

**INFLUENCE OF USER EDUCATION ON LIBRARY USAGE AMONG STUDENTS OF
COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA**

BY

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DELTA STATE UNIVERSITY,

ABRAKA

AUGUST, 2016

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B.Sc. DELSU, ABRAKA

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INFORMATION SCIENCE**

**SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILLMENT OF THE
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SCIENCE (M.LIS) DEGREE IN LIBRARY AND INFORMATION SCIENCE, DELTA STATE
UNIVERSITY, ABRAKA**

AUGUST, 2016

DECLARATION

I declare that this is an original research work carried out by me in the Department of Library and Information Science, Faculty of Education, Delta State University, Abraka.

MONYE RITA

(Student)

DATE

CERTIFICATION

I certify that this research work was carried out by **MONYE RITA** in the Department of Library and Information Science, Faculty of Education, Delta State University, Abraka.

DR. M. O. Ogbomo

(Dissertation Supervisor)

DATE

DEDICATION

This dissertation is dedicated to the Almighty God.

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TABLE OF CONTENTS

COVER PAGE	-	-	-	-	-	-	-	-	i
TITLE PAGE	-	-	-	-	-	-	-	-	ii
DECLARATION	-	-	-	-	-	-	-	-	iii
CERTIFICATION	-	-	-	-	-	-	-	-	iv
DEDICATION	-	-	-	-	-	-	-	-	v
ACKNOWLEDGEMENTS	-	-	-	-	-	-	-	-	vi
LIST OF TABLES	-	-	-	-	-	-	-	-	x
ABSTRACT	-	-	-	-	-	-	-	-	xi
CHAPTER ONE: INTRODUCTION	-	-	-	-	-	-	-	-	1
1.1 Background to the Study	-	-	-	-	-	-	-	-	1
1.2 Statement of the Problem	-	-	-	-	-	-	-	-	9
1.3 Research Questions	-	-	-	-	-	-	-	-	10
1.4 Research Hypothesis	-	-	-	-	-	-	-	-	11
1.5 Purpose of the Study	-	-	-	-	-	-	-	-	11

1.6 Significance of the Study	-	-	-	-	-	-	-	-	12
1.7 Scope and Delimitation of the Study	-	-	-	-	-	-	-	-	13
1.8 Operational Definition of Terms	-	-	-	-	-	-	-	-	14
CHAPTER TWO: REVIEW OF RELATED LITERATURE-									15
2.1 Conceptual Framework	-	-	-	-	-	-	-	-	16
2.2 User Education Programmes in Colleges of Education Libraries-									18
2.3 Level of Students' Knowledge of User Education Programmes in Colleges of Education-	-	-	-	-	-	-	-	-	25
2.4 Frequency of Library Usage among Students of Colleges of Education-									30
2.5 Constraints of User Education on Library Usage among Students of Colleges of Education-	-	-	-	-	-	-	-	-	37
2.6 Appraisal of the Reviewed Literature-									41
CHAPTER THREE: RESEARCH METHODS AND PROCEDURES									42
3.1 Research Design	-	-	-	-	-	-	-	-	42
3.2 Population of the Study	-	-	-	-	-	-	-	-	42
3.3 Sample and Sampling Technique	-	-	-	-	-	-	-	-	43
3.4 Research Instrument	-	-	-	-	-	-	-	-	44
3.5 Validity of the Research Instrument	-	-	-	-	-	-	-	-	45
3.6 Reliability of the Research Instrument	-	-	-	-	-	-	-	-	45

3.7 Method of Data Collection	-	-	-	-	-	-	-	46
3.8 Method of Data Analysis	-	-	-	-	-	-	-	46
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION OF								
RESULTS AND DISCUSSION OF FINDINGS								
4.1 Analysis of Questionnaire Response Rate	-	-	-	-	-	-	-	47
4.2 Analysis of Bio Data of the Respondents-	-	-	-	-	-	-	-	49
4.3 Answering of the Research Questions and Discussion of Findings	-	-	-	-	-	-	-	51
4.4 Testing of the Research Hypothesis-	-	-	-	-	-	-	-	60
CHAPTER FIVE: SUMMARY, CONCLUSION AND								
RECOMMENDATIONS-								
5.1 Summary of the Study	-	-	-	-	-	-	-	62
5.2 Conclusion	-	-	-	-	-	-	-	64
5.3 Recommendations	-	-	-	-	-	-	-	64
5.4 Contribution to Knowledge	-	-	-	-	-	-	-	65
References	-	-	-	-	-	-	-	66
Appendix I: Questionnaire-	-	-	-	-	-	-	-	73
Appendix II: Detailed Computation of Reliability Test-	-	-	-	-	-	-	-	77

LIST OF TABLES

Table 3.1: Population size-	-	-	-	-	-	-	-	-	43
Table 3.2: Sample size	-	-	-	-	-	-	-	-	44
Table 4.1: Questionnaire response rate-	-	-	-	-	-	-	-	-	48
Table 4.2: Gender of the respondents-	-	-	-	-	-	-	-	-	49
Table 4.3: Age range of the respondents-	-	-	-	-	-	-	-	-	50
Table 4.4: Marital status of the respondents-	-	-	-	-	-	-	-	-	50
Table 4.5: User education programmes in colleges of education libraries in South-South, Nigeria-	-	-	-	-	-	-	-	-	51
Table 4.6: Level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria-	-	-	-	-	-	-	-	-	54
Table 4.7: Frequency of library usage among students of colleges of education in South-South, Nigeria-	-	-	-	-	-	-	-	-	56
Table 4.8: Constraints of user education on library usage among students of colleges of education in South-South, Nigeria-	-	-	-	-	-	-	-	-	59

Table 4.9: Summary table of significant relationship between knowledge

of user education programmes and usage of the library- - - 61

ABSTRACT

This study examined influence of user education on library usage among students of colleges of education in South-South, Nigeria. Four research questions were raised to guide the study. The scope of the study covered user education programmes in colleges of education libraries, level of students' knowledge of user education programmes in colleges of education, frequency of library usage among students of colleges of education and constraints of user education on library usage among students of colleges of education. The study covered six colleges in South-South namely College of Education, Agbor, Delta State; College of Education, Ekiadolor, Edo State; College of Education, Omoku, Rivers State; College of Education, Okpoama Brass, Bayelsa State; College of Education, Calabar, Cross River State; and College of Education, Uyo, Akwa-Ibom State. That is to say, one college of education was selected each from the six states that make up South-South geo-political zone of Nigeria. The respondents of interest to the study are library users of the six selected colleges of education library. The descriptive survey research design was used for the study. The population of the study is 7458 library users, while the sample of the study is 373 respondents. Questionnaire was used to collect data from the respondents and the data were analyzed using statistical mean (\bar{X}). The study found that there are user education programmes in colleges of education libraries in South-South, Nigeria such as user instruction, library orientation, guided tour, lecture, seminar, workshop, library exhibition, library display, in-house training, posters around the library and sign posts in the library.

Furthermore, user education has positive influence on library usage among students of colleges of education in South-South, Nigeria. The study recommended that adequate user education infrastructure should be provided in colleges of education libraries in South-South, Nigeria to facilitate students' participation in the user education programmes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Academic libraries support the teaching, learning and research needs of the institutions they serve. It is the libraries' responsibility to ensure that the use of their information resources, services and facilities are maximized to benefit their users, hence the necessity for user education programmes (Nithyanandam, Kanniyappan, Dhanakar & Rajasekar, 2014).

The main purpose of an academic library is to support the parent institution in areas of learning, teaching and research. The academic library is often regarded as the 'heart' of any academic institution, particularly, the university, polytechnic and college of education. Hence, to a large extent, the quality of the institution is measured by the services provided by the library, because of its unique contributions in the overall goals of the institution. However, the services and resources of the academic library cannot be effectively utilized by users without adequate user education (Edem, Ani & Ocheibi, 2012).

Aguolu (2012) stated that for academic libraries to perform their myriad of functions, their library collections must not only have quality and current books/journals, but also modern information resources in electronic formats such as e-books, e-journals, online databases and other internet resources. Beside available information resources in the library, such information resources must be easily accessible and retrievable by potential users. However, easy accessibility and retrieval can only be possible if users are well educated and instructed in the use of the library and its resources. Hence, the need for user education cannot be overemphasized.

