

Full Length Research

The Role of Library Instructions on the Use of the Library: Case Study of Federal University of Technology, Minna

Oshie, Shalom Fechukwu and Agbai, Anya Inyima

A PROJECT SUBMITTED TO THE DEPARTMENT OF LIBRARY AND INFORMATION TECHNOLOGY, SCHOOL OF INFORMATION AND COMMUNICATION TECHNOLOGY, FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGER STATE.

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF TECHNOLOGY (B.TECH) DEGREE IN LIBRARY AND INFORMATION TECHNOLOGY

Accepted 19 October 2022

The study seeks to find out the role of library instruction. It is limited to the federal university of technology, Minna with undergraduate student as its target response. The study was anchored by five objectives which are; to find out if students use the library at all; to find out the extent of the use of the library; to find out whether there are instructions on how to use the library; to find out the types of library instructions available; to find out the challenges users face in using the library. The descriptive design called correlation was adopted and questionnaires was used as instrument for data collection. A sampling fraction of 1.8% was used to select 376 undergraduate from the total (20,880) using simple random sample techniques. One hypothesis was tested at 0.05 level of significance and data was presented in frequency, tables, percentages and mean. The hypothesis was analyzed using PPMC method. The research finding reveals inadequacy in the library use, lack of knowledge on the use of the library, absence of library instruction to educate the user on the use of library and it resources. The study recommended that the library should adopt more library instruction methods to educate the users; the library should also employ more professional staff that will offer library instructions adequately and the library should orient her staff on being user-friendly in their approach to the users who seek to use the library.

Keywords: Library Instructions, Academic libraries, Library Services, Library Use.

Cite This Article As: Oshie, S.F., Agbai, A. I.(2022). The Role of Library Instructions on the Use of the Library: Case Study of Federal University of Technology, Minna. *Inter. J. Acad. Lib. Info. Sci.* 10(8): 318-338

INTRODUCTION

Background of the study

A library is an organisation that is responsible for acquiring, organising, storing, retrieving and disseminating of information to users of information and furthermore repackaging of this information into the appropriate formats for the users. Saharan (2013), was of the opinion that the existence of a library was to secure and organise recorded information such that it grants access to users. Hameed (2010), depicted a library as “a social institution for the exploitation of knowledge contained in published matter”.

According to Issa, Igwe and Uzuegbu (2013), the library is a key segment of a society that is unique because of their services to all facets of that society for the development of man in all areas. As gateways to learning and culture, libraries assume a crucial role in the society. The services, just as the resources they offer creates learning opportunities, supports training and literacy, and helps with forming new ideas and viewpoints that are vital to a society that is innovative and creative. It will be difficult to advance human knowledge, research or even preserve the cumulative knowledge and legacy for future generations in a world that is without libraries.

The enduring importance of the library has been established, however not over emphasised in the foregoing definitions.

An academic library is thus, a library that is affiliated to or can be found in a higher institution of learning and meets two inseparable needs: to help the educational programme and curriculum, and to support the research of the institutions faculty and its students. They are set up alongside their parent organisation which could be a university, polytechnic, college of education or some other tertiary institution. Academic libraries in recent times differ in regards to how much they oblige the individuals who are not affiliated with the parent institution. Relatively, an academic library supports her parent organisation in accomplishing her organisational goals; offering support for research and educational activities.

Academic libraries serve their universities by serving its two major communities: students, and faculty members. For students, they fill in as educational support, providing study areas, course or textbooks, supplemental reading, and research materials for papers etc. For faculty members, it advances research and provides research materials like bibliographies, biographies, glossaries, abstracts etc. Additionally, they create familiarity with most recent developments in science and technology and different fields of learning in the university community, give orientation, etiquette on the best way to source for materials in the library which is not common to patron's particularly new students.

The academic library is the hallmark of each learning environment, it is the information power house that makes the study life of students and lecturers in the institution, perfect.

In discussing the use of library, the general idea of the use of its resources and its relevance to the information needs of the library user comes to mind.

Each user of the library uses the library for one major reason and that is to accumulate information on a particular subject or field of learning for research, as in the case of those in academic sectors like students and lecturers. Understanding how to use a library and learning the right reading habits by adhering to the instructions set by the library to encourage effectiveness of its services, are significant components of what the library stands for; education.

The use of the library is significant as it helps students, researchers and different users of the library to overcome the discouragement and barriers to information access and how to use it to accomplish their academic pursuit. In the Federal University of Technology Minna for instance, the quality of the education that the institution can offer depends on how well her faculty members make use of the resources in the academic library to update their knowledge in a particular field, just as, how well the students patronise the library for further study and research on what has being taught them. According to Braimohet. al cited in Odu and Edam-agbor (2018), the consequences of the students inability to use the library will include among other things, a serious debasement of quality of university education, which may consequently have a negative effect on the job performance of the university products.

Consequently, the quality of education that can be given or gotten largely relies on the use made of the library and its resources. Unfortunately, users are faced with difficulties of information need in various ways and for different reasons. First, the large scale production of information otherwise called information explosion. Secondly, students are faced with difficulties of information need(s) in several ways like in research, assignments, recreation or entertainment, projects, and term papers, among others. Thirdly, the library is the biggest and complicated piece of educational equipment that students and non-students come in contact with. This complexity discourages many and most of the time they are frustrated. In this regard, it is relevant to know the routines and practices involved in library use to avoid frustration and discouragement. After all, if students are not instructed on how to use the library resources, the acquisition and organisation of these resources become of no worth.

Thus, it is necessary to note that, beyond the several difficulties that users experience when using the library, there are likewise other advantages and opportunities which they stand to gain too. This includes among others, access to the different information resources for research, project, and assignments etc., familiarity with the different areas of the library, familiarity with the different tools for information retrieval, develop the skills for retrieving information and comprehend the organisation of information for ease of access and retrieval.

Various techniques have been used to improve student's approach to the use of the library and increase information literacy, among which is developing a guide or set of instructions for students on the most proficient ways to use the library effectively when seeking information.

An instruction is said to be a set of directions made available for the users of a specific service or product. In this case, library and its services.

Library instructions, otherwise called bibliographic instruction (BI), user education and library orientation are comprised

of "instructional programmes" intended to show library users how to find the information they need viably and rapidly. For the most part, it covers the library's system of sorting materials, the structure of the field of literature, research techniques fitting for the academic discipline and its specific resources and finding tools (bibliographic database, library catalogue, abstracting and indexing services). With this, the library as a matter of necessity, structure precise and possible instructional programmes that will prepare the users to make use of the information by teaching them the logic and rationale of accessing and evaluating information and by encouraging independence in information and critical thinking.

The significance between library instructions and the library user is how the instruction assists the user in being able to find, assess and use efficiently the required information from the large collection of resources that are available in the library. The library user may be unable to totally harness the educational goldmine made available in the library until he can identify and adhere to the library instructions. These two factors work in synchrony, and ought not to be treated separately, hence, the existing relationship between "library instruction and use of library". It is inferable from the above introduction that this study seeks to find the role of library instructions on the use of the library.

Statement of the problem

Academic libraries everywhere in the world are concerned about the use of the library, as much as they are concerned about the user's satisfaction. It is of great concern that the lack of adherence to stated library instructions regarding its resources as much as its facilities as an aid to using the library properly may considerably hinder the library user from benefiting completely from what the library has to offer.

In tertiary institutions in Nigeria, one of the problems identified with the use of academic libraries is the case of under-use. This issue in academic libraries has pressurised the administration of the library to justify the immense investments put in them, since its alleged users rely on the plethora of available information on the web and other electronic resources that are remotely available.

