



**EFFECT OF LIBRARY ORIENTATION ON THE USE OF INFORMATION
RETRIEVAL DEVICES BY STUDENTS OF KADUNA POLYTECHNIC KADUNA,
STATE**

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Abstract

This paper titled 'Effect of library orientation on the use of information retrieval devices by polytechnic students in Kaduna State' This paper seeks to investigate the Effects of Library Orientations on the Use of Information Retrieval Devices by Polytechnic Students in Kaduna State Nigeria with specific emphasis on the type of library orientation programs, challenges militating the library orientation, type of Information retrieval devices available in the libraries, level of utilization of Information retrieval devices. descriptive research method was adopted for the conduct of the study. A simple random sampling technique was used to select respondents to accommodate the different subjects involved in the study. A structured questionnaire was used as an instrument for data collection. The data collected for the study were analyzed using descriptive. Copies of questionnaires that were returned were analyzed and the paper concluded that the goal of library orientation is to make library users proficient in research as well as lifelong learners and also the paper recommends that more periods should be allotted for library Orientation as well as practical lectures on the use of the library.

Keyword: Library, Orientation, Use, Information, Retrieval, Device

Introduction

Library orientation is an academic programme that is designed by higher Institutions to educate library users on how to effectively utilize library resources and services (Esse, 2014). Association of College and Research Library (ACRL 2006) can locate, retrieve, evaluate and use effectively the needed information". As pointed out by Edoka (2010), the objective of library orientation is to help users make the best use of overall library resources and to develop skills necessary for retrieving required materials. The emphasis is on self-education, tutorials, seminars, projects and guided reading teaching methods place less reliance on formal lessons and lectures. Library orientation, bibliographic orientation, user education, reader orientation, and information literacy are terms used in the field of librarianship to describe educating library users in the independent use of library resources effectively and efficiently (Bhatti 2013).

Kumar (2009) opined that rapid change in teaching methods and the resulting trend towards wider use of multi-media learning resources ranging from press cutting to slide tape packages and multiple kits. Such a format has added new dimensions to the learning process in all types of institutions. The Think Tank II report on bibliographic orientation (Bhatti 2008). He further emphasized that a lot of the latest information is accessible via the Internet. Other methods of library orientation in Nigerian polytechnics include one-on-one sessions, library orientation/tours, tutorials, and staff guidance.

Statement of the Problem

The orientation of students in the use of libraries in Nigerian Institutions has become a traditional increase in students' intake, complexity and communication technologies in library services. Also, the increase in the acquisition of library resources and the complexity of their organization for easy retrieval, calls for educating users with skills to use the library (Ishola 2012). Library orientation aims to acquaint first-year students with the existence of the library and its organization, layout and services available at hand. The benefits include increased usage, increased awareness and educating freshmen on the use of library resources and services among others. Without a doubt, libraries have numerous orientation programme such as user orientation, use of library courses, staff guidance, tutorials, library tours etc. which are organized to attract users' patronage of the abundant information resources carefully organized in the library. Ajiboye (2013) observed insufficient orientation of students on the use of retrieval Devices in Nigerian

Institutions deprives students of making use of information resources for their academic activities. To buttress this assertion, Oyedipe (2013) reported that the majority of students acquire skills in using retrieval Devices from library orientation and information literacy programmes. The study will investigate the use of information retrieval devices by students of Polytechnic Library Kaduna State.

Research Questions

In this study, answers were provided to the following research questions:

1. What type of Library Orientation programmes is available in Polytechnic Library, Kaduna State?
2. What types of retrieval devices are used by students in the Polytechnic Library, Kaduna State?
3. To what extent do the students use retrieval devices for retrieving information resources in Polytechnic Library, Kaduna State?
4. What are the levels of satisfaction in using retrieval devices for retrieving information resources in Polytechnic Library, Kaduna State?
5. What are the challenges faced in using information retrieval Devices for retrieving information resources?