User education promotes effective library usage among students. Fleming (2010) defined user education as “various programmes of instruction, education and exploration provided by libraries to users to enable them to make effective, efficient and independent use of information resources and services to which these libraries provide access”. Mews (2012) described user education as instructions given to users to help them make the best use of the library. User education can take various forms such library instruction, library orientation, bibliographic instructions as well as general familiarization with the library resources, services and environment.

Wikipedia (2015) stated that user education also referred to as library instruction, bibliographic instruction or library orientation consists of

instructional programmes designed to teach library users how to locate the information they need quickly and effectively. Fjallbrant (2010) defined user education as “the teaching of those skills that will enable students and other library users to locate and use library materials effectively and feel confident in using the library”. Singh (2010) reported that the aim of user education is to acquaint users with the use of materials in the library. Bello (2013) noted that user education is a device used by the librarians to educate users on how to use the resources available in the library in a result-oriented ways. Osagie (2013) opined that the major aim of user education is to facilitate easy and quick search and retrieval of information resources in the library by library users.

According to Lwehabura (2010), over the years, there have been various terms referring to teaching effective use of the library and its resources. These terms include user education, library use education, reader instruction, user instruction, library orientation, library familiarization, and library user education. All these terms refer to organized programmes practiced across various types of libraries to enable library patrons to acquire skills to allow them to use the library resources, services and facilities effectively.

The 21st century is the age of information technologies. Knowledge is created and communicated largely through teaching, learning and research. Academic libraries are an integral part of these activities. Resources in the

academic library are vast and students need to be familiar with the library resources and the library environment. User education is a vital part of these processes. Instruction in using the academic library and its resources/services is an important and effective aspect of user education (Mahammadi, Moghaddam & Yeganeh, 2010).

Prorak (2014) reported that studies have shown that majority of students in higher institutions cannot make effective use of the academic library due to lack of user education. Librarians act as the link between user education and the library users. Librarians help to inculcate librarianship into students and encourage them to have good reading habit through constant use of the library and its resources. User education provides a collection of skills that have a close relationship to other educational goals. User education is any effort formal or informal, which guides and instructs existing and potential users in the recognition and formulation of their information needs, in the effective and efficient use of information services and the assessment of source materials that can satisfy specific requirements (Mohammadi, Moghaddam & Yeganeh, 2012).

Mellon (2013) reported that students enter higher instructions with little or no knowledge of basic library tools, procedures or terminology. This is as a result of lack of functional school libraries in most primary and secondary schools, which ought to teach the students library skills before they enter into

the tertiary level of education. There is therefore need for user education programmes to adequately train and educate students on how to use library resources for their learning and research activities in the academic library.

Nur-Aini (2011) stated that with the development of technologies and the vast information resources available in different formats, there is increasing need for academic libraries to educate their library customers in locating, evaluating and using of the library resources effectively. User education has a great influence on students' use of the library. Through user education, students are able to familiarize themselves with the library environment, locate needed materials in storage areas, retrieve needed materials and information from sources and use information optimally for academic, personal, professional and recreational purposes.

Agyen-Gyasi (2010) stated that the influence of user education on the effective utilization of the library by students cannot be overemphasized. User education enable library resources, services and facilities to be adequately and effectively used, with little or no direct assistance from library staff. Also, user education increases the library skills of users, bring about satisfaction, increases library patronage and boost the confidence of the library users.

The American Library Association (2009) outlined the influence of user education on library usage by students in academic libraries as follows: easy and quick access to library materials; easy retrieval of information resources; increase in library skills; increased user satisfaction with the library services and resources; increased library patronage; positive attitude towards the library; and development of good reading habit among students.

Changes in technology, society and educational system are having a considerable impact on libraries and their instruction programmes. These changes require information literacy programmes for users to become more effective, efficient and independent in their information searching. The goal of library user education has expanded from teaching tools to teaching concepts and from library instruction to information literacy and life-long learning. Academic libraries ensure that students who are the highest users of the academic library resources are adequately educated in the use of the library. To provide effectively for the information needs of students, librarians in academic libraries have to determine firstly, the information needs of the students, and secondly determine how much users know about how to find information and knowledge organization. On the basis of this, the librarian can then design effective user education programmes or information literacy courses for the users (Aderibigbe & Ajiboye, 2011).

User education has become more imperative with the application of technologies to library operations. In order to realize the potential and full benefits of technologies in academic libraries, there is need for effective and efficient user education (Fidzani, 2011). In a study on the information seeking pattern of students in a business school library in Bangalore, Khan and Hedge (2010) observed that even though the library provides orientation programmes periodically, a very large percentage of the students indicated that there is need for more user education in order to be able to access information and more importantly, bibliographic information and over all information literacy.

One of the fundamental laws of the library is that resources, services and facilities must be well consulted by students. The librarian has to acquire and provide access to the information resources in the library. The user is very important in the practice of librarianship. This is because library process revolves around the users. The user is very critical to the services of a library, hence the user of a library must be constantly asked to assess the services and resources provided, as this will help the library to improve upon its services. No matter how large the stock of a library is, if the services and its resources are not fully utilized by users, the library will be worthless. Hence, the role of user education should not be ignored (Ogunmodede & Emeahara, 2013).

According to Fjallbrant (2010), academic libraries provide user education in order to equip the students with enough knowledge on the use of the library. User education will enable the students to use the library resources effectively and satisfactorily. Bello (2013) stated that the reason for user education is that library processes could be so complex that an average user may not easily comprehend how to use the available resources. As a result of the era of information explosion in which we are, information is expanding at a very fast rate and new resources are being introduced into the library. With the advent of information and communication technologies (ICTs), which has permeated almost all the activities of libraries, it is important to explain the working of a library to a new user in detail through user education. The ultimate objective of user education is to enable users exploit the resources and services of the library to the fullest.

User education has positive influence on library usage among students in particular and users in general. Osagie (2013) highlighted some of the positive influence of user education on library usage among students in academic libraries to include:

1. User education enable students to know how to use the library catalogue independently with particular references to the author, title and subject catalogues.

2. User education enable students to understand the classification schemes in the library so as to be able to locate materials with little or no problem.
3. User education enable students to see library catalogues as indexes to the entire collection and use them as such.
4. User education enable students to see the library as a repository of knowledge that determines the success of students' academic programmes because it is not possible for a students to have the collection of the library.
5. User education promote library effectiveness, efficiency and library users' satisfaction with the library resources, services and facilities.

1.2 Statement of the Problem

The volume of scholarly publications and other information materials are very large, with new books and periodicals published on daily basis. The amount of available information resources in the library is enormous, hence there is need for students to be effectively educated in the use of the library and its resources. Students of college of education must be able to evaluate and select the right information resources in the college library, and this cannot be possible without sufficient library knowledge via user education. According to Lwehabura (2010), despite the positive influence of user education on the effective use of the library by students, majority of academic libraries still reluctantly engage in

user education of students. Students are admitted into colleges of education every year without proper guide, instruction and education on how to effectively use the college library resources to their academic and personal advantage. No wonder most students in colleges of education enter the college library and get frustrated due to unfamiliarity with the library environment, lack of library skills to do proper catalogue and shelf search as well as who/which library staff to ask for guidance. It is against this background that this study is embarked upon to examine the influence of user education on library usage among students of colleges of education in South-South, Nigeria.

1.3 Research Questions

The following research questions have been raised to guide the study;

- i. What are the user education programmes in colleges of education libraries in South-South, Nigeria?
- ii. What is the level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria?
- iii. What is the frequency of library usage among students of colleges of education in South-South, Nigeria?
- iv. What are the constraints of user education on library usage among students of colleges of education in South-South, Nigeria?

1.4 Research Hypothesis

There is no significant relationship between students' knowledge of user education programmes and usage of the library.

1.5 Purpose of the Study

The main purpose of the study is to examine the influence of user education on library usage among students of colleges of education in South-South, Nigeria. The specific objectives of the study are to:

- i. find out the user education programmes in colleges of education libraries in South-South, Nigeria;
- ii. find out the level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria;
- iii. examine the frequency of library usage among students of colleges of education in South-South, Nigeria and
- iv. find out the constraints of user education on library usage among students of colleges of education in South-South, Nigeria.