Another problem is that of user's perception on what the library stands for and how to use the library. According to, Amusa and Iyoro (2013), what could change the perception of the academic library users includes, however is not restricted to, library condition and environment, library instructions, among others. Unfortunately, non-adherence to the library instructions as a guide on how to use the library effectively and efficiently, is also a challenge. Other issues includes, lack of knowledge on how to use the information resources that has been made accessible on the shelf, inadequate knowledge of available library resources, and lack of knowledge on how to use tools like the catalogue.

That is why the researcher embarked on this study to find out the role of library instructions on use of the library, using Federal University of Technology Minna, as a case study.

Objective of the study

The general purpose of this study is to discover the role of library instructions on the use of the library. The particular objectives of the study are;

1. To find out if students use the library at all.
2. To find out the extent of the use of the library.
3. To find out whether there are instructions on how to use the library.
4. To find out the types of library instructions available.
5. To find out the challenges users face in using the library.

Research questions

The accompanying research questions guided the study.

1. Do students use the library?
2. What is the extent of the use of the library?
3. Are there instructions on how to use the library?
4. What are the types of library instructions available?
5. What are the challenges the user face when using the library?

Hypotheses

The following null hypothesis would be tested at 0.05 level of significance.

There is no significant relationship between library instructions and use of the library.

Significance of the study

This study will help librarians in their efforts to improve the students' use of the academic library, to help them comprehend the role of library instructions as a variable that influences the use of the library. Ensuring that the users of the library know about the existing library instructions that aid their use of the library.

The findings of this study will provide the librarian innovative ways on the most proficient method to work out peculiar library instructions as it concerns a specific library aside the general directions, so as to achieve maximum use of the library by its users.

Also, it will help the users to gain an understanding of the advantages obtainable when they abide by the library instructions to proficiently meet their information need whenever they use the library. And finally, this study will help check the misuse and under-use of the library because of inadequate orientation on what the library stands for and ought to be used for.

Scope of study

This study covers the role of library instructions on the use of the library. It is however constrained to the Federal University of Technology, Minna library with students of the undergraduate level as the objective respondents.

Operational definition of terms

Use: to utilise or employ.

Library: it is an organised collection of information resources made accessible to a defined community for reference or borrowing.

Academic libraries: is a library that is attached to, established with or can be found in a higher institution of learning.

Library instructions: these are instructional programmes designed to teach library users how to locate the information they need rapidly and effectively.

LITERATURE REVIEW

This chapter reviews literatures on the role of library instructions on the use of library focusing on the following sub-headings;

The concept of library use in academic libraries

Academic libraries from time immemorial have assumed roles that are significant in providing research support in all subjects and disciplines within their parent organisation (the university). Ishola and Obadare (2014) noted that supporting the objectives of an academic environment in research, learning, services and teaching, is the main purpose of an academic library. The library is an important instrument that aids in intellectual development. Students' capacity to think critically and work autonomously or in groups can be credited to the active learning developed by the use of the library.

According to Uwakwe (2016), libraries are for use. So, "Why the use of library", is a question that is similar to asking, "why the existence of the library"? Because, just as a library exists to support its host university or college in accomplishing its goals, so does the use of the library help students, researchers and other users of the library to conquer the barrier and discouragement of accessing information and using the information to achieve their academic pursuit. This justifies the enormous investment of its material and human resources, as well as the library's organisational structures and activities. Hence, educational quality can be said to be dependent on the use of the library and its resources.

In describing the use of library, Maduako (2013) indicated that it is an act of perusing the stock in the library, seeking for and obtaining of assistance from library staff, finding needed information and borrowing a book from the library. And

inclusively, studying one's own material in the library. Hence, all the activities the library user embarks on in the library, whether by assistance or not, to meet his or her information needs may as well be described as library use. In other words, the acquisition and organisation of the library resources becomes of no value, if the user is not abreast with the appropriate knowledge on how to use the library and its resources.

Supporting this, is the opinion of Onyeneke (2016) that the efforts librarians put in organizing library resources are justified if they can be used wholly. One of such efforts is the instruction given to library users to get them acquainted with the library, its services and resources in a bid to enable them retrieve without difficulty, their needed information. Research have indicated that a lot of students do not make use of the library. This may be because some of them are not even aware that the library has certain information materials. On the other hand, those who use the library find it hard to locate needed materials because they lack the adequate knowledge of search tools which could have being of help to them in locating these information materials. Thus, the library and its resources are under-used, accounting to a large extent for the student's inability to carry out meaningful research which eventually results in poor academic performance. Therefore, students should be exposed to the various library information resources and how to access them.

In the library, the information resources needed by the users are not hidden, they are available in open shelves among several other information resources that may or may not be pertinent to the user. In overcoming the issue of locating resources that relates to the users' information need(s), it is necessary to acquire the skills relevant in exploring and exploiting the information resources and the library in general. This is because, according to Njoku (2016), the extents to which the library resources are used depends to a large extent, on the users' skill and knowledge of information searching and retrieval. Students who have sufficient knowledge on the most proficient method to use the library and its resources productively and adequately, have been able to solve a large part of their academic problems.

The extent of library use in academic libraries

According to Adeoye A.A (2018), students are saddled with numerous course work relating to their disciplines. The heavy workload makes them search for information to bridge their knowledge gap and the library, is the most authentic source of information in achieving that goal. Additionally, to justify the existence and survival of an academic library and its acquisition programme, it is fundamental to ensure the maximum use of the library's resources. Hence, students use the library for research work, assignments, recreation or entertainment, projects and term papers.

First, to reach their research goals, students use the services of the library. Ishola and Obadere (2014) citing Obiozor and Ogbonna (2007) surveyed students and staff use of the library and found that both students and faculty members use library materials for classroom and research works in Delta State University, Abraka and Obafemi Awolowo University, Ile-Ife respectively. For certain students, probably the greatest contrast between secondary school and university is the amount and depth of research that is required for research papers. University professors expect that students should be very skilled at researching, and for certain students this is a major change from secondary school. Students are required to dig deeper when gathering their own evidence from more extensive source, and structure opinions about their topics. Consequently, students ought to get familiar with library and every of its terms, methods and rules. It is true that Chan and Fu (2009) noted Internet searching as an aid to the boosting of the intellectual development for university students. Yet, the students should have the confidence to venture outside the comfort of their internet connections, laptops, telephones and explore the information resources and services of the library.

In a research conducted by Weaver N.E and Bernard E. (2016), it was observed that few students used the library and its resources in carrying out an assignment probably because a good enough job is not done on encouraging the students to use the library or other factors that may be affecting the students access to the library and interpretation of its resources. Yet, the research result had shown that on an average, about four (4) sources of information per student was cited on the assignment. Particularly journal articles or textbooks recommended by the course teachers or lecturers and accessible in the library.

Also, recreation or entertainment was not left out amongst the reasons for the use of the library by its users. Iwhiwhu and Okorodudu (2012), noted that the ultimate aim of all libraries as a service oriented organisation is to satisfy the need of its users. Thus, Iwhiwhu and Okorodudu (2012) citing the International Federation of Library Association (IFLA, 2001) indicated that, users' being satisfied with the information resources, facilities and services provided by libraries whether public or academic has become the melting point of the present day librarianship. Hence, the International Federation of Library Association (IFLA) had set minimum standards for information resources, facilities and services to be provided by libraries to meet these needs. Information resources include fiction books, non-fiction books, textbooks, newspapers and magazines, pictures and posters, CD-ROM, records and tapes, audio and videos to promote services reference services, community information services and recreational services amongst others.

People, in this case, students, need information to make vital and relevant decisions (Oluwatobi et. al 2014). It is evident that libraries differ in the range of the functions they fulfil and services they provide, yet every library seeks to

meet its users' needs and providing information sources for students to carry out their project work successfully is one of the roles of an academic library. Hence, other than for assignments, recreation and so on, students are also expected to carry out projects that give a general overview of a subject, as opposed to polished, in depth pieces of work.