Objectives of the Study

The study has the following objectives:

1. To identify the types of Library Orientation programmes available in Polytechnic Library, Kaduna State
2. To find out the types of retrieval devices that are used by students in Polytechnic Library, Kaduna State
3. To determine the extent of using information retrieving Devices of Polytechnic Library, Kaduna State
4. To find out the level of satisfaction in using retrieval devices for retrieving information resources in Polytechnic Library, Kaduna State.
5. To identify the challenges faced in using information retrieval Devices for retrieving information resources in the Polytechnic Library, Kaduna State

Literatures Review

The literature review is aimed at examining earlier works or investigations carried out by researchers in areas related to the study. This review focuses mainly on the effect of library Orientations on students. The literature review is arranged in the sub-heading:

Types of Library Orientation Programmes Available in the Library

Library Orientation is concerned with enabling students to become aware of the existence of the library and its organization, layout and services available at hand. The need for information search and retrieval skills, problem-solving, and life-long learning among users are some of the reasons which make library Orientation mandatory for freshmen in Polytechnics and other institutions of higher learning. Library orientation is necessary for effective use of library that facilitates information gathering and utilization aimed at student's effective academic performance (David-West, 2020). Aina (2004) is of the view that library Orientation is an information literacy service with an emphasis on educating users on how to acquire skills that will enable them to search for information independently on any aspect of knowledge by using traditional and electronic methods. Traditional face-to-face library Orientation programs are numerous in Nigerian Polytechnics as quoted by (Esse 2013) where she reveals some of the methods of educating library users ranging from orientation, use of library courses, staff guidance, tutorials, library tours etc. Kanthara (2014) enumerates other methods of library Orientation programs which include; lecture method, presentation method, and documentary on the library, tutorials, guided tours, attending individuals at the help desk, virtual tours, and brochures/flyers. Tiafel (2008) noted that libraries have to develop expanded programs to meet the changing needs of library users and prominent among these is the library user education program. Bhatti (2012) reported on the Library Orientation Program of the Philip Weitner Library which serves as one means of providing an information literacy experience designed to build expertise in mining the wealth of resources available to members of the 21st-century college campus.

Objectives of Library Orientation

Many authorities in educational psychology accept that an objective is a statement describing the expected effects upon a learner, about what the learner is to be like when he has completed the learning experience. Therefore, the student for whom library Orientation is planned certainly is

one of the basic considerations affecting the types of objectives and programs to be mounted. Most literature consulted on the objectives of library Orientation are unanimous in their agreement that objectives for the design of the educational system should preferably be formulated in terms of the desired terminal behavior of the recipient.

Olaniyan (2012) enumerated the goals and objectives of library Orientation in tertiary institutions, as a series of classes designed to meet both the basic needs for mining online resources and customized classes for course-specific research these include; effective and efficient internet searching, advanced JSTOR, advanced academic search premier, citation styles, Galileo quick search. The whole essence of library Orientation is to connect students to the vast array of information resources and programmes using the academic library as a gateway (Zaki, 2011). This will enable students to acquire library skills necessary for academic pursuit, other life-long opportunities and problem-solving. Is to give the students Devices to handle their own information needs with little or no assistance and to develop their ability to master the literature of their field of interest.

Types of Retrieval Devices Used in the Library

The massive information that abounds both electronically and in paper form has made the need for information retrieval Devices (IRTs) apparent. These devices have developed into widely used services and have become essential Devices for finding information. It also went further to explain that many academic and public libraries use information retrieval systems (Devices) to provide access to books, journals and other documents. From the foregoing, information retrieval Devices (IRTs) therefore are the means or applications through which information can be accessed from various sources. Information retrieval Devices are crucial for retrieving information for educational outcomes. Nieuwenhuyen (2015) reported that the skills for retrieving information needed by higher education students include the skill "to navigate, select, evaluate and re-use information." These skills involve the ability to handle the different retrieval Devices that abound. Despite the expediency of these Devices to information retrieval, their effective use in developing countries is being hampered by varying factors which include lack of information search and retrieval skills, low level of user education and information training, and students' subject backgrounds.