1.6 Significance of the Study

The study will be beneficial to the management of colleges of education in South-South, Nigeria. The study will enable the management of colleges of education in South-South, Nigeria to be aware of the influence of user education on library usage among students of the colleges. This awareness will therefore lead to formation of effective policy geared towards appropriate user education programmes for students. This study will also be beneficial to students of colleges of education in South-South, Nigeria. The study will enable the students to be conscious of the positive influence of user education on library usage among students and this consciousness will motivate them to acquire library skills through user education programmes. In the same vein, this study will be beneficial to library staff of colleges of education library in South-South, Nigeria to enable them inculcate the spirit of librarianship into the students and train the students on the rudiments of library use through user education. Lastly, this study will be useful to postgraduate students of Delta State University, Abraka as well as prospective researchers. The findings of this study will serve as a research tool to postgraduate students and researchers.

1.7 Scope and Delimitation of the Study

The study is focused on the influence of user education on library usage among students of colleges of education in South-South, Nigeria. The study covers six colleges in South-South namely College of Education, Agbor, Delta State; College of Education, Ekiadolor, Edo State; College of Education, Omoku, Rivers State; College of Education, Okpoama Brass, Bayelsa State; College of Education, Calabar, Cross River State; and College of Education, Uyo, Akwa-Ibom State. That is to say, one college of education was selected each from the six states that make up South-South geo-political zone of Nigeria. The respondents of interest to the study are library users of the six selected colleges of education library. The scope of the study covers user education programmes in colleges of education libraries, level of students' knowledge of user education programmes in colleges of education, frequency of library usage among students of colleges of education and constraints of user education on library usage among students of colleges of education.

1.8 Operational Definition of Terms

The following terms have been defined as used in the study;

Influence: This refers to the effect that user education has on library usage among students.

Library Usage: This is the act of utilizing the library products and services by the students of colleges of education.

South-South: This refers to the Southern geo-political zone in Nigeria which comprises of Delta, Edo, Rivers, Akwa-Ibom, Cross River and Bayelsa States.

User Education: This refers to the various programmes of instruction provided to users in the library to enable them effectively and efficiently use the library resources and services.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is focused on the review of related literature. The literature review is arranged under the following sub-headings:

2.1 Conceptual framework

2.2 User education programmes in colleges of education libraries

2.3 Level of students' knowledge of user education programmes in colleges of education

2.4 Frequency of library usage among students of colleges of education

2.5 Constraints of user education on library usage among students of colleges of education

2.6 Appraisal of the reviewed literature

2.1 Conceptual Framework

The conceptual framework adopted for this study is the "Five Factors Model" proposed by Andaleeb and Simmonds (1998). This conceptual framework explains the access and use of information resources by library users. The Five-Factors Model with its attendance measures, attempt to explain library users' access and use of information resources in the library through the influence of user education. The conceptual framework tends to visualize the factors that influence the use of information resources among library users focusing on effective user education as a pre-requisite to the effective use of the library and its resources. The conceptual framework and its related propositions are outlined as follows:

Factor I: The higher the level of availability and perceived quality of the information resources in the library, the greater the level of use by library users: Information resources are critical to information seekers. The quality of an information resource has a significant relationship with the degree of use of the information resource. When library users perceive an information resource to be qualitative, they tend to use the information resource frequently. Andaleeb and Simmonds (1998) affirmed that the quality of an information resource whether

printed or non-printed has a significant influence on library users' utilization of the information resource.

Factor II: The greater the level of awareness of the information resources in library, the greater the level of use by library users: The level of awareness of information resources influence the use of the information resources by users. When users are aware of available information resources in the library, they tend to use the information resources frequently.

Factor III: The greater the perceived competence of library users through user education, the greater the level of use of information resources in the library: In the context of competence, library users need to be skilled in the use of library catalogue, shelves, indexes, OPAC and other library access points and this can only be made possible through effective user education. To maximize the potentials of information resources in the library, library users need to be competent with searching, retrieval and evaluation skills through user education. These skills are major requirements to the effective use of information resources by library users.

Factor IV: The more user-friendly information resources are, the greater the level of use by library users: The general friendliness of information resources in the library has a significant influence on the use of the information resources by

library users. Library users prefer information resources that are user friendly and easy to access.

Factor V: The better the perceived overall physical appearance of an information resource, the greater the level of use by library users: The physical attribute of an information resource in terms of attractiveness is a major factor to the effective use of the information resource by library users. Attractiveness is quite influential with regard to information resource option among library users.

This conceptual framework is applicable to this research work because the use of library resources by students of colleges of education is dependent on the Five-Factor Model with major emphasis on user education (**Factor III**). For effective use of information resources in the library, the college of education students must be adequately educated through effective user education programmes in order to create awareness among the students.

2.2 User Education Programmes in Colleges of Education Libraries

College of education library supports the teaching, learning and research needs of the college. It is library's responsibility to provide better service to the users of the library, most especially the students to ensure that information resources and services are effectively utilized to the benefits of students. Hence, user education programmes are very crucial for students' library usage potential

(Suleiman, 2012). Gorman (2010) stated that college libraries are concerned primarily with the messages that constitutes that human record and only secondarily with the medium by means of which message are transmitted. College libraries are part of the general context of the societal cohesion and the higher aspirations of students, staff and researchers.

Fleming (2010) reported that there are a number of user education programmes in colleges of education libraries which help to enhance students' effective use of the college library. Such programmes are programmes of instruction, education and exploration provide by the college library to users, most especially students to enable them make more effective, efficient and independent use of information resources and services to which the college library provide access. Mellon (2013) noted that the various user education programmes aimed at educating users on the effective use of the library and its resources.

According to Agyen-Gyasi (2010), information resources in the college library play a vital role in supporting teaching, learning and research activities of the college. The information resources in the college library help to widen and deepen the knowledge of the students and also help to provide an intellectual stimulation among students. The aim of user education programme is to make the users aware of different types of information resources available in the

library and to educate the students to develop skills to search for information on their own. Thus, user education programme is an important step to improve the information consciousness of users and their ability to make the best use of library resources.

Behrens (2011) stated that user education programmes, are programmes that make the library users conscious of the tremendous value of information and to develop an interest to seek information as and when they require it. User education programmes help in encouraging the students to learn and use techniques by which they can specify their needs and acquire, evaluate, organize and communicate information. Information is now channeled through a variety of media and it is necessary for librarians in college libraries to prepare students for a continuing process of self- education to handle information and the various channels through user education programmes.

According to Agyen-Gyasi (2010), generally, the user education programmes are centrally coordinated at the main library. The user education programmes usually have two parts: a lecture, and orientation/guided tours. The lecture is often given by the college librarians or his/her representative. The college librarian highlights the important of the library in the college setting and discusses different information formats and how they are organized in the library. In the user education programmes, the college librarian explains library

rules and regulations, opening hours, borrowing rights, borrowing procedures, and gives a brief introduction to the classification scheme.

In college library, there are different categories of user education programmes such as library exhibition, library display, lectures, seminars, workshops, orientation, CD-ROM education, library publicity, in-house training, information literacy training, computer literacy training, and internet literacy training (Alimohammadi & Sadjadi, 2012). Similarly, Fidzani (2011) highlighted the following as the categories of user education programmes on library usage among students in academic libraries. They include: lectures, guided tours, printed guides, posters, handbills, pamphlets on library usage, displays, exhibition, seminars, workshops taped slides show and application of audio-visual method.

Carley (2010) noted that during the user education programme, the college librarian try to present an image of the library as a pleasant, friendly and student-oriented instruction where help can be obtained. The goal of the user education programme is to make students confident and able to ask for assistance from the library staff whenever they needed help. After the lecture, senior library staff takes students on guided tours in the library, showing every part of the library to the students. The guided tour may include serial section,

reference section, reserve section, circulation, special collection section and ICT section.

Agyen- Gyasi (2010) reported that guided tour constitute one of the major user education programmes, on library usage carried out in the academic library. During the guided tour, library staff take groups of twenty to thirty (20-30) students and introduce them to the various library resources, facilities and services. At the reference section, students are usually shown encyclopedias, dictionaries, almanacs, yearbooks and other reference materials as well as how these reference materials are used. At the ICT section, students are guided on how to use the computer, the internet, OPAC system and online databases. At the serial section, students are shown serial material like newspapers, magazines, newsletters, maps atlases and journals as well as how these material are accessed and used. Also, the students are taught how to use the library catalogue.

Babakisi (2010) listed three major user education programmes on library usage as follows:

1. Introducing new students, some of them came from school systems where there are generally no school librarians or well established libraries.

2. Familiarizing students, who have little or no information seeking skills at all with a broad range of library resources in order to develop library skills.
3. Educating users on how to find material manually and electronically using OPAC, internet and CD-ROM.