Term paper is defined by Merriam-Webster as a major writing assignment in a school or college course representative of a student's achievement during a term. It is recommended that lecturers should give reading assignments regularly as this will require students to consult the library and other resources in the library, not just for examination purpose (Buraimo and Oyefeso 2013), but for other needs like writing of term paper.

So, it is believed generally, that in every university, undergraduate students should be able to make use of the academic library to satisfy their information needs. Unfortunately, in most cases, as shown by a study, academic libraries in Nigeria are under-used by students (Ishola and Obadere, 2014).

Effect of Library Instruction on users of the library

The indispensability of library instruction as an instrument that facilitates effective use of the library, is not in question. In this regard, Esse and Ugwumba (2014) opined that between user and materials or tools, a connection cannot exist without adequate education given to the users, who may not have prior knowledge or idea on the use of such materials or tools and the library as a whole. So, Uwakwe, Onyeneke and Njoku (2016) cited Akimbolae et al (2010), stating that, library instruction also known as user education constitute of all of activities designed to teach users about library facilities, services, organization, resources and search strategies in order to equip them with basic skills to enable them make optimal, effective, efficient and independent use of information resources and services available in the library. Ogunmedede and Emeahara (2010) further observed that no matter how large the stock of a library is, if the services and its resources are not fully used, such a library will be an unprofitable investment. Thus the need for a well plan user education programmes.

The findings of Esse (2014) study on "the effect of library instruction on satisfaction with the use of the library and its services" by undergraduate students, revealed that course on use of library had a noticeable effect on the students' understanding of the library. Also, it showed that a major size of the respondents (about 70.3 percent), pointed that information access at the library did not pose so much challenge for them. Similarly, Maduako (2013) points that user education improved use of library, while inadequate or even an inappropriate provision on the timetable for course on user education had assuredly, an undesirable effect on the quality of library use by the users.

Atarodi, Alami, and Saeed (2015) evaluated the impact of user education on medical students. They found in their study that, 87 percent of the students said that their knowledge of making use of information resources that existed in the libraries, based on their training in library use had a positive influence on how they used the library. Furthermore, 74 percent of students in this study noted that library instruction had affected their visit to the library and other information base centres for medical information. Since, unfortunately there are times, when the size and complexity of the library, appears to discourage and frustrate the students, non-students and many who come in to make use of it. Consequently, knowledge of the practices and routines involved in the services of the library is pertinent to avoid frustration and discouragement.

It was revealed by Madukoma, et al. (2013) study on library instruction and academic performance of undergraduates at Babcock University, Nigeria that library instruction assists the undergraduates to be abreast of where to search in the library for information. With the study, it was indicated that the respondents were able to develop needed skills for locating and retrieving information. These identified to what extent the library instructions aided location and retrieval of information in the library by the respondents. These respondents also claimed that with the help of library instruction, exposure to different information materials and services was possible hence, information access was made easier. The study also showed that library instruction helped users to get acquainted with the numerous available tools for information retrieval and without so much of aid from the library staff and librarians, the ability to retrieve the information materials in the library. Besides, Ogunmodede and Emeahara (2010) had found that as a result of giving adequate library instruction to the users of the library at the Ladoke Akintola University of Technology (LAUTECH) library, respondents, say 76.5 percent, had stated that relying on librarians and library staff for library information access was not needed.

In a study by Bowles-Terry (2012), an evaluation of library instruction programme as it relates to academic success exposed that the students in the focus group were competent to show the tools learned or skills acquired during library instruction sessions and had the ability to use them for various class-assigned research projects. Significantly, this study further showed a relationship between information literacy instruction and the students GPA at graduation. Shen (2014) also did a study on how online and in-person library orientations affected the information literacy skills of graduate students' thereby showing a notable relationship between the both, that is, library orientation and students' information skills. It showed that the starting point during research by a lot of the respondents in this study was the library and that, they were also able to tell a chapter or book title in a citation, while improvement in academic work after sessions in the

library was also indicated by most of them.

In 2013, Maduako embarked on a study on the use of library and user education in colleges of education both in Imo and Abia States. He discovered that a mean of 3.59 and 3.23 of those who responded 'strongly agreed' that they were turned into regular users of the library by library instruction programme. Added to this, was the fact that they had an awareness of the library resources and services available, which was accredited to library instruction.

Types of library instructions for use in the library

Library instructions or bibliographic instruction (BI) according to Di, S. (2014), connotes teaching a set of principles or search strategies relating to the library, its collections or services – using predetermined methods in order to accomplish predefined set of objectives. It prepares individuals to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation, and by fostering information independence and critical thinking.

There are various types or modes of library instructions in libraries, although, this may differ from one library to another and could be dependent on the collections in the library, documents arrangements, facilities and services available in the library, number of library users, their requirements, if users are under graduates or post graduate students etc. Some of these methods, according to Ania (2004) as cited by Uwakwe, Onyeneke and Njoku (2016) are one-on-one session, library orientation (for new students) and formal or classroom instruction. Others may include, instructional software, presentation method, workshops, demonstration, tutorials, library guided tour, attending to individuals at the help or reference desk and distribution of flyers. Although, few library programmes adopt theoretical learning or even general instructional approaches.

New student or user orientation can be defined as "instruction given to readers to help them to make best use of the library." User orientation means educating the library users – newly joined student, faculty members, research scholar etc. Kantharaj et.al. (2013) citing Fleming,(1990) defined user orientation as various programmes of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of information sources and services to which these libraries provide access.

According to Kumar et al. (2013) citing Mellon, (1988), "Students enter college with little or no knowledge of basic library tools, procedures or terminology". A well planned user education brings drastic changes in the user perception of knowledge from library. On the first day of the college for the newly admitted students, an orientation may be organized by the institution. Here all the heads of the departments, faculties would be introduced to the students. After the orientation the students would be taken round the department. Hence, orientation may also be done in the library by taking the students round the library and introducing various sections of the library. In academic libraries, a lot of cost is incurred in an attempt to improve their collection development, print journals subscription and online electronic journals subscription. Thus, these facilities should be used effectively.

Classroom instruction method is the common and familiar method that is a very effective way for communication as indicated in a study by Vasanthakumaret. al. (2013). They noted that, in this method librarian and library staff addresses the students or faculty about library collections, type of classification, arrangement of documents, general and special services offered, library rules and regulations, etc. If the library professionals want to present orientation programme for a large number of students in a single sit, they can as well arrange the programme in an auditorium and screen the video about the library, its services and resources. Alternatively, PowerPoint (PPT) presentation can be used. Here screen shots of the library sections, arrangements, library rules and regulations, can be displayed possibly with a voice over on the background. After classroom teaching, a practical library tour can be employed. Library tour is one of the best method for user orientation. In lecture method they only assume the library, but here they are physically present in the library. Hence, it is very useful for library users, if it is conducted immediately after the lecture.

Another proficient method for library instruction is the use of students Email address as a medium for communicating the library's services as well as providing reference services for the user. Email is one of the common and powerful communication media. For library instructions, email can be used for familiarising the library users regarding the library (Kantharaj, 2013). Brochures or flyers can be distributed both in hardcopies and electronic copies (to the students' E-mails) to library users as well. With this, they can go through the fliers at their ease and when in need.