Extent of Using Retrieval Devices in the Library

In the area of Information Retrieval Devices (IRTs), researchers have identified different aspects of Information Retrieval Devices in terms of their peculiarities, nature of search strategies, query formulation, constant power outage and usage. To access information, users have different devices at their disposal. For this reason, different search and information retrieval Devices have already been designed and used. Such Devices, retrieve, index and classify the information available both in the traditional library and on the web to the benefit of the users (Ajiboye 2013). These devices are updated regularly to keep pace with the speeding growth of the information volume. Information retrieval Devices are equipped with facilities with which users should be familiar if they are to make the best use of them. Retrieval Devices are essential as basic building blocks for a system that will organize recorded information that is collected by libraries, archives, museums, etc. They are also engaged in finding information in physical and electronic form, in databases, digital libraries, and networks. Examples of this are bibliographies, card catalogues, indexes, abstracts, subject gateways, directories, OPAC, CD-ROMS, online databases, internet search engines, etc. Fordjour (2010) studied the prospects and challenges of information retrieval by the Legon students at the University of Ghana. Findings show that the students were fully aware of information retrieval Devices and depending on the faculty students belong to and use them. Adedibu's (2007) study on Readings in Education, Development and Globalization on catalogue use, notes that 90.01% use library catalogues. Adedibu further reveals high success rate of users' search skills could also be attributed to the students' knowledge of the use of the library gained from Library Orientation. Barsan (2013) conducted a study to find out the individuals' attitude towards search engines as a tool for retrieving information where they reported that: "Individual computer experience, quality of search systems, motivation, and perceptions of technology acceptance are all key factors that affect individual feelings to use search engines as an information retrieval tool. Chang and Perng in Malik & Mahmood (2009) investigated the information requirements and search habits of graduate students at Tatung University, results show an extensive use of the Internet by the students and mostly about Web-based databases, electronic journals, and search engines.

Level of Satisfaction in Using Retrieval Devices in the Library

The taxonomy of library learning was introduced into this study by the researcher to report the effects of library Orientation on the use of retrieval Devices by students within the three domains

of library activity: affective, cognitive and psychomotor domains about three levels of learning: orientation, interaction and internalization. This taxonomy was propounded by Jako Bovits & Nahl-Jako Bovits (1987). Subsequent revisions of the taxonomy, along with additional studies and abundant publications from these two authors, provide the library profession with a practical theory that can be utilized to review and measure the library. It will be wise enough for the librarians to see every library user as a novice, and therefore provide a procedural way of educating them. Cram (2014) said that a librarian should be more than a keeper of books; he should be an educator... No such librarian is fit for his place unless he holds himself responsible for the library education of his students. All that is taught in college amounts to very little; but if we can send students out self-reliant in their investigations, we have accomplished very much. Bradford (2013) opines that the acquisition of library skills is expected to affect behavioral changes in attitude to learning and to inculcate in the individual's spirit of enquiry and the habit of seeking knowledge and their ability to search and retrieve information with retrieval Devices. She concluded that such skills are required for lifelong learning. To utilize available resources in the library; a user must be able to go about his/her search without difficulty. Braimoh, Jegede, and Chadzinwa, (2014) reported on the effect of library Orientation and also highlighted some of the consequences faced by students using the library which include among other things, a serious debasement of quality of education, which may consequently hurt the job performance of the Polytechnic products. A great deal of effort is being made to assist fresh students in Tertiary Institutions with the use of library search Devices. The attempt which includes the introduction of user education is to build a good library culture in the students, right from the foundation of their higher education (Akande, 2013).

There is also a need to define the pattern of use of the library and its materials as demonstrated by polytechnic students especially the freshmen will be very significant because it would tell the librarians a lot about how students view the library. Braimoh, Jegede, and Chadzinwa, (2014) reported on the effect of library Orientation and also highlighted some of the consequences faced by students use the library which include among other things, a serious debasement of quality of education, which may consequently hurt the job performance of the polytechnic products. A great deal of effort is being made to assist fresh students in tertiary institutions in the use of library search Devices. The attempt which includes the introduction of user education is to build a good library culture for the students, right from the foundation of their higher education

(Akande, 2013). Stamatelos and Mackoy (2008) state that students' confidence levels increased with increased exposure to the library and its services. However, students tend to believe that library Orientation was the primary influence in their development of library use and search skills.

