IMPACT OF TEACHING USE OF LIBRARY ON STUDENTS' ACCESS TO INFORMATION RESOURCES AND ATTITUDE TO LIBRARY USE IN FEDERAL POLYTECHNIC NASARAWA TOTO, NASARAWA STATE, NIGERIA

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Abstract

This study investigates the impact of teaching use of library, study skills and information and communication technology (ICT) course on students' ability to access information resources and their attitude to library use. Survey method was employed for the study. Questionnaire named Students' Access Ability Questionnaire (SAAQ) was developed by the researchers; the reliability of the instrument was obtained using Cronbach's alpha method to derive the coefficient value of 0.82 and was used for the collection of the data. The target population of the study was 1800 students of the School of Information Technology, Federal Polytechnic Nasarawa Toto, Nasarawa State. The sample size for the study was 360 respondents representing 20% of the population under consideration, proportionately selected from the four departments of the school through randomization. Two research questions and two hypotheses guided the study. Mean score was used to answer the research questions, while t-test statistic was used in testing the hypotheses. The result obtained from the respondents that answered research questions one (1), revealed that the aggregate mean was

3.44 which is greater than the weighted mean of 2.50. Similarly, the obtained aggregate mean score that answered research question two (2) was 3.19 also higher than the weighted mean of 2.50. The two stated null hypotheses were retained because the obtained t-values were less than the p-value. The study recommended among others that the teaching use of library, study skills and information and communication technology (ICT) be offered in both first and second semesters of the first year. It should be made a two hour credit units.

Keywords: Access ability, use of library, impact of teaching library, users' attitudes

Introduction

Maximum utilization of library information resources does not only depend on the availability of the resources and its organization but also on the acquisition of appropriate skills. It is on this basis that Hazrati (2014) advised that students and researchers must be equipped with basic information skills such as: ability to determine nature and extend of information, ability to evaluate information needs, ability to access needed information and its source, ability to use information effectively and ability to understand the validity linked to the information. These skills enable library users to make efficient and effective use of information resources (Julien, as cited in Issa, 2009). Arguably, one of the better ways information skills are obtained is through training or library instruction which is also referred to as teaching use of library by librarian (Ogwu, 2010).

Thus, the focus of this study is to investigate the extent to which teaching use of library, study skills and information communication technology (ICT) course influence students' ability to access information resources and the attitudes of students to library use. This study is undertaken in line with

the opinion of Amaakaven (2004) who claimed that this type of study is crucial as it helps to determine the effect which teaching use of the library is having on students. Use of Library, study skills and information communication technology is similar to users' education which refers to preparations provided to library users or students so that they become conversant with the library resources and services available in the library and how to access those resources, (Unuabor and Oseghale, 2018). It is a programme aimed at imparting skills and knowledge required to use library catalogues and other retrieval devices that enables users to locate and access needed information resources effectively, (Edoka, 2000). Use of library, study skills and ICT course also termed as library instruction or user education is a programme that educates students on how to effectively use the library, knowing what is available in the library, and being able to access the library holdings.

In Nigeria, use of library is one of the elective courses with a title as Use of library, skills and information communication technology (ICT) GST 212 as National University Commission (NUC) bench mark. It is recommended to be taught in tertiary institutions including Polytechnics. The belief is that it increases students' capability and capacity for independent search and use of information resources with ease and within a short period (Unomah, as cited in Amaakaven, 2004). Moreover it exposes students to learning the best ways to access and use quality and relevant information resources. Through library instruction students are better equipped with critical skills and knowledge to become independent lifelong learners and efficient users since it provides a platform for productive information use (Salleh et al, 2011; Rajgoli & Hadimani, 2010). For utilization of library resources by library users there must be education programme to orient them about the collection, services and the potential users of the library.