Challenges of library instructions in the use of academic libraries

In research, a few issues and challenges have being spotted as elements that are fighting against library instructions in academic libraries, regardless of its significance to users of the library. Esse (2014) made an observation of the various challenges library users are confronting worldwide and the degree at which it has influenced the maximum and effective use of the library resources. In like manner, Anyaoku, Ezeani and Osuigwe (2015) recognised as a challenge in

academic libraries, students' lack of interest to programmes on information literacy skill. Eventually, the low turnout of students in user education programmes. Furthermore, an evaluation in the International Islamic University, Malaysia on user education programme in academic libraries was carried out by Suleiman (2012). As indicated by him, countless number of new intakes need special guide to assist them in managing the diverse information resources independently because on entering the universities they are confronted with the issue of familiarising themselves with the new environment. Not to mention, the different challenges of information needs they will encounter when carrying out assignments, research, recreational activities, projects, and term papers, among others

Idoko, Asogwa and Ugwuanyi (2015) in their conducted study in Nigerian Unity Schools on library user education problems which showed different challenges as identified by students and staff including absence of confidence in the use of library, inadequate methods of instructions by the librarian to help the students, poor furnishing of the library, inadequate equipping of school libraries with updated text books, absence of sufficient learning information resources like computers and others. Another challenge was on the availability of staff who would handle library instruction. On that note, Uwakwe, Onyeneke and Njoku (2016) cited Edom (2007) who itemized inadequate number of instructors or lecturers due to the large number of students as a challenge amongst other challenges like insufficient time, inadequate equipment and facilities, attitude of lecturers, attitude of students, use of library combined with the use of English and so on.

So, an average mean of 2.99 and 3.51 was shown in Maduako (2013) study to have agreed strongly that to manage library instructions, the lack of sufficient library staff was an impediment. Her findings additionally showed that library instruction was faced by the following challenges also; limited time span, absence of adequate provision for user education, students lack of interest and limited resources. More so, factors fighting against library instructions or user education in another study by Okoye (2013) on user education in federal universities over Nigeria, showed also other major issues that affected the programme including lack of ICT teaching facilities, absence of demonstrative and practical use of the internet in conducting researches and still, the lack of sufficient number of staff who are professionals to handle user education. However, Uwakwe (2016) citing Aligu (2011) mentioned that the changes use of ICT facilities brings in storage, retrieval and dissemination of information poses challenges on the users of the library. Therefore, the necessity to instruct and educate them on how proficiently to use ICT when retrieving information. He insists that ICT application into library system places a demand for exposure to ICT facilities and for users to be taught how to use them.

Again, Ishola (2014) observes that the rapid pace of development in the field of information technology and the advent of information services have prompted a comprehensive review of the library and its services. The global trend is now characterized with a fundamental shift from traditional information environment to an e-environment, thus limiting the users who are technologically handicapped.

Without argument, we can state that the issue of inadequacy or total failure to guide the students and new users of the library on the most proficient ways to use the library may expose them to patronising resources and websites that are unauthorized because their information need must be met. Eventually, Head (2013) while he surveyed how new students undertook course research once they were in school, revealed that about 70 percent of students in the university went to social networks like Facebook frequently when seeking information to meet their personal needs. Hence, students' consultation with web search engines like Google attained 95 percent patronage as the highest while consulting with friends as resources of information rated 87 percent.

Summary of literature review

McPherson (2015), indicated that upon admission into the university, students who were tutored on library instructions had less likelihood to experience library anxiety. On that note, it is of importance that instructors in and of the library should be approachable and above all, friendly in conveying library instructions and library services in general. They should sincerely manage the issue of library anxiety in order to help the students in understanding that they are not alone. And should also, encourage cooperative learning.

Beyond the foregoing factors noted in this chapter that impedes on the efficiency of library instructions and its effect on library use, it is worthy of notice that user education or library instruction as used for this research, is not taught in a vacuum. There are objectives and goals guiding the programme which must be pursued and realised. Edom (2007) in Uwakwe (2016) outlined as the objective of user education, the following. To teach the student how to make efficient use of the library, to make the students have an awareness of the resources of the library in its widest sense, to contribute to the students' personal and intellectual development and to help build his ability to continue with learning independently after his formal education, to provide him with the ability to conduct research, obtain and access information that is relevant and present his findings in an acceptable manner.

Maduako (2013) quoted the guidelines of NCCE (1994) and summarised the objective of user education and opines

that it is aimed at making the library user aware of how vast the library resources and services are and their availability. Njoku et.al (2016) citing Edoke (2000) who asserted that the objective of user education is to assist the user make best use of the overall resources of the library. He also outlined the following as the objective of user education, to build the skill pertinent for retrieving required materials, to develop skill required in embarking on advanced studies research and to create an attitude that is positive to information search which will eventually, stimulate the user to make use of libraries.

RESEARCH METHODOLOGY

This research work seeks to find out the role of library instructions on the use of the library, case study of Federal University of Technology, Minna. This chapter gives a description of the various methods, procedures and approaches used in data collection and analysis. The various approaches are described under the following sub-headings:

Research design

In this research work, a descriptive design called correlation will be used. It is a type of non-experimental research in which two variables are measured by the researcher and the statistical relationship, that is, correlation between them is assessed. This is supported by Creswell (2012) in Alfi, (2014), who opined that investigators in correlational research design use correlational statistics test to not only describe but also measure the degree of association between two or more variables. In view of the above definitions, the descriptive design called correlation has been considered appropriate for this research and hence it has been adopted.

Population of the study

The population of study for this research is the undergraduate students of the Federal University of Technology, Minna with a total population of Twenty thousand eight hundred and eighty (20,880) students as of 2018/2019 session.

Table 1: FUT Minna population of undergraduate students

N A M E O F S C H O O L O R F A C U L T Y	POPULATION OF UNDERGRADUATE			
School of infrastructure, processing engineering and technology (SIPET)	2	8	5	3
School of Science and Technology Education (SSTE)	1	9	4	4
School of agricultural and agricultural technology (SAAT)	2	8	0	2
School of Information and Communication Technology (SICT)	1	1	3	6
School of Environmental Technology (SET)	3	7	6	7
School of Physical Science (SPS)	3	9	6	8
School of Life Science (SLS)	2	0	4	7
School of Entrepreneurship and Management Technology (SEMT)	7	2		8
School of Engineering and Engineering Technology (SEET)	1	6	3	5
T O T A L	2	0	,	8 8 0

Source: Information Technology Service (ITS) department, Federal University of technology, Minna.

Sampling techniques and sampling size

Simple random sampling technique is the sampling technique to be used for this research. Hence, the researcher used Krejcie and Morgan table (1970) as cited in Onwukanjo (2017. Unpublished), which states that for the population of 15,000 to 20,000, three hundred and seventy six (376) should be used as sample size. A sampling fraction of 1.80% was used by the researcher to select from the various schools the 376 undergraduate students from the total population of 20,880. Accordingly, the proportionate sampling technique was used to select the student for each school to obtain the 376 undergraduate students. The 376 sample size was considered to be adequate and a representative of the total population, considering that it is a homogeneous population of regular undergraduate students.

The sample size were shared based on the schools involved in the research, such that, the school with larger population, gets a higher proportion of sample size than the school with lower population. According to Jeeves (2010) as cited by Onwukanjo (2017), proportionate sampling is a sampling method for gathering participant to be used for a study when the population constitute of various sub-groups that vary widely in number. From each sub-group, the number of each participant is determined by their relative number to the whole population.

Table 2: sample size

N A M E O F S C H O O L O R F A C U L T Y	POPULATION OF UNDERGRADUATE		
School of infrastructure, processing engineering and technology (SIPET)	5		0
School of Science and Technology Education (SSTE)	3		9
School of agricultural and agricultural technology (SAAT)	4		8
School of Information and Communication Technology (SICT)	3		3
School of Environmental Technology (SET)	5		3
School of Physical Science (SPS)	5		9
School of life Science (SLS)	4		0
School of Entrepreneurship and Management Technology (SEMT)	1		8
School of Engineering and Engineering Technology (SEET)	3		6
T O T A L	3	7	6

Instrument for data collection

The instrument to be used for the data collection is questionnaire. The researcher will design the questionnaire under two sub-headings; section A which captures respondent's demographic data and section B which covers the research questions.