Foss (2011) outlined three different categories of user education programmes on library usage to include the following:

1. **Stage one:** This stage provide a general introduction of the library through orientation or seminar.
2. **Stage Two:** This stage is concerned with the introduction of the students to the various library resources, service and facilities in the library for practical experience through guided tours. In this stage, the emphasis will be on subject and bibliographic materials.
3. **Stage Three:** This stage is concerned with library exhibition, display and one-on-one interaction with students.

Mews (2012) outlined three essential users education programmes based on the library users' educational background.

1. The first category is library instruction or library orientation for fresh students.

2. The second category is bibliographic instruction for students who are not familiar with the library resources.
3. The third category is more sophisticated, involving the sorting and summarizing of documentation and the studying and analyzing of information by the students through library supervision by the library staff.

According to Aina (2004), there are various categories of user education programmes aimed at imparting the skill on effective use of the library. The categories include: one-on-one sessions approach, library orientation, library tours, and classroom instruction. On one-on-one session, the librarian takes a group of students round the various section of the library where the librarian will explain the activities that go on in the different sections of the library. During this section, the students are expected to ask questions, while they get exposed to the basic services of the library. In the one-on-one session, the students are shown the various shelves, location of the materials on the shelves and how to retrieve or locate materials from the shelves.

Another major category of user education programmes on library usage is library orientation. Library orientation involves taking fresh students on a guided tour of the library after a brief lecture or seminar. The library orientation programme normally last for 3-4 days and it features events like talk, exhibition,

display, demonstration and guided tour. An important aspect of library orientation programme is the talk which is usually given by the college librarian or his/her representative.

2.3 Level of Students' Knowledge of User Education Programmes in Colleges of Education

College libraries recognize that students of college of education need to obtain, use, and apply information to be successful academically. College libraries that offer services recognize the importance of making the college library users aware of opportunities in the library through user education and this has led to high level of students' knowledge of user education programmes (Agyen-Gyasi, 2010). College libraries view user education as a vital tool for the creation of awareness among students on the available resources and services rendered in the library. The major aim of user education is to make the college students highly aware and knowledgeable about the resources and services that are rendered in the library coupled with where to find and how to exploit what is available in the library (Agyen-Gyasi, 2010).

Wikipedia (2015) stated that majority of college of education students have high knowledge of user education programmes due to frequent user education programmes carried out by the college library on regular basis. There

are several reasons why college libraries indulge in user education on regular basis. The reasons are:

1. Emphasis on inter-disciplinary research.
2. Change in the system of education with greater emphasis on technologies.
3. Increase in the amount of available literature.
4. The absence of libraries at the elementary and secondary school levels of educational system.
5. Introduction of ICTs to library operations and services which require adequate skills or knowledge from students for students for effective and efficient utilization.

User education is both a marketing and welcoming activity and often forms part of the college library's orientation programme for both new and old students and this has made majority of the students to have high knowledge of user education programmes (Mews, 2012). Fidzani (2011) reported that college libraries frequently embark on user education programme for students to be highly knowledgeable about user education programmes. Other reasons include:

1. To introduce students to facilities and resources in the college library.
2. To develop library skills among students.
3. To make students independent user and learners in the college.

4. To develop capabilities as self-sufficient students
5. To establish the library as the centre of academic activity in the college
6. To provide basic understanding of the library so that students can make efficient use of library materials and services.
7. To educate students about information resources and how to exploit such resources effectively and efficiently.

The American Library Association (2009) reported that the reasons why college libraries indulge in user education are to promote students' knowledge of user education programmes, teach students about library services, facilities and organization of the resources as well as search strategies. It is believed that educating students through user education help to improve the library skills of the students in exploiting library resources and service which in turn lead to high knowledge of user education programmes and greater use of the library.

Behrens (2011) found that college of education students have high knowledge of user education programmes and the major reason why college libraries carry out user education it to inculcate library skills into the students including skills to use the library catalogue, bibliographic tools, selecting information from various resources in the library, and physical location of information materials on the shelves. Gericke (2012) noted that user education refers to teaching the use of libraries and information resources. It includes

instruction in the use of one or more reference sources as a part of reference transaction, library use presentation, and bibliographic instructions. Mews (2012) described a process of broad and continuous user education as an integral part of students' learning which leads to high knowledge of user education programmes among college of education students. Ford (2014) described the relevance of user education within the context of information literacy and the increased knowledge of students about user education programmes.

Bhatti (2014) pointed out that the changing nature of higher education, along with ever increasing growth of library collections, technological development in handling and retrieving techniques, and information and fundamental changes in the nature of reference services, has justified the increased knowledge of students and the need for user education on library usage among students in academic libraries. Effective user education has the potential to retrieval of required learning resources in the library. The need for user education arose within an assumption that the information environment is complex and is changing quickly. Students have to learn critical thinking and research skills in the evaluation of information in their fields of interests.

Aslam-Mujahid (2013) reported that along with the growth of literature, information technology has also grown much too fast for college libraries and has resulted in the development of new library search techniques and standards.

So the need has grown stronger of education the library users to develop and refine their information literacy skills, library skills, computer skills and critical thinking skills.

Bhatti (2013) conducted a study on evaluation of user education programmes in university libraries of Pakistan. The study found a high level of students' knowledge about user education programmes. The study also reported that libraries carry out user education programme for three major reasons.

1. **Orientation to students:** This allows new students to get the basic knowledge about the library services and resources.
2. **Basic bibliographic instruction:** this gives the student a perspective about the library policies, systems of organization and acquaints the students with the information resources in their respective fields of specialization.
3. **Advanced bibliographic instruction:** This give students more advanced information on library skills.

Singh (2010) stated that one of the reasons why libraries conduct user education is to increase the level of knowledge of user education programmes among students, to inform students and to educate them about the availability and use of resources and services. Similarly, Foss (2011) reported that generally,

libraries conduct user education in order to teach students the use of different research tools such as catalogues, indexes, abstracts, and bibliographies.

According to Osagie (2013), the level of students' knowledge of user education programmes is relatively high and there are four major reasons why user education is embarked upon by libraries. The reasons are:

1. To enable students to know how to use the library resources (both print and electronic resources) which include books, journals, serial sources, reference sources, e-books e-journals and internet resources.
2. To enable students to be aware of the available services rendered in the library and use the services to their advantage.
3. To enable students to view or visualize the library as a repository of knowledge that contributes to students' academic success.
4. To enable the students to effectively use the library facilities such as shelves, catalogue cards, indexes, abstract, shelf-list computer, the internet, OPAC and other facilities.

2.4 Frequency of Library Usage among Students of Colleges of Education

The volume of scholarly and scientific publication is very large, with about 1,000 new books and periodicals published daily worldwide. The amount of available information is too large for anyone to access all materials and

resources without proper education, guidance and instruction. Students must be able to discriminate, select and evaluate and this cannot be possible without sufficient user education. User education is influential for the best use of library services and resources. Students who are more familiar with the library and its resources, services and facilities often use them more easily. User education allows new students in the college to get the basic knowledge about the library's services and holdings (Bello, 2013).

Osagie (2013) conducted a study and found that 87% of colleges have a viable college library with majority of the students (94%) visiting the school library on daily and weekly basis to consult books for their assignment, seminar, note update, reading, recreation, sightseeing and research. The study concluded that generally, the frequency of use of college libraries among college students in this present dispensation is high and encouraging.

Foss (2011) conducted a study and reported that 63% of college students visit the college library frequently, 29% of the students visit the college library occasionally, while 8% never visited the college library. Similarly, Singh (2010) conducted a study and found that majority of college students rely heavily on the information resources available in the college library as well as the help of librarians in meeting their information needs. It was found that 93% of the students visited the college library 3-4 times a week to use subject books,

journals and reference sources recommended for them by their lecturers. Only few students reluctantly and occasionally use the college library resources. This shows the positive attitude of college students towards the use of the college library and the high frequency of use of college libraries among college students.

Bhatti (2013) reported that the frequent use of college libraries by college students is dependent on the availability, accessibility and viability of the college libraries. Bhatti (2013) explained that college libraries can only be used frequently by students if they exist in the college and if the college libraries are accessible and viable with current books, relevant subject books, qualified college librarians and good library facilities. College students prefer information resources that are easy to understand, which make them frequently use the library resources to break down the complex teaching in the lecture hall. Most college students often use the college library resources to supplement what was taught in the lecture hall, the materials they have at home, the materials prescribed for them by lecturers and their lecture notes. Wikipedia (2015) pointed out that college students are lovers of books housed in the college library. Their love for books lure them to the college library very often and this has been the practice among college students in recent time.