Teaching could be viewed as the process that involve attending to people or students' needs, experiences and feelings, and making specific interventions toward helping them learn particular things. The primary purpose of teaching generally, is to bring positive change on the learner. Students must be equipped with various skills to enhance their ability of retrieving information from resources and must develop positive attitudes to library usage. Thus, teaching the use of library, study skills and information communication technology course is aimed at development of outcomes such as ability to identify, locate and use information resources efficiently. It is expected that students are equipped with knowledge and basic information skills to enable them locate retrieve and use variety of information sources with less stress. This will motivate students toward patronizing library.

Library could be seen as an organized information resources which could be in different format (print or electronically) store, preserve and disseminated to users in a well manner to meet their information needs. The programme in Nigerian tertiary institutions varied in term of credit hours, it has been observed to be mostly one or two credit hours (Amaakaven, 2004). However, in a bid to ensure that students are well grounded in information skills, some tertiary institutions apart from teaching the use of library, study skills and ICT, also have other related programs such as: library orientation, library exhibition and library education.

It is observed that students of Federal Polytechnic Nasarawa state which is the focus of this study have little or no familiarization on how to effectively locate their needed library resources. Strong indications have shown that students always depend on library staff to retrieve their information resources to meet their information needs. It is also unclear whether or not

male and female students have developed the same level of attitudes to the use of library after receiving library instruction. Determining whether or not gender differences exist in polytechnic students in respect to access to information resources and attitude to use of library is crucial as it could provide meaningful direction to the teachers who teach the use of library, study skills and information communication technology (GST 212) course.

Review of Related Literature

Numerous investigations have been undertaken on the effect of teaching use of library, study skills and information and communication technology (ICT) GST 212 on students' ability to access their information needs. Unuabor and Oseghale (2018) examined the impact of the use of library course for better usage of library among students of university of Ibadan. They discovered that the teaching of the use of library was not making any significant impact on students' patronage to the library. Similarly, Salleh et al. (2011) studied the effect of information literacy on the academic performance among undergraduate students in Higher Education of Malaysian Public University. They discovered that there was no significant impact of information literacy instructions on the academic performances of the students. Perhaps information professionals were not adequately involve handling the course, or lack using effective methods that would impact adequate learning to bring a desire result. Similarly

Likewise, Amaakaven (2004) examined the use of library among students of Benue state university after exposing them to Use of library course programme. He found out that the reading culture is yet to be instilled in the students. Also he discovered that second to the largest percentage of the students were still adopting wrong search strategies to access the needed

information. However, Uwakwe et al. (2016) studied the effect of User Education on law students' use of their library Imo state university. They found out the user education programme has positively affected the students' use of library. Okani (2008) studied user education in selected tertiary institutions in Anambara state aiming at to find out the types of User education Programme and their effectiveness. He observed that nine types were available which among others include: library instruction, library orientation, point of-use etc. While point-of use instruction, bibliographic instruction and orientation programme were discovered to be more effective.

The continuous changes in the information skills owing to the emerging knowledge driven society and the use of information and communication technologies has brought a challenge that requires students to be equipped with the evolving skills. It is for this reason that librarians and other information professionals are engaged to teach library general course to students of all tertiary institutions in Nigeria. However, in spite of this effort students seem to be finding it difficult to access their information resources to meet their information needs.

It is observed that the level at which students of the Federal Polytechnic, Nasarawa Toto depends on library staff in order to meet their information needs is worrisome. Adeleke and Emeahara (2016) lamented when they discovered that low level to access and use of e-resources is due to lack of search skills by the students. They opined that given the unprecedented changes in the information formats and the organization of information resources, students require guidance and library instruction in order to achieve realistic expectations of accessing library resources. Hence this study sets to investigate the impact of teaching the use of library enhances

ability to access information resources and attitudes to library usage among students of Federal Polytechnic, Nasarawa Toto.

Purpose of the Study

The general purpose of this study is to determine the extent of impact teaching use of library, study skills and information and communication technology has on students' ability to access library information resources and attitude to library use.

Specific Objectives

The objectives of the study are to:

1. Determine the extent to which teaching the use of library, study skills and ICT course influenced students' ability to access their information resources.
2. Ascertain the extent teaching use of library, study skills and ICT induced the attitudes of students toward the use of library.