Validity and reliability of the instrument

The research instrument used by the researcher in this study is the questionnaire. The instrument used was validated by my project supervisor and other lecturers in the department, who examined and made necessary structural and grammatical correction in the design of the questionnaire.

Method of data collection

For this study, the method of data collection is through the administration of questionnaire which were distributed on both campuses of the Federal University of Technology, Minna (that is, Bosso and the main campus, Gidan Kwano), to three hundred and seventy-six (376) respondents. However, only three hundred and sixteen (316) questionnaires were retrieved.

Method of analysis

All the data collected with respect to the research questions were analysed using descriptive statistics, presented in tables, frequency, percentages, mean and pictorial representation,. And to determine the relationship between the variables, the inferential statistics of Pearson product moment correlation coefficient was adopted.

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter presents the analysis, interpretation and discussion on the data collected in line with research questions.

Respondent rate

This chapter focuses on analysis and presentations of result table and graphs on Role of Library Instruction on Use of Library: A Case Study of Federal University of Technology, Minna, Niger State.

SPSS 23 Statistical package was utilized in this work.

A total of three hundred and seventy six (376) copies of the questionnaires were administered to the respondents from nine faculties in Federal University of Technology Minna. A total of 316 questionnaires that were administered to students were properly filled, retrieved and valid for the purpose of these work.

Table 3. Response rate of schools in the Federal University of Technology, Minna

S	c	h	o	o	l	frequency	Percentages
S	I	P	E	T		4 2	1 3 . 2
S	S	T	E			3 4	1 0 . 8
S	A	A	T			4 1	1 3 . 0
S	I	C	T			2 5	7 . 9
S		E	T			4 5	1 4 . 2
S		P	S			5 4	1 7 . 1
S		L	S			3 6	1 1 . 4
S	E	M	T			1 0	3 . 2
	S	E	E	T		2 9	9 . 2
T	O	T	A	L		3 1 6	1 0 0

Demographic data analysis

Gender, department and level are the demographic data used in this research work.

Table 4. Demographic Characteristics of the Respondents **Sampled (N= 316)**

		F r e q u e n c y			P e r c e n t a g e		
G e n d e r	M a l e	1	2	5	3	9	. 6
	F e m a l e	1	9	1	6	0	. 4
D e p a r t m e n t	L I T	8			0	2	5 . 3
	Computer Science	3			5	1	1 . 1
	G E O G R A P H Y	6			7	2	1 . 2
	M a t h e m a t i c s	1			0	3	. 2
	B i o c h e m i s t r y	4			8	1	5 . 2
	C i v i l E n g i n e e r i n g	2			8	8	. 9
	Q u a n t i t y S u r v e y	1			9		6
	S t a t i s t i c s		1			0	. 3
	C Y B E R S E C U R I T Y		1			0	. 3
L e v e l	5 0 0 L		8			1	2 5 . 6
	4 0 0 L		4			6	1 4 . 6
	3 0 0 L		3			8	1 2 . 2
	2 0 0 L		1	5		1	4 7 . 8

From the above Table, the variables include the respondent's gender, department and level of the students. Based on gender, we observed that the larger percentage 60.4% of the respondents are female and 39.6% are male. Based on departments we observed that the larger percentage 25.3% of the sampled respondents are students from LIT, followed by Geography department 21.2% and 15.2% are students from Biochemistry departments. Based on academic level we observed that the largest percentage 47.8% and 25.6% are respondents from 200L and 500L students respectively. The figure below shows a clear pictorial representation of the demographic characteristics of the respondents

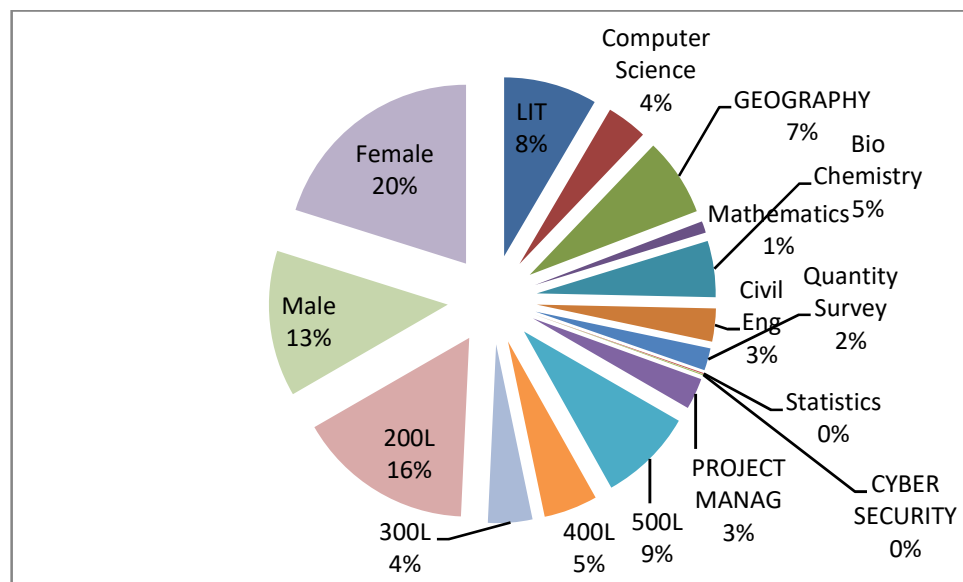


Figure 1. Pictorial representation of the demographic data analysis

Data analysis

The data analysis is based on the research questions.

The following statements answer the research question and are represented as A-G in the table.

- A. I use the library
- B. I often use the library regularly
- C. I use the library for class assignment
- D. I use the library for class projects
- E. I use the library for recreation
- F. I use the library for research
- G. I use the library when writing term papers

Table 5. Do students use the Federal University of Technology Minna, library and to what extent do they use the library?

Statement	Strongly Agree	A g r e e	Disagree	Strongly Disagree	Weighted Sum	M e a n	R e m a r k
A	116(36.7)	62(19.6)	86(8.2)	52(35.4)	8 7 4	2.7658	T r u e
B	25(7.9)	153(48.4)	82(25.9)	56(17.7)	7 7 9	2.4652	Not True
C	53(16.8)	181(57.3)	56(17.7)	26(8.2)	8 9 3	2.8259	T r u e
D	139(44.0)	65(20.6)	112(35.4)	0(0.000)	9 7 5	3.0854	T r u e
E	19(6.0)	66(20.9)	150(47.5)	81(25.6)	6 5 5	2.0727	Not True
F	88(27.8)	228(72.2)	0(0.000)	0(0.000)	1 0 3 6	3.2784	T r u e
G	234(74.1)	26(8.20)	56(17.7)	0(0.000)	1 1 2 6	3.5632	T r u e
	6 7 4	7 8 1	5 4 2	2 1 5		2.8652	

From the table Remarks are made base on Total mean.

The result from the above table answers the question on; "Do students use the Federal University of Technology Minna, library and to what extent do they use the library?" From this Table, we observed that in each case, larger percentage of the sampled respondents strongly agreed to the statements. We also observed that it is **True** that the students **use the library when writing term papers, use the library for research, use the library for class projects, use the library for class assignment** and they **do not use the library often and for recreation purpose**.

The following statements answer the research question and are represented as A-E in the table.