Aslam-Mujahid (2013) conducted a study on college students' library attitude and use. The study was focused on the attitude of the college students towards the use of the college library, their frequency of use of the college library, purpose of use of the college library, benefit of the use of the college library and the challenges of college library services. The study found that majority of the college students visit the college library everyday from Monday to Friday for the purpose of reading, studying for examination, assignment, updating of lecture notes, searching for prescribed or recommended books, research and reading of recreational books like novels and colourful magazines or pictures.

Gericke (2012) stated that college students use the college library services and resources very often to meet their information, learning, research and recreational needs. Behrens (2011) found that majority (56%) of college students used the college library many times a day (from Monday to Friday), 31% of the students used the college library 3-4 times a week, 11% of the students used the college library 1-2 times a week, while 2% of the students used the college library once a week. This points to the high frequency of use of college libraries among college students.

Phipps and Dickstein (2013) studied methods of user education in a library among new students and found significant relationship between the

lecture method and the influence of user education programme. The study also reported that user education has impacted positively on the students' effective use of the library and this has led to frequent use of the college library among the students. Breviks (2012) and Tiefel (2014) in their separate studies both demonstrated that there is a significant relationship between user education and students' academic performance through improved grades which leads to frequent use of the college library among the students. Furthermore, Prorak (2014) conducted a study that examined user education among university students and found a significant relationship between user education and students' grades.

Library instruction and orientation which are embodiments of user education among the programmes used to enhance library skills to new students. Ventura College (2013) conducted a study on user education and explained that library orientation is the most influential and commonly used user education technique for increasing students' familiarity with the library and its resources. The outcome of the finding showed that students were allowed few interactions with the library staff during the orientation programme. After the orientation, students had the opportunities to join with other user education classes which help them to develop their library skills maximally and use the library regularly.

Oyesola (2010) stated that the objectives of user education are to increase students' ability to locate library materials they need, extend their knowledge of useful library tools, encourage students to make extensive use of the library and to give them rudimentary knowledge of appropriate study methods. Similarly, Hoadley and Clarck (2011) stated that one of the objectives of user education is to enable students to patronize the library for their academic activities. No doubt, user education has been useful in the effective use of the library. User education help students to find relevant information in the library through OPAC and other information resources in library.

Extending the active library services by the library to students is a very fundamental factor in attaining the quality in educational system. It is an important function of the library to collect and preserve the information and then make them accessible to the students. For effective utilization of the existing resources and service, the students need some kind of user education. Unless the library educate the students, it is very difficult to use the library resources satisfactorily. Therefore, it is imperative to conduct user education programmes on regular basis (Agyen-Gyasi, 2010).

Fleming (2010) reported that user education has a positive influence on the way students search and use information resources in the library. It is believed that indulging in constant user education improve students' knowledge

of the library's collection. Mews (2012) emphasized that training students in the use of the library should be part of all libraries' goals. There is need for instruction in the use of libraries and information services. User education is perceived as beneficial, influential and impactful on students' library usage.

Foss (2011) argued that user education should be organized at different levels to ensure that needs of students are met. This indicates that user education is a continuous process which has to be performed at all times. To ensure that students are equipped with different and efficient methods of accessing, evaluating and using, information from a variety of sources and synthesizing the information into a coherent whole.

User education is aimed at making all students to be aware of the information resources available, both directly in the library and from external sources, and also enable students to enjoy the search for information. The ultimate goal of user education is to improve the quality of students' learning and research output and ensure life long learning opportunity. User education programmes are organized in such a way that they would equip students with information skills which would enable them to make effective and efficient use of library resources and services.

Palssan (2010) confirmed that access to and interaction with the library system improve students' learning skills and academic performance. User education aim to transmit knowledge, skills needed for the proper exploitation and utilization of knowledge. Infect, user education is the second most important role of librarians in the development of the library. Osinulu (2010) suggested that failure of libraries to teach students the necessary skills could amount to wasting of library resources as well efforts and financial resources put into the acquisition, processing, organization and dissemination of information.

Ogunsheye (2010) stated that user education causes behavioural and developmental changes and these changes can be observed in attitude towards knowledge and library utilization. Acquisition of library skills through user education is expected to effect behavioural changes in attitude to learning and to inculcate in the students the spirit of enquiry and the habit of seeking knowledge. In a study conducted by Ojo-Ade and Jagboro (2010), it was found the students were well informed and versatile in the use of library resources, services and facilities, including the library catalogue. The students' record of high success rate in formation searching and retrieval was attributed to the students' knowledge of the use of the library gained form user education.

2.5 Constraints of User Education on Library Usage among Students of Colleges of Education

The effectiveness of college libraries is dependent on the level of user education and training of the students. However, studies have reported that user education is constrained by various factors which affect the image of the library, library usage frequency, and library use instruction patterns (Mohammadi, Mohaddam & Yeganeh, 2012). Samadani illustrated the lack of user education programmes and found that the lack of proper grounding from schools lead to deficiency in the college and this affect the use of the college library.

Mohammadi, Mohaddam and Yeganeh (2012) noted that existing practice of user education programmes in college are organized on information basis. The reasons for the domination of informal programmes is the lack of user education policy, lack of provision of resources for a formal programmes and lack of cooperation between the college management and library management. Foss (2011) stated that there are several difficulties associated with user education. Most students are exposed to user education for the first time in the college without prior knowledge of library services. Furthermore, lack of awareness of the importance of user education among students appear to be a major constraint in educating students on the effective use of the library.

According to Tiefel (2014), the constraints of user education on library usage among students cannot be solely described in terms of resources problems. It emerged from the onset that most librarians in college libraries are

not adequately equipped with the required knowledge, skills and competencies to teach or educate students. Ventura College (2013) found that majority of colleges do not have adequate library subject expertise and that library science curriculum do not exist in accordance with the objective of the library. Also, college libraries do not place much importance on user education to the detriment of the students and the college library itself.

Suleiman (2012) reported that user education is very vital to college libraries. But it is sad to note that in most cases, college libraries lack adequate and well-equipped tools that could meaningfully serve as a necessary addition to the teaching of students. Even when these tools are available, the college libraries do not have a viable user education programmes for the students. Muogilim (2010) found that students were allowed few interactions with the library and staff during the orientation programmes. Also, the students were overloaded with so much information within such a short period of time that the programme lasted and the chances of retention of the new information is quite slim. Furthermore, the high enrolment with inadequate physical facilities made effective user education work difficult.

Hoadley and Clarck (2011) in their study of user education found that two major problems militate against the effective approach to user education in college libraries. The problems are lack of funds and lack of resources. These

two problems are very fundamental to the execution of positive oriented user patronage and increased user satisfaction.

The result of user education study conducted by Agyen-Gyasi (2010) revealed that students from some faculties and departments do not participate in user education programmes. This apathy is mainly attributed to a lack of cooperation from the college faculty and central library administration. User education can only be successfully carried out if there is cooperation between the library and other key stakeholders. Similarly, McCarthy (2013) stated that lack of faculty cooperation is the problem of lecturers' poor bibliographic skills, apprehension, and low use of the library.

Babakisi (2010) highlighted the following as the constraints of user education on library usage among students in colleges:

1. Lack of funds to carry out effective user education programmes;
2. Lack of user education policy;
3. Lack of user education facilities and resources;
4. Poor implementation of user education policy;
5. Shortage of professional staff to handle large number of students;
6. Inadequate time allocated for user education;
7. Lack of cooperation between library staff and faculty;

8. Lack of awareness of the importance of user education;
9. Staff high job workload; and
10. Students' high academic workload.

2.6 Appraisal of the Reviewed Literature

This study is focused on the influence of user education on library usage among students of colleges of education in South-South, Nigeria. The literature review focused on user education programmes in colleges of education libraries, level of students' knowledge of user education programmes in colleges of education, frequency of library usage among students of colleges of education and constraints of user education on library usage among students of college of education. The literature review mostly dwelt on foreign literature and anchored on user education programmes. In the course of reviewing relevant and related literature, it was observed that a number of studies have been conducted on the influence of user education on library usage among students generally but none has been conducted to cover South-South, Nigeria among students of college of education. This study therefore will fill this research gap.