Research Questions

To adequately achieve the stated objectives, the research was guided by the following research questions:

1. To what extent does teaching use of library, study skills and ICT course influenced students' ability to access library resources?
2. To what extent does teaching use of library, study skills and ICT influenced students' attitudes to the use of library?

Hypothesis

$HO_{1:}$ There is no significant difference in the level of influence teaching use of library, study skills and ICT has on students' ability to access information resources based on gender.

$HO_{2:}$ There is no significant difference in the level of impact teaching use of

library, study skills and ICT course has on students' attitudes to library patronage based on gender.

Methods

A survey research was adopted for the study. The target population were all National Diploma year 2 (ND 2) students from the four departments of the school of information technology, Federal Polytechnic Nasarawa Toto, totaling 1800 students. The school was randomly selected from the four schools. A sample size of 360 representing 20% of the students' population was proportionately selected from the departments of the school through a simple random sampling technique of balloting. This was to provide equal opportunity to respondents of being selected.

The instrument that was used for the collection of the data was a questionnaire which was title "Students Access Ability Questionnaire" (SAAQ).To establish the reliability of the instrument, Cronbach alpha method was used, the derived values coefficient obtained was 0.82 and was used for the study, this was because the items were found to be internally consistent. Total copies of 367 questionnaires were personally administered to the respondents by the researchers. Out of the 367 copies of the questionnaire, 360 representing 98% were correctly filed and used for the study. The Data collected for the research questions were analyzed using mean score, while t-test was used to test the stated hypotheses at 0.05 level of significant.

Table 1: Population and the sample size of respondents by department

Department	Population	Sample size
Library Science	643	129
Mass. Communication	518	104
Computer Science	345	69
Office Management technology (OTM)	294	58
Total	**1800**	**360**

Source: offices of the HODs, Faculty of Information Technology.

Table 1 is the distribution of students' population and the sample size of each department. The table indicates that library science has highest population followed by Mass Communication. The least is Office Management Technology (OMT) department.

Table 2: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	192	53
Female	168	47
Total	**360**	**100**

From table 2, it shows that males (sex) were more represented in this study than the female. It is not surprise because male students are observed to be more in number in each department than the female counterpart.

Table 3: The extent teaching use of library, study skills and ICT course influence students' ability to access information resources?

Statement: Teaching of library general study course has:-	**MEAN**	**Decision**
Improved my knowledge on how resources are organized in the library	3.66	Accepted
It improved my ability to use the library catalogue to locate resources from the library shelve	3.46	Accepted
It improved my ability in the use of keyword, author, and title to locate information from the source	3.35	Accepted
Improved significantly my understanding on how resources are being arranged on shelve.	3.56	accepted
Improves my ability in the use of library index, catalogue and online database to retrieve information needed.	3.20	Accepted
Aggregate mean score	**3.44**	

In the result presented in table 3, the overall aggregate mean score of all the respondents is 3.44 thus, higher than the decision mean of 2.50 on the items presented in respect to the extent to which teaching use of library, study skills and ICT course influenced students' ability to access information resources. It is concluded that knowledge gained through library general studies course equipped students with knowledge required locating and retrieving information resources.

Table 4: The extent teaching use of library, study skill and ICT course influenced students' attitudes to the use of library.

Statement: Teaching of library general study course has:-	**MEAN**	**Decision**
Helped me know the routines and practices involve in the library and encourages my library patronage.	3.36	accepted
Helped me in obeying the rules and regulations of the library	2.93	accepted
Reduced frustration faced when using the library	3.18	accepted
Changed my negative perception about library.	3.25	accepted
Developed interest to patronize library for my information needs.	3.25	Accepted
Aggregate mean score	**3.19**	

From table 4, the aggregate mean score of respondents was 3.19 and was higher than the decision mean of 2.50. This simply indicates that teaching use of library, study skills and information and communication technology had significantly influenced students' attitudes to library patronage.