- A. Federal University of Technology Minna library offers library instructions.
- B. Federal University of Technology Minna library offers classroom library instructions.
- C. Federal University of Technology Minna library offers new user orientation instructions
- D. Federal University of Technology Minna library offers library guide tour.
- E. Federal University of Technology Minna library offers person-to-person library instructions.

Table 6: Are there instructions in Federal University of Technology Minna Library and what types of instructions are used?

	Strongly Agree	A g r e e	Disagree	Strongly Disagree	Weighted Sum	M e a n	R e m a r k
A	201(63.6)	115(36.4)	0(0.00)	0(0.00)	1 1 4 9	3.6360	T r u e
B	76(24.1)	158(50.0)	82(25.9)	0(0.00)	9 4 2	2.9810	T r u e
C	102(32.3)	95(30.1)	94(29.7)	25(9.7)	9 0 6	2.8670	T r u e
D	19(6.00)	122(38.6)	82(25.9)	93(29.4)	6 9 9	2.2120	Not True
E	20(6.3)	102(32.3)	82(25.9)	112(35.4)	6 6 2	2.0949	Not True
	4 1 8	5 9 2	3 4 0	2 3 0		2.7581	

From the table Remarks are mad base on Total mean.

The result from the above table answers the question on; Are there instructions in Federal University of Technology Minna Library and what types of instructions are used? From this Table, we observed that in each case, larger percentage of the sampled respondents strongly agreed to the statements. We also observed that it is 'True' that **Federal University of Technology Minna library offers library instructions, Federal University of Technology Minna library offers classroom library instructions** and **the library offers new user orientation instructions**. It is not true for statement D and F.

The following statements answer the research question and are represented as A-F in the table.

- A. I lack confidence in library use
- B. I am not familiar with the library environment
- C. The library facilities are not very adequate for use
- D. The method of library instruction is not user friendly
- E. The staff that offer library instructions are not adequate
- F. The staff that offer library instructions are not friendly and approachable

Table 7: What are the challenges on use of the library?

Statement	Strongly Agree	A g r e e	Disagree	Strongly Disagree	Weighted Sum	M e a n	Rank
A	0 (0 . 0 0)	113(35.8)	122(38.6)	81(25.6)	6 6 4	2.1013	6 ^{t h}
B	1 2 (3 . 8)	101(32.0)	203(64.2)	0(0.00)	7 5 7	2.3956	5 ^{t h}
C	0 (0 . 0 0)	138(43.7)	178(56.3)	0(0.00)	7 7 0	2.4367	4 ^{t h}
D	5 6 (1 7 . 7)	158(50.0)	102(32.3)	0(0.00)	9 0 2	2.8544	2 ^{n d}
E	0 (0 . 0 0)	152(48.1)	164(51.9)	0(0.00)	7 8 4	2.4810	3 ^{r d}
F	1 4 6 (1 4 . 6)	121(38.3)	2 5 (7 . 9)	24(39.2)	1 0 2 1	3.2310	1 ^{s t}
	2 1 4	7 8 3	7 9 4	1 0 5			

From the table Remarks are mad base on Total mean.

The result from the above table answers the question on; challenges on use of the library in Federal University of Technology Minna. From this Table, we observed that in each case, larger frequency/percentage of the sampled respondent responses is on agreed. Based on weighted means which are ranked in the table we observe that **The staff that offer library instructions are not friendly and approachable** as it ranked first (1st) and **The method of library instruction is not user friendly** ranked second followed by **The staff that offer library instructions are not adequate**. These are the major challenges on use of the library.

Hypothesis testing

There is no significant relationship between library instructions and use of the library.

Product moment Correlation Analysis showing Relationship between Library instructions and Use

Table 8: Hypotheses (H₀)

	N	M e a n	Std. Deviation	D	F	R	p-value
Library instructions	3 1 6	1 5 . 0 4 7 5	3 . 3 7 5 1 1	3	0 4	0 . 6 9 3	0.000**
U s a g e	3 1 6	1 0 . 7 3 7 3	2 . 3 0 1 9 7				

The result from this Table shows the relationship between Library instructions and Use. From the table we observed that the result of PPMC shows that there is significant relationship between Library instructions and Use since the p-value = 0.000 is less than 0.05 level of significance and R (Correlation coefficient) is a value that shows the degree of association between two variables. From the table, we observe that R=0.693 infers a strong positive influence (correlation). That is Library instructions has 69% positive influence on Use of the University Library. Thus we reject the null hypothesis (\square_0) in favor of the alternative (\square_1)

Discussion of findings

Research question 1 and 2: Do students use the Federal University of Technology Minna, library and to what extent do they use the library?

In table 7, statement A shows that it is true that students of the Federal University of Technology, Minna use the library, with 36.7% strongly agreed, 19.6% agreed, 8.2% disagree and 35.4% strongly disagreed. Statement B also indicates that students use the library but not regularly, hence shows a not true remark for the statement as 7.9 strongly agreed, 48.4 agreed and 25.9 disagree 17.7 strongly disagreed. For statement C and D, in this research, it is discovered that the students use the library for class assignment and class project with 16.8 strongly agreed, 57.3 agreed, 17.7 disagree, 8.2 strongly disagreed and 44.0 strongly agreed, 20.6 agreed, 35.4 disagree, 0.000 strongly disagreed respectively. Although, from the analysis, it shows that for the statement E, it is not true that students use the library for recreation, it is true that for research and for writing term papers in statement F and G, students use the library. Showing 27.8% for those who strongly agreed, 72.2% for those who agreed and 0.000% for disagree and strongly disagree in statement F. 74.1% strongly agreed, 8.20% agreed, 17.7% disagreed and 0.000% strongly disagreed for statement G, that they use the library when writing term papers.

From the respondents, students use the library and for various purpose and reasons. This agrees with Uwakwe (2016), who says libraries are for use and with Adeoye A.A (2018) who noted that students are saddled with numerous course work relating to their disciplines and would need to make maximum use of the library's resources in meeting with their research work, assignments, recreation or entertainment activities, projects and term papers.

Research question 3 and 4: Are there instructions in Federal University of Technology Minna Library and what types of instructions are used?

Table 8 reveals the availability of library instructions in the Federal University of Technology, Minna library and the type of instruction that is adopted. Statement A shows that 63.6% strongly agreed and 36.4% agreed that the Federal University of Technology, Minna library offers library instruction while 0.00% disagreed and strongly disagreed. Statement B had 24.1% respondents who strongly agreed, 50.0% who agreed, 25.9% who disagreed and 0.0% who strongly disagreed, making the statement true that the library offers classroom orientation. For statement C, those who strongly agreed and agreed were 32.3% and 30.1% respectively, with 29.7% and 9.7% who disagreed and strongly disagreed as well. So, the library offers new user orientation instructions. The analysis on statement D indicated that respondents strongly agreed at 6.00% and agreed at 38.6%. This therefore, shows that statement to not be true that the library offers library guide tour, hence the disagreed and strongly disagreed respondents indicates 25.9% and 29.4% respectively. For statement E that states that the library offers person-to-person library instructions is also not true, because from the analysis, it is shown that respondents strongly agreed with 6.3% and agreed with 32.3% while 25.9% and 35.4%, disagreed and strongly disagreed.

Di, S. (2014), defined library instructions and mentioned that it connotes teaching a set of principles or search strategies relating to the library, its collections or services – using predetermined methods in order to accomplish predefined set of objectives. It prepares individuals to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation, and by fostering information independence and critical thinking. Therefore, the method of delivering this instructions could hamper on its effectiveness.

Research question 5: What are the challenges on use of the library?