CHAPTER THREE

RESEARCH METHOD AND PROCEDURES

This chapter is focused on the research methods and procedures used for the study. Specifically, it focused on the research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

This study adopted the descriptive survey research design. Descriptive survey involves the systematic collection of facts or data from a target population using a structured research instrument such as the questionnaire. This research design was adopted by the researcher because it will help to critically examine the influence of user education on library usage among students of colleges of education in South-South, Nigeria.

3.2 Population of the Study

The population of the study is seven thousand, four hundred and fifty eight (7458) library users. This consists of library users from College of Education, Agbor, Delta State; College of Education, Ekiadolor, Edo State; Akwa-Ibom State College of Education, Akwa-Ibom; Akamkpa College of Education, Cross River State; College of Education, Okpoama Brass, Bayelsa State, and College of Education, Omoku, Rivers State. That is to say, one college of education was selected from the six states that make up South-South, Nigeria. The breakdown of the population is presented in Table 3.1.

Table 3.1: Study Population

S/N	Name of College	State	Population
1	College of Education, Agbor	Delta	1,121
2	College of Education, Ekiadolor	Edo	1,782
3	Akwa-Ibom State College of Education, Uyo	Akwa-Ibom	1,118
4	Akamkpa College of Education, Calabar	Cross River	1,104
5	College of Education, Okpoama Brass	Bayelsa	922
6	College of Education, Omoku	Rivers	1,411
	Total		7458

Source: Administrative unit of the six college libraries (2015).

3.3 Sample and Sampling Technique

The sample for this study is three hundred and seventy three (373) respondents. The sample was drawn from the population of 7458 library users. Due to the large size of the population, 5% of the population was sampled. This is in accordance with Baker (2004) who stated that in a research, if the

population is of large size, it is expected that 5% of the population should be sampled. The sampling technique adopted for this study is the random sampling. The breakdown of the sample is presented in Table 3.2.

Table 3.2: Study Sample

S/N	Name of Library	State	Population	Sample	Percentage (%)
1	College of Education, Agbor	Delta	1,121	56	15.0%
2	College of Education, Ekiadolor	Edo	1,782	89	23.9%
3	Akwa-Ibom State College of Education, Uyo	Akwa-Ibom	1,118	56	15.0%
4	Akamkpa College of Education, Calabar	Cross River	1,104	55	14.8%
5	College of Education, Okpoama Brass	Bayelsa	922	46	12.3%
6	College of Education, Omoku	Rivers	1,411	71	19.0%
	Total		7458	373	100%

3.4 Research Instrument

The instrument used for this study is the questionnaire. The questionnaire was selected because it has the potential to elicit factual data from the respondents. The questionnaire is entitled “influence of user education on library usage among students of colleges of education questionnaire (IUELUASCEQ)”. The questionnaire is divided into five sections. The sections are: Section A: Bio

data of the respondents; Section B: User education programmes in colleges of education libraries; Section C: level of students' knowledge of user education programmes in colleges of education; Section D: frequency of library usage among students of colleges of education; and Section E: Constraints of user education on library usage among students of colleges of education.

3.5 Validity of the Instrument

The questionnaire was validated by the dissertation supervisor as well as two other research experts in the Department of Library and Information Science, Delta State University, Abraka. The questionnaire was designed and submitted for scrutiny and corrections. The corrections such as grammatical errors and irrelevant items were incorporated by the researcher in order for the questionnaire to be valid in terms of face and content validity.

3.6 Reliability of the Instrument

To determine the reliability of the instrument, the questionnaire was subjected to test-retest method which involved the administration of the questionnaire to ten (10) respondents in College of Education, Warri, Delta State within the intervals of two weeks. The paired scores generated from the two separate tests were analyzed using Pearson's Product Moment Correlation

Coefficient which yielded a reliability of 0.61 which was considered very adequate. Detail computation of the reliability test can be seen in Appendix II.

3.7 Method of Data Collection

The questionnaire was administered to the respondents in the six selected colleges of education in South-South, Nigeria. This was done with the help of two research assistants within the intervals of three weeks. The questionnaire was administered to the respondents on individual basis randomly in the college libraries. The questionnaire was carefully monitored and retrieved back from the respondents immediately after completion to avoid loss or mutilation.

3.8 Method of Data Analysis

The retrieved copies of the questionnaire were analyzed using simple percentage and frequency counts, statistical mean (\bar{X}) and Pearson Correlation Coefficient. Simple percentage and frequency counts was used to analyze the bio data of the respondents, statistical mean (\bar{X}) was used to analyze the research questions, while Pearson Correlation Coefficient was used to analyze the research hypothesis.

CHAPTER FOUR

**DATA ANALYSIS, PRESENTATION OF RESULTS AND
DISCUSSION OF FINDINGS**

This chapter is focused on the analysis of data, presentation of results and discussion of findings. This chapter is discussed under the following sub-headings:

4.1 Analysis of questionnaire response rate

4.2 Analysis of bio data of the respondents

4.3 Answering of the research questions and discussion of findings

4.4 Testing of the research hypothesis

4.1 Analysis of Questionnaire Response Rate

The researcher administered a total of 373 copies of the questionnaire to the respondents and the same number of copies was successfully retrieved by the

researcher. The analysis of the questionnaire response rate is presented in Table 4.1.

Table 4.1: Questionnaire response rate

S/N	Name of Library	State	No. of Questionnaire Administered	No. of Questionnaire Retrieved	Percentage (%)
1	College of Education, Agbor	Delta	56	56	15.0%
2	College of Education, Ekiadolor	Edo	89	89	23.9%
3	Akwa-Ibom State College of Education, Uyo	Akwa-Ibom	56	56	15.0%
4	Akamkpa College of Education, Calabar	Cross River	55	55	14.8%
5	College of Education, Okpoama Brass	Bayelsa	46	46	12.3%
6	College of Education, Omoku	Rivers	71	71	19.0%
	Total		373	373	100%

Table 4.1 shows the questionnaire response rate. As shown in the table, 56(15.0%) copies of the questionnaire were administered and retrieved from the respondents in College of Education, Agbor, 89(23.9%) from College of Education, Ekiadolor, 56(15.0%) from Akwa-Ibom State College of Education, Uyo, 55(14.8%) from Akamkpa College of Education, Calabar, 46(12.3%) from College of Education, Okpoama Brass, while 71(19.0%) copies of the questionnaire were administered and retrieved from the respondents in College of Education, Omoku. This implies that majority of the respondents are students of College of Education, Ekiadolor.

4.2 Analysis of Bio Data of the Respondents

In this section, the bio data of the respondents pertaining to their gender, age range and marital status were analyzed.

Gender of the respondents

Data analysis pertaining to the gender of the respondents is presented in Table 4.2.

Table 4.2: Gender of the respondents

Gender	Number of Responses	Percentage (%)
Male	166	44.5%
Female	207	55.5%

Total	373	100%
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Table 4.2 shows the gender of the respondents. As shown in the table, 166(44.5%) of the respondents are males, while 207(55.5%) are females. This implies that majority of the respondents are females.

Age range of the respondents

Data analysis pertaining to the age range of the respondents is presented in Table 4.3.

Table 4.3: Age range of the respondents

Age Range	Number of Responses	Percentage (%)
18-20years	39	10.5%
21-30years	334	89.5%
31years and above	-	-
Total	373	100%

Table 4.3 shows the age range of the respondents. As shown in the table, 39(10.5%) of the respondents fall within the age range of 18-20years, while 334(89.5%) of the respondents fall within the age range of 21-30years. This implies that majority of the respondents are within the age range of 21-30years.

Marital status of the respondents

Data analysis pertaining to the marital status of the respondents is presented in Table 4.4.

Table 4.4: Marital status of the respondents

Marital Status	Number of Responses	Percentage (%)
Married	2	0.5%
Single	371	99.5%
Total	373	100%

Table 4.4 shows the marital status of the respondents. As shown in the table, 2(0.5%) of the respondents are married, while 371(99.5%) of the respondents are single. This implies that majority of the respondents are single.

4.3 Answering of the Research Questions and Discussion of Findings

Research Question One

What are the user education programmes in colleges of education libraries in South-South, Nigeria?

Data analysis pertaining to research question one is presented in Table 4.5.