HO_1: There is no significant difference in the level of impact teaching use of library, study skills and (ICT) course has on students' ability to access information resources based on gender.

Table 5: t-test on the significant difference on mean score of students' ability to access information resources between the groups

	Paired Differences					
	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig. (2-tailed)
MALE – FEMALE	-.10000	.07616	.03406	-2.936	4	.043

Level of significance@ p<0.05

The result of the analysis as presented in Table 5, shows the obtained t- value is -2.936 is less than the p-value .043 at 0.05 level of significance therefore, the Null hypothesis is accepted and retained. It simply means that the teaching of Use of library, study skills and ICT course has the same level of influence on ability to access information resources between male and their female counterpart.

HO_2: There is no significant difference in the level of effect teaching of use of library, study skills and ICT course has on students' attitudes to library patronage, based on gender.

Table 6: t-test on the significant difference on mean score of students' attitudes to library usage base on gender

	Paired Differences			t	Df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Erro			
MALE - FEMALE	-.07000	.06633	.02966	-2.360	4	.078

Level of significance@ p<0.05

The result in Table 6 could not demonstrate any significant differences as regard to the level or extent of impact the teaching use of library, study skills and ICT course had on the respondents' attitudes to the use of library base on gender. This is because the obtained t-value -2.360 is less than the p-value .078 at 0.05. So the stated hypothesis could not be rejected but was retained

Discussion

Based on the responses of the students in respect to research question 1 which implored to find out the extent to which teaching use of library, study skills and information and communication technology had influenced students' ability to access information resources**.** The result clearly showed that teaching use of library, study skills and ICT course influenced the students' ability to access information resources as the obtained aggregate mean score 3.44 was higher than the decision mean 2.50. The findings confirmed the claim of Salleh et al, (2011) who argued that library instruction educate and equipped students with critical skills require for easy access to variety of information resources. It is very crucial that students are put through in the proper ways on how to get the required information resources as well as where they can locate them with ease. This is necessary because learning activities requires information.

Research question 2, was to find out the extent to which teaching use of library, study skills and (ICT) course influenced the students' attitudes to the use of library. The aggregate mean score 3.17 obtained was higher than the decision mean 2.50. This simply means that teaching use of library, study skills and ICT course has impact on students' attitude to library use. The present finding is in agreement with the finding of (Uwakwe et al. 2016; Okani, 2008) but was inconsistent to that of (Uwakwe et al. 2016; Salleh et al. 2011; Adeleki, and Emeahara, 2016; Amaakaven 2004)

The stated null HO_1 indicated that there is no significant difference in the level of effect teaching Use of library, study skills and ICT course had on students' ability to access information resources based on gender. After the study, the result obtained proved that there is an insignificant difference in the mean score between male and female which shows that teaching use of library, study skills and ICT course had the same level of influence on ability to access information on both male and female. This could be

attributed to the fact that both sexes have realized the value of the course as a tool that provides skills required for identification and retrieval of information resources.

The null HO_2 states that there is no significant difference in the mean score of male and female on the influence of use of library, study skills and ICT course on the students' attitudes to library use. The findings at the end of the study accepted and retained the hypothesis. The present findings corroborated that of Alakpodia (2014) who revealed that the level of attitudes between male and female toward library usage was insignificantly different. It is not surprising as it is observed that both male and female students understand the need to use the school library for meeting their information needs.

Conclusion

Since teaching use of library, study skills and ICT course enhances students' ability to access information resources, as well as influences their attitudes toward library patronage. It then means that teaching the course provides students with a platform for maximum utilization of the library resources.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teaching use of library, study skills and ICT course be increased from one hour to two hour credits so as to have adequate time to take students through practical exercise the course.
2. There is need for periodical evaluation of the course content to accommodate the continues changes in the Library and Information Science curriculum in the course.

3. Since it has been established that the course enhances ability to access information, the course should be made to run in both the first and second semesters of the first year of the students study so that freshmen would have opportunity to be equipped with needed skills required for locating information resources.

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