Challenges Faced in Using Retrieval Devices in the Library

Libraries in Tertiary Institutions are meant to provide user-centered services to meet student's needs. This function is performed through library user education which is expected to connect students to the vast array of information resources necessary for their problem-solving, academic pursuit and life-long learning. Educating freshmen on the use of library resources and services available in Nigerian Polytechnic Libraries faced some problems. Osagie (2013) opines that a library is one of the most important educational establishments in improving the quality of teaching and learning, and must be properly stocked and complement other educational activities in the Polytechnics. Consequently, these Orientation programmes are faced with some problems as identified by (Joseph, 2005) which include: Over-dependence on a day orientation programme, Lack of collective curriculum for library Orientation in Nigerian Tertiary Institutions, Lack of examinable library Orientation, concentration (on the part of Librarian) on library technical Services like acquisition, cataloguing, classification and shelving of books rather than information retrieval mechanism, and the use of unqualified personnel to teach the use of library in some institutions. Similarly, Nkechi (2015) Identify the following as other constraints that may impede the acquisition of library user skills in Polytechnics. These include a lack of well-equipped Polytechnic libraries, lack of confidence in the use of libraries, the dependence of students on lecture notes and textbooks for everything, lack of information resources for learning, teachers' mode of Orientation not adequate, lack of funds for library user programmes implementation, library staff not properly equipped to attend to students, constant power outage, no period in the time table for the teaching of the use of the library, poor learning environments, lack of administrative support.

(Rock Man 2002). For Ani & Bassey (2015) lack of appreciation and ignorance shown by the teaching staff is also responsible for this malaise. A major obstacle to library Orientation programmes is that some librarians consider it a distraction from the main library role of delivery of information. Fleming (2006) said that the greatest problem of library Orientation in Nigeria

and perhaps other areas of the world is in the aspect of acquiring, processing and disseminating information resources in a manner that is accessible to library users. She looked at user values, user loyalty and user satisfaction. It was equally shown by Ogunmunde (2010) that most members of staff in Polytechnics rarely use the library for their academic activities and this explains why there is a lukewarm attitude from the students too.

To solve these problems, Klaib (2011) asserts on the need for an explicit statement of objectives, availability of infrastructure, qualified trainers, careful choice of teaching methods and regular systematic evaluation. In a similar study, Akinbola (2007) assess the significance of the library Orientation programme where he recommends that: the library Orientation programme in our tertiary institutions should be overhauled to make it more standard. Adequate and qualified personnel should be recruited to undertake the teaching of the course effectively; the course should be allocated reasonable time on the timetable to enable practical aspects taught effectively.

Research Methodology

The research methodology adopted for the study was descriptive research design. This is because, quantitative research methodology is geared towards statistical generalization, it takes a sample of the population administers the treatment and generalize to the population. The researcher used the descriptive statistical tool to analyze the data collected. The data gathered were analyzed using tables, frequencies, percentages, to present data the analysis provided answers to the research question. Therefore, this study targeted a population of 221 from statistics taken at the entrance and the researcher selected undergraduates from 100 levels to 400 levels students only.

Data Presentation, Analysis and Discussion

Response Rate

A total of number of 229 copies of questionnaire were issued to members of students, only 221 was duly completed and returned representing 96.5 %.

Library	Questionnaire distributed	Questionnaire retrieved	Percentage of return %
KADUNA STATE LIBRARY	229	221	96.5 %

TOTAL	229	221	96.5 %
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Types of User Orientation Programmes Available in Academic Library in Kaduna State

The first research question was raised to find out the types of user education programmes available in academic libraries in Kaduna State. In an attempt to answer this research question, a list of the types of user education programmes was provided for the respondents to tick as many types as possible. Table 4.3 presents the data collected and analyzed on this research question

Table 1: Types of User Orientation Programmes Available in Academic Library in Kaduna State

SN	User Orientation Programmes	Frequency	
	Percentage %		
1.	Library Instruction	52	23.5 %
2.	Library Orientation	50	22.6 %
3.	Used of Library	41	18.6 %
4.	User awareness	38	17.2 %
5.	Library tour	10	4.5 %
6.	Information literacy instruction	14	6.3 %
7.	Library guide	16	7.2 %
	Total	221	100 %

Table 1 presents the types of user education programmes available in academic libraries in Kaduna State. From Table 4.3, it was discovered that the majority of the respondents 52 (23.5%), 50(22.6%) and 41 (18.6%) respectively showed that the type of user education programmes available in academic libraries was library orientation, library instruction and use of the library. This finding implies that the Use of the Library as a course in tertiary institutions enables library patrons to understand the information searching techniques in the library one information searching to make better use of the library which in turn leads to the satisfaction of their information needs. However, 38 (17.2%), 10 (4.5%) and 14 (6.3%) respectively showed that information literacy user education programmes available in academic libraries in Kaduna State are not frequently used. This implies that information literacy instruction and library tours were not always utilized to educate the library patrons. This could be because information literacy Instruction and library tours make little impact in equipping the library patrons with the necessary skills and knowledge on how to make effective use of the library.