Table 4.5: User education programmes in colleges of education libraries in South-South, Nigeria

S/N	Items	\bar{X}
1	User instruction.	4.00
2	Library orientation.	4.00
3	Guided tour.	2.90
4	Lecture.	3.40
5	Seminar.	2.80
6	Workshop.	2.80
7	Library exhibition.	4.00
8	Library display.	4.00

9	Library publicity.	2.20
10	In-house training.	2.60
11	Internet literacy training.	1.10
12	Printed guides.	1.70
13	Slide shows.	1.30
14	Handbills.	1.10
15	Posters around the library.	3.20
16	Sign posts in the library.	3.80
	Aggregate Mean	2.80

Criterion Mean **2.50**

Table 4.5 reveals the user education programmes in colleges of education libraries in South-South, Nigeria. As revealed in the table, the calculated mean score is 2.80 which is greater than the criterion mean score of 2.50. Hence, it is agreed that there are user education programmes in colleges of education libraries in South-South, Nigeria such as user instruction, library orientation, guided tour, lecture, seminar, workshop, library exhibition, library display, in-house training, posters around the library and sign posts in the library. This finding corroborates the finding of Alimohammadi and Sadjadi (2012) who reported that in college library, there are different categories of user education programmes such as library exhibition, library display, lectures, seminars, workshops, orientation, CD-ROM education, library publicity, in-house training, information literacy training, computer literacy training, and internet literacy training.

Fidzani (2011) reported the following as the categories of user education programmes on library usage among students in colleges. They include: lectures, guided tours, printed guides, posters, handbills, pamphlets on library usage, displays, exhibition, seminars, workshops taped slides show and application of audio-visual method. Aina (2004) reported that there are various categories of user education programmes aimed at imparting the skill on effective use of the library. The categories include: one-on-one sessions approach, library orientation, library tours, and classroom instruction. On one-on-one session, the librarian takes a group of students round the various section of the library where the librarian will explain the activities that goes on in the different sections of the library. During this section, the students are expected to ask questions, while they get exposed to the basic services of the library. In the one-on-one session, the students are shown the various shelves, location of the materials on the shelves and how to retrieve or locate materials from the shelves.

Research Question Two

What is the level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria?

Data analysis pertaining to research question two is presented in Table 4.6.

Table 4.6: Level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria

S/N	Items	\bar{X}
1	User instruction.	4.00
2	Library orientation.	4.00
3	Guided tour.	3.40
4	Lecture.	3.70
5	Seminar.	2.90
6	Workshop.	2.80
7	Library exhibition.	4.00
8	Library display.	4.00
9	Library publicity.	2.70
10	In-house training.	2.60
11	Internet literacy training.	1.50
12	Printed guides.	2.60
13	Slide shows.	1.00
14	Handbills.	2.60
15	Posters around the library.	3.40
16	Sign posts in the library.	3.90
	Aggregate Mean	3.10
	Criterion Mean	2.50

Table 4.6 reveals the level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria. As revealed in the table, the calculated mean score is 3.10 which is greater than the criterion mean score of 2.50. Hence, it is agreed that the level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria is high. This finding corresponds with the finding of Agyen-Gyasi (2010) who reported that college libraries recognize that students of college of education need to obtain, use, and apply information to be successful academically. College libraries that offer services recognize the importance of making the college library users aware of opportunities in the library through user education and this has led to high level of students' knowledge of user education programmes. College libraries view user education as a vital tool for the creation of awareness among students on the available resources and services rendered in the library. The major aim of user education is to make the college students highly aware and knowledgeable about the resources and services that are rendered in the library coupled with where to find and how to exploit what is available in the library.

Mews (2012) reported that user education is both a marketing and welcoming activity and often forms part of the college library's orientation programme for both new and old students and this has made majority of the

students to have high knowledge of user education programmes. Fidzani (2011) reported that college libraries frequently embark on user education programme for students to be highly knowledgeable about user education programmes. Behrens (2011) found that college of education students have high knowledge of user education programmes and the major reason why college libraries carry out user education it to inculcate library skills into the students including skills to use the library catalogue, bibliographic tools, selecting information from various resources in the library, and physical location of information materials on the shelves. Osagie (2013) reported that the level of students' knowledge of user education programmes in colleges of education libraries is relatively high.

Research Question Three

What is the frequency of library usage among students of colleges of education in South-South, Nigeria?

Data analysis pertaining to research question three is presented in Table 4.7.

Table 4.7: Frequency of library usage among students of colleges of education in South-South, Nigeria

S/N	Items	\bar{X}
1	Personal reading.	3.50
2	Studying for examination.	3.70
3	Assignment.	3.10
4	Updating of lecture notes.	2.90
5	Searching for prescribed books.	3.90

6	Research.	4.00
7	Entertainment.	1.10
8	Recreation.	2.90
9	Professional development.	1.90
10	Personal development.	3.60
11	Knowledge acquisition.	4.00
12	CD-ROM searching.	1.00
13	Internet browsing.	1.00
14	Seminar writing.	3.20
15	User enquiry.	3.80
	Aggregate Mean	2.90
	Criterion Mean	2.50

Table 4.7 reveals the frequency of library usage among students of colleges of education in South-South, Nigeria. As revealed in the table, the calculated mean score is 2.90 which is greater than the criterion mean score of 2.50. Hence, it is agreed that the frequency of library usage among students of colleges of education in South-South, Nigeria is often, most especially for personal reading, studying for examination, assignment, updating of lecture notes, searching for prescribed books, research, recreation, personal development, knowledge acquisition, seminar writing and user enquiry. This finding is in line with the findings of Osagie (2013) who found that 87% of colleges have a viable college library with majority of the students (94%) visiting the school library on daily and weekly basis to consult books for their assignment, seminar, note update, reading, recreation, sightseeing and research.

Foss (2011) reported that majority of college students visit the college library frequently. Singh (2010) found that majority of college students rely heavily on the information resources available in the college library as well as the help of librarians in meeting their information needs. It was found that 93% of the students visited the college library 3-4 times a week to use subject books, journals and reference sources recommended for them by their lecturers. Only few students reluctantly and occasionally use the college library resources. This shows the positive attitude of college students towards the use of the college library and the high frequency of use of college libraries among college students.

Aslam-Mujahid (2013) found that majority of college students visit the college library everyday from Monday to Friday for the purpose of reading, studying for examination, assignment, updating of lecture notes, searching for prescribed or recommended books, research and reading of recreational books like novels and colourful magazines or pictures. Gericke (2012) reported that college students use the college library services and resources very often to meet their information, learning, research and recreational needs. Behrens (2011) found that majority (56%) of college students used the college library many times a day (from Monday to Friday), 31% of the students used the college library 3-4 times a week, 11% of the students used the college library 1-2 times

a week, while 2% of the students used the college library once a week. This points to the high frequency of use of college libraries among college students.

Research Question Four

What are the constraints of user education on library usage among students of colleges of education in South-South, Nigeria?

Data analysis pertaining to research question four is presented in Table 4.8.

Table 4.8: Constraints of user education on library usage among students of colleges of education in South-South, Nigeria

S/N	Items	\bar{X}
1	Lack of user education policy.	2.40
2	Lack of cooperation between the library and faculty.	2.20
3	Lack of user education infrastructure.	4.00
4	Inadequate funds.	4.00
5	Lack of resources.	2.00
6	Poor implementation of user education policy.	2.10
7	Students' academic workload.	3.60
8	Staff job workload.	2.30
9	Inadequate time allocated for user education.	2.40
10	Inconsistency in user education programmes.	3.70
	Aggregate Mean	2.90
	Criterion Mean	2.50

Table 4.8 reveals the constraints of user education on library usage among students of colleges of education in South-South, Nigeria. As revealed in the table, the calculated mean score is 2.90 which is greater than the criterion mean

score of 2.50. Hence, it is agreed that there are constraints of user education on library usage among students of colleges of education in South-South, Nigeria such as lack of user education infrastructure, inadequate funds, students' academic workload and inconsistency in user education programmes. This finding is in agreement with the finding of Foss (2011) who reported that there are several difficulties associated with user education. Most students are exposed to user education for the first time in the college without prior knowledge of library services. Furthermore, lack of awareness of the importance of user education among students appear to be a major constraint in educating students on the effective use of the library.