In table 8, research question 5, six (6) statements were used for the data analysis to answer the question asked on the challenges associated with the use of the library. Statement A shows that 0.00% strongly agreed and 35.8% agreed that they lack confidence in library use while 38.6% disagreed and 25.6% strongly disagreed making it rank the 6th among the challenges. In essence, less than average of the students are faced with the challenge of lack of confidence in their use of the library. In statement B, 3.8% respondents had noted strongly agreed and 32.0% noted agree. 64.2% for disagreed and 0.00% for strongly disagreed, ranking it at 5th position. Statement C, from the analysis, 0.00% strongly agreed, 43.7% agreed, 56.7% disagreed and 0.00% strongly disagreed that the library facilities are not very adequate for use, hence it is the 4th challenge for the user. Statement E is the 3rd ranking challenge for the users who responded with 0.00% for strongly agreed, 48.1% for agreed, 51.9% for disagreed and 0.00% for strongly agreed. With statement D, 17.7% indicated strongly agreed, 50.0% agreed, 32.3% disagreed and 0.00% strongly disagreed. Respondents who agreed and strongly agreed were above average, ranking staff inadequacy as the 2nd major challenge. The staff that offer library instructions are not friendly and approachable made up statement 6th. Respondent response indicated 14.6% strongly agreed, 38.3% agreed, 7.9% disagreed and 39.2% strongly disagreed. With this rate, statement F ranks

1st as users challenge in use of the library. Hence, the opinion of Esse (2014) who made an observation of the various challenges library users are confronting worldwide and the degree at which it has influenced the maximum and effective use of the library resources.

Findings based on the tested hypothesis

Table 8 reveals the Product Moment Correlational analysis showing relationship between library instructions and use. From the result gotten, we observed that the PPMC showed that there is significant relationship between library instructions and use of library in Federal University of Technology, Minna. P-value = 0.000 is less than 0.05 level of significance and $R=0.693$ infers a strong positive influence (correlation). So, since there is a significant relationship between library instruction and use of the library, the hypothesis is rejected which states that there is no significant relationship between library instruction and use of the library.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This project “the role of library instruction on the use of the library” was embarked upon to know the relationship between library instruction and the use of the library.

Summary of findings

The summary of the findings from this research includes:

1. The students of the Federal University of Technology, Minna use the institutions library.
2. There are library instructions on how to use the library. The Federal University of Technology, Minna library has adopted some library instruction method to educate its users on the use of the library.
3. There are two methods of library instruction adopted by the Federal University of Technology, Minna. The classroom teaching method which is part of the first year curriculum, the new user orientation instruction method that seek to answer the questions and enquiries of new library users, by a staff or the librarian. In this research, this methods alone were shown to be insufficient in educating the user adequately on how to use the library.
4. The extent of the use of the Federal University of Technology, Minna library is satisfactory. The resources are not totally adequate and sufficient in meeting the users’ needs but the students still use the available resources to carry out their assignments, projects, research work, and term papers and also, for recreation or entertainment.
5. In the Federal University of Technology, Minna library, the staff that offer library instructions are not user friendly, the method of instruction is not sufficient, the library facilities are inadequate. Also, some of the students are not familiar with the library’s environment and activities and hence, lack the confidence to use the library. Hence, there are indications of these challenges in the library but in various ranks.

CONCLUSION

Based on the findings of this research, it could be said that;

1. The students of Federal University of Technology, Minna use the library although poorly and not as efficiently as it should be used.
2. Library instruction, bibliographic instruction or user education is pertinent and plays a role on the use of the library, so Federal University of Technology, Minna adopts the use of certain instruction method which may be insufficient and thus, increase the issue of the poor use of library by students who do not have any or adequate knowledge on how to go about the use of the library and benefit from its vast resources to help them achieve and attain their academic goals much easily while in the institution.
3. Aziagba and Uzoezi (2010) posited that the main purposes of library instruction is to enable the user acquire the skill on how to locate and retrieve information resources for use. They pointed that, the concept of library instruction has been introduced in the curriculum in order to draw user’s attention to the need to acquire library skill knowledge so as to make effective use of library and its information resources. Hence, the two method of library instruction used by the Federal University of Technology, Minna should seek to achieve this aim.
4. It can be said that, the extent of use of the Federal University of Technology, Minna library is not exactly top-notch or at its peak. So, the students should be encouraged to use the library more often.
5. The library staff probably do not understand their role in educating the users, hence the need to orient the staff on how to approach their duties rightly so as to help reduce the issue of poor library use by students. The environment should also be made more adaptable for the new user to easily find his or her way around without frustration.

RECOMMENDATION

From the research carried out are the following recommendations given.

1. The library should adopt more library instruction methods to educate the users.
2. The library should also employ more professional staff that will offer library instructions adequately.
3. The library should orient her staff on being user-friendly in their approach to the users who seek to use the library.
4. Library instructions or user education should be carried out more often and regularly for the students to stay abreast of the activities and resources of the library.
5. The library should work alongside the lecturers who should encourage the students to use the library for their assignments and other academic work.

DECLARATION

I, hereby declare that this project “the role of library instructions on the use of the library” (case study of Federal University of Technology, Minna) is an original work carried under the supervision of Dr. Onwukanjo Stella and has never been presented elsewhere for the award of any degree and all related to the field of study, before the present research have been acknowledged and referenced.

DURU, Shalom Fechukwu
2014/1/52485TL

Date

APPROVAL PAGE

This is to certify that this project titled “the role of library instructions on the use of the library: case study of Federal University of Technology, Minna” by DURU, Shalom Fechukwu with Matric No. 2014/1/52485TL, has been approved for the department of Library and Information Technology, FUT Minna.

Dr. Stella Onwukanjo
Project Supervisor

Date

Dr. K.A Saka
Head of Department

Date

External Examiner

Date

DEDICATION

I would like to dedicate this work to God Almighty who has granted me the grace to pull through five years of learning in this university.

Also, my dedication also goes to my beloved parents Mr. /Mrs. Duru for their all-time support in all aspect of life. To my siblings; Clara, Ruth, Mercy and Obed, to my friends; Joy, Emmanuel, George, Samson, Maureen, Michael and to well-wishers, thank you.

This journey would not have been complete without all of your support and encouragement both in cash and in kind. So I say thank you once again!

ACKNOWLEDGEMENT

I will like to thank the management of Federal University of Technology Minna, Department of Library and Information Technology, for this five-year opportunity of academic achievement. I personally want to thank Dr. Onwukanjo Stella, my project supervisor for her experienced guidance, assessment and priceless advice during the course of my research, there is no way I can repay you. Much gratitude to my course advisor, Mrs. Oluchilbeh for her priceless guidance and advice. I would like to acknowledge my colleagues; information professionals class of 2019, thank you all for your company. I am forever grateful that our parts crossed in this lifetime. It was nice knowing you all.

Finally, I will like to thank my parents for their financial support and GOD for the life support. I am eternally grateful.

