, the types of user education methods used for effective information resources utilization included lecture method and compulsory library course with credit unit each represented by 18 scores or 100%, library handbook and library tour had 94.4% each, library guides (88.9%). But the use of 'exhibition method' was somehow used by the FCE Asaba library with a negligible score of 1 or 5.6%. Certain user education methods comprising of bibliographic instruction, work- shop, pamphlets, one-on-one mentoring, library website, web-based user instruction, and orientation week were neither found been used by any of the two college libraries.

In summary, both FCE Umunze and FCE Asaba as the case may be use certain user education methods to boost utilization of their library re- sources, such as the use of lecture, library hand- book, library tour, library guides, compulsory library course with credit, and exhibition. Unfortunately, bibliographic instruction, workshop, pamphlets, one-on-one mentoring, library website, web-based user instruction, and orientation week were not found used by these study areas.

How is your use of the college library re- sources beneficial to you?

Table 6. Benefits of library resources to students of college libraries FCE Umunze and FCE Asaba

S/No	Benefits in using library resources	College Library								Total	
		FCE Umunze (FCEU)				FCE Asaba (FCEA)				FCEU	FCEA
		Yes	%	No	%	Yes	%	No	%	%	%
1	Has developed my research skills ability	100	28.7	248	71.3	89	25.1	266	74.9	100	100
2	Has turned me to regular user of the library resources	189	54.3	159	45.6	211	59.4	144	40.6	100	100
3	I can retrieve library resources independently	179	51.4	169	48.6	188	53.0	167	47.0	100	100
4	I learned the rules and regulations involved in using library resources	210	60.3	138	39.7	214	60.3	141	39.7	100	100
5	Has promoted my academic learning ability	206	59.2	142	40.8	200	56.3	155	43.7	100	100
6	Has a chance to enjoy my leisure time	210	60.3	138	39.7	197	55.5	158	44.5	100	100

Source: Field survey, 2021

From table 6 above, majority of the students of FCE Umunze and FCE Asaba found the use of library materials beneficial in many ways. Most importantly, the two college students indicated above average the advantages of the library in converting them to habitual users of the library, while retrieving library resources independently, promoting their academic learning ability, learning the rules and regulations in using library re- sources, and in given them a chance to enjoy their leisure time. This is clearly presented in the figure below. Somehow, one third of the students in both FCE Umunze and FCE Asaba high- lighted the library in developing the students' research skills ability.

In summary, quite a number of the students of FCE Umunze and FCE Asaba have seen importance in using library in numerous ways; only in terms of developing their research skills ability that not up to 30% (each) acknowledged.

Which of the following is/are a problem to you in the course of user education?

Table 7. Problems faced by the professional library staffs while user education in FCE Umunze and FCE Asaba libraries

S/No	encountered by the professional library staffs	College Library								Total	
		FCE Umunze (FCEU)				FCE Asaba (FCEZ)				FCEU	FCEA
		Yes	%	No	%	Yes	%	No	%	%	%
1	Holdup by the college management in start of the program early	9	69.2	4	30.8	14	77.8	4	22.2	100	100
2	Inadequate learning environment	12	92.3	1	7.7	16	88.9	2	11.1	100	100
3	Inadequate teaching and learning re- sources	2	15.4	11	84.6	3	16.7	15	83.3	100	100
4	Information overload during library in- structions	10	76.9	3	23.1	14	77.8	4	22.2	100	100
5	Lack of constant publicity on the im- portance of the program	10	76.9	3	23.1	13	72.2	5	27.8	100	100
6	Lack of user education program at all levels	11	84.6	2	15.4	13	72.2	5	27.8	100	100
7	Lack of understanding skills of the stu- dents	10	76.9	3	23.1	14	77.8	4	22.2	100	100
8	Poor know-how of the lecturers	1	7.7	12	92.3	1	5.6	17	94.4	100	100
9	Un-conducive user education policy	10	76.9	3	23.1	14	77.8	4	22.2	100	100
10	Non-utilization of ICT for library in- struction	10	76.9	3	23.1	13	72.2	5	27.8	100	100

Source: Field survey, 2021

Table shows a number of socio-economic factors (problem) militating library user education in FCE Umunze and FCE Asaba. According to the professional library staffs, the obstacles they encountered in using the college libraries of FCE Umunze and FCE Asaba include inadequate learning environment as attested to by 92.3% of the FCE Umunze staff and 88.9% of the FCE Asaba staff. Whereas other factors like holdup by the college management in start of the user education

program early had 9 or 69.2% staff in FCE Umunze and 14 or 77.8% staff in FCE Asaba. Other factors that afflict library user education in FCE Asaba included: lack of constant publicity on the importance of user education program, lack of user education program at all levels, non-utilization of ICT for library instruction, all together had each 13 of 18 responses represented by 72.2%. In addition, information overload during library instructions, lack of understanding skills of the students, and un-conducive user education policy, collectively had each 14 or 77.8% responses of the staff in FCE Asaba. Similarly, in FCE Umunze certain problems were worrisome; information overload during library instructions, lack of constant publicity on the importance of the program, lack of understanding skills of the students, un-conducive user education policy, and non-utilization of ICT for library instruction were key factors affecting user education program, and each of these problems had 10 or 76.9% replies of the staff. The FCE Umunze staffs also feel that lack of user education program at all levels was also a problem in their course of user education with 11 or 84.6% responses. Both staffs of FCE Umunze and FCE Asaba did not feel that another obstacle was due to inadequate teaching and learning resources, and the poor know-how of the lecturers; in fact, not up to 20% of the staffs lamented. In summary, the main challenges in the perception of the professional library staffs of FCE Umunze and FCE Asaba (about 70% and beyond), which affected library user education, included the followings: holdup by the college management in start of the program early, inadequate learning environment, information overload during library instructions, lack of constant publicity on the importance of the program, lack of user education program at all levels, lack of user education program at all levels, un-conducive user education policy, and non-utilization of ICT for library instruction. But saying inadequate teaching and learning resources, and the poor know-how of the lecturers as observed by the library staffs in both institutions was a taboo.