Tiefel (2014) reported that the constraints of user education on library usage among college students cannot be solely described in terms of resources problem. It emerged from the onset that most librarians in college libraries are not adequately equipped with the required knowledge, skills and competencies to teach or educate students. Ventura College (2013) found that majority of colleges do not have adequate library subject expertise and that library science curriculum do not exist in accordance with the objective of the library. Also, college libraries do not place much importance on user education to the detriment of the students and the college library itself. Suleiman (2012) reported that user education is very vital to college libraries. But it is sad to note that in

most cases, college libraries lack adequate and well-equipped tools that could meaningfully serve as a necessary addition to the teaching of students.

4.4 Testing of the Research Hypothesis

There is no significant relationship between students' knowledge of user education programmes and usage of the library. To ascertain if there is any significant relationship between students' knowledge of user education programmes and usage of the library, the scores of students' knowledge of user education programmes were cross tabulated with the score of usage of the library and the result is shown in Table 4.9.

Table 4.9: Summary table of significant relationship between knowledge of user education programmes and usage of the library

	Knowledge of User Education Programmes	Usage of the Library
Knowledge of User Education Programmes	1	.857**
Pearson Correlation		.000
Sig. (2-tailed)		
N	369	368
Usage of the Library	.857**	1
Pearson Correlation	.000	
Sig. (2-tailed)		
N	368	372

From Table 4.9, Pearson correlation coefficient $r (= 0.857)$. Since the significant value (Sig. 2-tailed) is 0.00 (which is less than 0.05), it can be

concluded that there is a significant relationship between knowledge of user education programmes and usage of the library. Hence the null hypothesis is therefore rejected.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is focused on the summary of the study, conclusion, recommendations, contribution to knowledge and suggestions for further studies.

5.1 Summary of the Study

This study examined influence of user education on library usage among students of colleges of education in South-South, Nigeria. Four research questions were raised to guide the study. The scope of the study covered user education programmes in colleges of education libraries, level of students' knowledge of user education programmes in colleges of education, frequency of library usage among students of colleges of education and constraints of user

education on library usage among students of colleges of education. The study covered six colleges in South-South namely College of Education, Agbor, Delta State; College of Education, Ekiadolor, Edo State; College of Education, Omoku, Rivers State; College of Education, Okpoama Brass, Bayelsa State; College of Education, Calabar, Cross River State; and College of Education, Uyo, Akwa-Ibom State. That is to say, one college of education was selected each from the six states that make up South-South geo-political zone of Nigeria. The respondents of interest to the study are library users of the six selected colleges of education library. The descriptive survey research design was used for the study. The population of the study is 7458 library users, while the sample of the study is 373 respondents. Questionnaire was used to collect data from the respondents and the data were analyzed using statistical mean (\bar{X}). The summary of the research findings of the study are as follows:

- i. The user education programmes in colleges of education libraries in South-South, Nigeria are user instruction, library orientation, guided tour, lecture, seminar, workshop, library exhibition, library display, in-house training, posters around the library and sign posts in the library.
- ii. The level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria is high.

- iii. The frequency of library usage among students of colleges of education in South-South, Nigeria is often, most especially for personal reading, studying for examination, assignment, updating of lecture notes, searching for prescribed books, research, recreation, personal development, knowledge acquisition, seminar writing and user enquiry.
- iv. The constraints of user education on library usage among students of colleges of education in South-South, Nigeria are lack of user education infrastructure, inadequate funds, students' academic workload and inconsistency in user education programmes.

5.2 Conclusion

This study concludes that there are user education programmes in colleges of education libraries in South-South, Nigeria such as user instruction, library orientation, guided tour, lecture, seminar, workshop, library exhibition, library display, in-house training, posters around the library and sign posts in the library. Furthermore, user education has positive influence on library usage among students of colleges of education in South-South, Nigeria.

5.3 Recommendations

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

- i. Adequate user education infrastructure should be provided in colleges of education libraries in South-South, Nigeria to facilitate students' participation in the user education programmes.
- ii. There should be consistency in user education programmes in colleges of education libraries in South-South, Nigeria. This will help to enhance students' participation in the user education programmes.

5.4 Contribution to Knowledge

This study has contributed to knowledge in the following ways:

- i. It has provided information on the user education programmes in colleges of education libraries in South-South, Nigeria which include user instruction, library orientation, guided tour, lecture, seminar, workshop, library exhibition, library display, in-house training, posters around the library and sign posts in the library.
- ii. It has revealed that the level of students' knowledge of user education programmes in colleges of education in South-South, Nigeria is high.
- iii. It has also contributed to knowledge by providing information on the frequency of library usage among students of colleges of education in South-South, Nigeria.

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APPENDIX 1

QUESTIONNAIRE

Department of Library and
Information Science,
Faculty of Education,
Delta State University,
Abraka.
August 17th, 2015.

Dear Respondent,

INFLUENCE OF USER EDUCATION ON LIBRARY USAGE AMONG STUDENTS OF COLLEGES OF EDUCATION QUESTIONNAIRE (IUELUASCEQ)

I am a postgraduate student of the above named department and institution. I am conducting a research on “influence of user education on library

usage among students of colleges of education in South-South, Nigeria". I would be glad if you can take few minutes of your time to fill the items in the questionnaire. I guarantee that the information provided will strictly be used for academic purposes only and treated in strict confidence.

Thanks for your anticipated cooperation.

Yours faithfully,

Rita Monye

Section A: Bio data of the respondent

Instruction: Please kindly tick (√) the correct response in the appropriate spaces provided.

- 1) Gender: Male [] Female []
- 2) Age Range: 18-20years [] 21-30years [] 31years and above []
- 3) Marital Status: Married [] Single []

Section B: User education programmes in colleges of education libraries

4) Which of the following user education programmes are available to you in your college library?

User Education Programmes	Strongly Agree	Agree	Disagree	Strongly Disagree
User instruction				
Library orientation				

Guided tour				
Lecture				
Seminar				
Workshop				
Library exhibition				
Library display				
Library publicity				
In-house training				
Internet literacy training				
Printed guides				
Slide shows				
Handbills				
Posters around the library				
Sign posts in the library				

Section C: Level of students' knowledge of user education programmes in colleges of education

5) What is your level of knowledge of the following user education programmes?

User Education Programmes	Very High	High	Low	Very Low
User instruction				
Library orientation				
Guided tour				
Lecture				
Seminar				
Workshop				
Library exhibition				
Library display				
Library publicity				
In-house training				
Internet literacy training				
Printed guides				
Slide shows				

Handbills				
Posters around the library				
Sign posts in the library				

Section D: Frequency of library usage among students of colleges of education

6) How often do you use the college library for the following activities?

Activities	Very often	Often	Occasionally	Not at all
Personal reading				
Studying for examination				
Assignment				
Updating of lecture notes				
Searching for prescribed books				
Research				
Entertainment				
Recreation				
Professional development				
Personal development				
Knowledge acquisition				
CD-ROM searching				
Internet browsing				
Seminar writing				
User enquiry				

Section E: Constraints of user education on library usage among students of colleges of education

7) Which of the following constraints affect your involvement in user education?

Constraints	Strongly Agree	Agree	Disagree	Strongly Disagree
Lack of user education policy.				
Lack of cooperation between the library and faculty.				
Lack of user education infrastructure.				
Inadequate funds.				
Lack of resources.				
Poor implementation of user education policy.				
Students' academic workload.				
Staff job workload.				
Inadequate time allocated for user education.				
Inconsistency in user education programmes.				

APPENDIX II

DETAILED COMPUTATION OF RELIABILITY TEST

N	X	Y	X²	Y²	XY
1	155	161	24025	25921	24955
2	158	160	24964	25600	25280
3	156	157	24336	24649	24492
4	166	157	27556	24649	26062
5	189	97	35721	9409	18333
6	124	232	15376	53824	28768
7	193	155	37249	24025	29915
8	165	130	27225	16900	21450
9	213	142	45369	20164	30246
10	171	212	29241	44944	36252
TOTAL	1690	1603	291062	270085	265753

Computation Formula: $r = \frac{N\sum xy - \sum x\sum y}{\sqrt{[N\sum X^2 - (\sum x)^2][N\sum Y^2 - (\sum y)^2]}}$

$$r = \frac{10(265753) - 1690 \times 1603}{\sqrt{[10 \times (291062) - (1690)^2][10 \times 270085 - (1603)^2]}}$$

$$r = \frac{2657530 - 2709070}{\sqrt{[29106620 - 2856850][2700850 - 2569609]}}$$

$$r = \frac{-51540}{\sqrt{54520 \times 131241}}$$

$$r = \frac{-51540}{\sqrt{84588.76}}$$

$$r = \mathbf{0.61}$$