REFERENCES

- Adeoye, A.A (2017): 21st Century Library Use Skills, LAP Labert Publisher, ISBN: 978-613-9-82572-1
- Alfi, H. (2014): Te correlation between explicit gramatical knowledge and writing ability of EFL students.
- Amusa, O.I & Iyoro A.O (2013). Influence of library environments, instructional programs and user-librarian collaborations on library use by undergraduate students in Nigeria. *Chinese Librarianship: an International Electronic Journal*,35.URL: <http://www.iclc.us/cliej/cl35AI.pdf>
- Anyaku, E.N, Ezeani, C.N, Osuigwe N.E (2015). Information literacy practices of librarians in universities in South East Nigeria. *International Journal of Library and Information Science* , 7(5), 96-102.
- Atarodi, A., Alami, A. & Saeed S.J (2015). User education impact on medical students. *Scholarly Journal of Applied Medical Sciences (SJAMS)* 2015; 3(3C):1252-1258
- Aziagba, P.C, & Uzoezi, E.H (2010). Library skill instruction in Nigerian academic libraries. *Global Journal of Educational Research*, 9(1–2), 17–23. <https://doi.org/10.4314/gjedr.v9i1-2.62515>
- Bowles-Terry, M. (2012). Library instruction and academic success: A mixed-methods Assessment of a library instruction program. *Evidence Based Library and Information Practice*, 7(1), 82-95. <https://doi.org/10.18438/B8PS4D>
- Buraimo, O. & Oyefeso, O. (2013). The use of Academic library resources among students of Ogun state tertiary institutions. *Journal Home*. 10(2).2013
- Di, S. (2014). Library Instruction. Retrieved from: <https://googleweblight.com/i?u=https://www.sciencedirect.com/topics/social-sciences/information-user-instruction&hl=en-NG>
- Edem, N., Ani, O., & Ocheibi, J. A. (2009). Students' perceived effectiveness in the use of library resources in Nigerian universities. *Educational Research and Reviews*, 4(6), 322–326.
- Eke, H.N, Omekwu C.O and Agbo, J.M (2014). Internet search strategies employed by library and information science students of University of Nigeria, for research. *Library Philosophy and Practice (e-journal)*. 1194
- Esse, O & Ugwuwa, C. (2014). Effect of library instruction on the satisfction with the use of library and its services: A case study of undergraduates in five universities in southern part of Nigeria. *Europen scientific jounrl*, 10(13). 441-450
- Hameed, A.B (2010). USE OF LIBRARY: Essential manual for beginners. IBADAN: Akacom publication LTD.
- Head, A.J, (2013). How freshmen conduct course research once they enter college. Project Information Literacy Research Report: "Learning the Ropes". 1-48.
- Idoko, N.A, Asogwa, B.E and Ugwuanyi, R.N.C (2015). Problems of library user education in Nigerian Unity Schools. *Library Philosophy and Practice (e-journal)*. 1216. <http://digitalcommons.unl.edu/libphilprac/1216>
- Ishola, B. C.& Obadere, S.O (2014). Availability, Access to and Level of Use of Academic Library Information Resources; Study of Selected Academic Libraries in South-Western Nigeria. *Journal of Education and Practice*, 5(28), 20-33–33.
- Issa, Igwe, and Uzuegbu (2013). provision of library and information services to users in the Era of globalization. Lagos: waltodanny visual concept.
- Iwhiwhu, B. E.& Okorodudu, P.O (2012). Public library information resources, facilities, and services: User satisfaction with the Edo State Central Library, Benin-City, Nigeria. *Library Philosophy and Practice*, 747, 2012(MAY).
- Kanharaj, C. T., Deepak Kumar, M. R., & Vasanthakumar, M. (2013). User Orientation in Engineering College Libraries 2013. *National Conference on Inspiring Library Services*, 12–17.
- Kumah, C. H. (2015). A comparative study of use of the library and the Internet as sources of information by graduate students in the University of Ghana. *Library Philosophy and Practice (e-Journal)*. 1298, (December), 21.
- Maduako, P.M (2013).user education and library use in college of education in Abia and Imo state library. *library philosophy and practice*. Retrieved from: <http://digitalcommons.unlibphy/pract>.
- Madukoma, M.E, Onuoha, U.D, Omeluzor, S.U, & Ogbuiyi, S. (2013). Library instruction and academic performance of

- undergraduates at Babcock University, Nigeria. *Contemporary Humanities*, 6. 39-58
- McPherson, M.A (2015). Library anxiety among university students: A survey. *IFLA Journal*. DOI:10.1177/0340035215603993
- Odu, J. O., & Edam-Agbor, I. B. (2018). Library use instruction and the pattern of utilization of library services by undergraduates in the university of Calabar, Nigeria. *Global Journal of Educational Research*, 17(1), 87-95. <https://doi.org/10.4314/gjedr.v17i1.11>
- Ogumodede, T.A and Emeahara E.N (2010). the effect of library use education as a course on library patronage: a case study of LAUTECH library Ogbomosho Nigeria. *Library Philosophy and practice*. Retrieved from www.webpages.uldahoedu/.../pp2010.htm
- Okoye, M.O, (2013). User education in Federal University libraries: A study of trends and developments in Nigeria. *Library Philosophy and Practice (e-journal)*. 942. <http://digitalcommons.unl.edu/libphilprac/942>
- Oluwatobi, o., Ehioghae, M., Aluko-Arowolo, TK. & Onasote, A.O (2014). Utilization of library resources for effective research output among post graduate students in Adventist university of Africa. *Global Advanced Research Journal of Social Science(GARJSS)*. 3(4). 052-057
- Omeluzor, S. U., Akibu, A. A., Dika, S. I., & Ukangwa, C. C. (2017). Methods, effect and challenges of library instruction in academic libraries. *Library Philosophy and Practice*, 2017(1).
- Onwukanjo, S.A (2017). Homophily-Heterophily staff quality, information literacy and availability of information resources as correlates of effective reference services in university libraries in North-Central Nigeria (unpublished).
- Saharan, M.S (2013). *Academic library system*. New Delhi: Random Publications
- Shen, L.C, (2016). Both Online and In-Person library orientations have positive effects on graduate students' information literacy skills. *Evidence Based Library and Information Practice* 11(2):189
- Suleiman, S.A, (2012). User education programs in academic libraries: The experience of the International Islamic University Malaysia Students'. *Library Philosophy and Practice (e-journal)*. 774. <http://digitalcommons.unl.edu/libphilprac/774>
- Uwakwe, B.S, Onyeneke C.O and Njoku I.N (2016). Effect of user education on law students' use of the library: A case of the faculty of law library, Imo state university, Owerri, Nigeria. (2016). *Information Impact.*, 7(1), 70–85.
- Weaver N.E & Barnard E. (2016). Student use of academic resources in assignments.

APPENDIX**Dear respondent,**

I am a final year student of the Department of Library and Information Technology, Federal University of Technology, Minna, conducting a research on **“Role of Library Instruction on Use Of Library: A Case Study Of Federal University of Technology, Minna, Niger State”**. You have been selected to participate in the study by filling this questionnaire. The purpose of this exercise is purely research; therefore all information given will be treated confidential. Thank you for your anticipated co-operation.

SECTION A:**1. Background information about the respondent.**

(Please indicate the appropriate)

Demographic information

1. Department
2. Level
3. Gender : Male [] Female []

SECTION B:

Please indicate the appropriate answer by ticking correctly.

Key: **SA:** Strongly Agree **A:** Agree **D:** Disagree **SD:** Strongly Disagreed

1. Do students use the Federal University of Technology Minna, library and to what extent do they use the library?

S/NO	S t a t e m e n t s	S	A	A	D	S	D
a.	I use the library						
b.	I often use the library regularly						
c.	I use the library for class assignment						
d.	I use the library for class projects						
e.	I use the library for recreation						
f.	I use the library for research						
g.	I use the library when writing term papers						

2. Are there instructions in Federal University of Technology Minna Library and what types of instructions are used?

S/NO	S t a t e m e n t s	S	A	A	D	S	D
a	Federal University of Technology Minna library offers library instructions						
b	Federal University of Technology Minna library offers library offers classroom library instructions						
c	Federal University of Technology Minna library offers new user orientation instructions						
d	Federal University of Technology Minna library offers library guide tour						
e	Federal University of Technology Minna library offers person-to-person library instructions						

3. What are the challenges on use of the library?

S/NO	S t a t e m e n t	S	A	A	D	S	D
a	I lack confidence in library use						
b	I am not familiar with the library environment						
c	The library facilities are very adequate for use						
d	The method of library instruction is user friendly						
e	The staff that offer library instructions are adequate						
f	The staff that offer library instructions are friendly and approachable						