Findings and discussion

The professional library staffs of FCE Umunze and FCE Asaba confirmed been professionals (academic staffs), and majority of them were bachelor degree holders in library and information science, considered to be teaching staffs. The minimum qualification for teaching course in Nigerian colleges of education is bachelor degree, unlike their Nigerian university counterpart which is master degree. In another finding of this study, the professional library staffs indicated their knowledge (observation) on the times of library usage by the students of FCE Umunze and FCE Asaba. Information about the two study areas revealed daily usage of the libraries by the students with approximately 60% replies each. But unfortunately, this didn't tally the findings of the library staffs; on the part of the students, their times of library usage greatly hit somewhat by 40% on weekly bases in both FCE Umunze and FCE Asaba. However, it is a good practice by libraries to monitor library users' use of the library. The outcome of a library committee meeting (2011) showed that, it is imperative that supervisors gain a working knowledge of the work of the people, thereby, establishes and evaluates procedures for the delivery of service, and deals with users' concerns efficiently and effectively. Both college libraries via their professional staffs affirmed 100% each conducting user education service and they could only provide traditional user education service. Ideally, the traditional way of library user education involves the use of any other avenue to instruct library users other than the use. About 70% each of the students in both FCE Umunze and FCE Asaba reported in a finding of this study that insufficient volume of information resources in their libraries as barrier to using the library. This opinion of the students seems not clamoring because in another finding, the students categorically showed inability to the wise use of project collections, and majority of the professional library staffs who taught user education in the libraries didn't indicated inadequate teaching and learning resources as problem to them in user education course, as against 15.4% and 16.7% in FCE Umunze and FCE Asaba who perceived it was a problem. Another challenge to the students as revealed in a finding was the opening and closing hours of the college libraries of FCE Umunze and FCE Asaba with over 80% responses in each of the colleges. However, Steele and Walters (2001) in an executive summary affirm that, 'those libraries able to provide 24/7 access in all or part of the library still are in the minority.' Still on the challenges, a finding of this study showed likeness in some problems as responded by over 65% each of the professional library staffs in the two institutions, and these problems includes the followings: holdup by the college management in start of the user education program early, information overload during library instructions, lack of constant publicity on the importance of the program, lack of user education program at all levels, lack of understanding skills of the students, un-conducive user education policy, nonutilization of ICT for library instruction, and lack of interest from the students side were the major challenges they encounter in the course of library user education. In particular, lack of interest in students towards user education can be observed as a common problem in Nigeria. Omeluzor, Akibu, Dika and Ukangwa (2017) found this lack of interest in library instruction courses among students of Federal University of Petroleum Resources, Effurun, Delta State. In another result, less than 10% of the library staffs in each of the colleges indicated lack of expertise amongst them was a barrier to library instruction course. This means that the professional library staffs of FCE Umunze and FCE Asaba are capable of delivering user education in their libraries. Superlatively, it is the professional library staff that partakes in library user education, because they are the ones considered to have undergone at least a bachelor degree in library studies.

CONCLUSION

This study was on user education as a tool for effective information resource utilization in academic libraries of Federal Colleges of Education Umunze and Asaba. The study established a problem that majority of students in the academic libraries lack effective user education. Therefore, a general objective of the study was to investigate the effectiveness of library user instruction in increasing library usage in the academic libraries. To achieve this, the study had four stated objectives in which results found showed no significant difference between FCE Umunze and FCE Asaba respondents on responses they provided about their academic libraries. These outcomes were on level of user education, types of method used for user education, extent to which user education is important to students' information resource utilization, challenges/obstacles encountered in user education, and suggested means to improve user education in the college libraries of FCE Umunze and FCE Asaba. Based on the study findings, the following recommendations could be put forward for the college libraries of FCE Umunze and FCE Asaba, to upsurge the value of library user education, importantly, in the effective utilization of library resources: Online user education services should be implemented instead of only traditional user education service as it affects the two libraries, and also, literature searching for final year student be introduced. Literature searching if scheduled for final year students of the colleges would solve the students' research skills problem, which was evident in their use of the library. Some library user education method were not used in both the libraries for effectively workshop, web based instruction, one on one mentoring, bibliographic instruction, newsletter, pamphlet, exhibition, library website and exhibition methods. Thus, the libraries should implement their use 1. Electronic resources in the two libraries required 'time-to-time awareness' as an improved user education procedure for the students' effective use. 2. Problems faced by the two libraries while user education program such as holdup by the college management in start of the program early, inadequate learning environment, information overload during instruction, lack of publicity on the importance of the program, lack of understanding skills of the students, non-utilization of ICT for the program, lack of implementation of the program at all levels, library opening and closing hours, and insufficient volumes of information resources, all put together can be addressed via improved user education procedure of 'annual interactive session'. 3. The professional library staffs in both the colleges were not convenient with the library instruction curricula in their libraries, and since these staffs in both the libraries agreed with 'redesign of library instruction curricula' as another improved user education method, there is a need for an urgent re-design of the user education curricula by the libraries for the purpose of effective library usage.

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