Table 2: Types of retrieval devices are available for student in polytechnic library, Kaduna State

SN	Retrieval devices	Frequency	Percentage %
1.	Catalogue cards	60	27.1 %
2.	Abstracts	40	18.0 %
3.	Indexes	60	27.1 %
4.	OPACs	61	27.6 %
Total		221	100 %

Table 2 shows the available retrieval tools for students to use in the polytechnic libraries of the Kaduna State of Nigeria. Availability of these tools within the library complex varies on the individual library's capacity to provide infrastructure, number of staff and qualifications. The table reveals that federal Polytechnic Kaduna can provide the highest number of retrieval tools such as catalogue cards, abstracts, indexes, online public access catalogue OPAC and search engines. It is therefore followed by catalog cards, abstracts, indexes, and search engines. The table further revealed that catalogue cards and OPACs are more utilized than others for easy access to library collections.

Table 3: Showing the level of Utilization of Retrieval Tools by Polytechnic students of Kaduna State

Retrieval Tools	Frequency of Utilization				
	Highly Utilized	Utilized	Rarely Utilized	Not Utilized	Undecided
Catalog Card	119(53.7)	45(20.5)	34(15.5)	16(7.2)	7(3.0)
Abstract	17(7.4)	36(16.3)	32(14.6)	104(47.5)	31(14.2)
Index	21(9.8)	38(17.5)	38(17.6)	95(43.3)	25(11.4)
OPAC	2(1.0)	8(3.8)	32(14.6)	111(50.3)	66(29.9)
Search Engine	49(22.6)	53(24.4)	82(37.5)	22(10.0)	11(5.0)

Table 3 shows the level of utilization of retrieval tools by students in Polytechnic Libraries in Kaduna State of Nigeria. From the analysis, it was evident that catalogue card records are highly utilized by students with 104(47.5%). This is a result of its simplicity in identifying and locating where a document is kept in the library, this is followed by an internet search engine with 111(50.3%) as a rarely utilized retrieval tool by students in Polytechnics of Kaduna State of Nigeria. This is in agreement with the finding of Ajiboye (2013) in the study he conducted to ascertain the use of information retrieval tools by post-graduate students of selected universities in Southwestern Nigeria. The finding shows that catalogue cards and internet search engines record

the highest percentage of respondents. It is worth noting that other factors play a significant role in this, including the availability and accessibility of these tools. Other tools for information retrieval are also utilized by students, never-the-less catalog cards stand out as the most frequent retrieval tool used by students while OPAC and abstract topped the least of not frequently used retrieval tools by students.

Table 4: Level of Satisfaction with Retrieval Tools by students in the Polytechnic Library, Kaduna State of Nigeria

Retrieval Tools	Levels of Satisfaction				
	Highly Satisfied	Mostly Satisfied	Satisfied	Not Satisfied	Undecided
Catalog Card	112(50.7)	49(22.4)	48(22.2)	4(2.0)	5(2.4)
Abstract	18(8.2)	31(14.4)	37(16.9)	107(48.6)	25(11.7)
Index	16(7.2)	40(18.1)	43(19.6)	98(44.4)	24(10.7)
OPAC	11(5.0)	27(12.4)	18(8.0)	20(9.4)	143(64.9)
Search Engine	69(31.3)	41(18.7)	54(24.5)	19(8.4)	37(16.9)

Table 4 is used to analyze the level of satisfaction as regards retrieval tools in the polytechnic libraries under study. The analysis shows that 143(64.9%) of the respondents said they were highly satisfied with the catalogue cards in their libraries, followed by internet search engines 112(50.7%). The result also revealed that OPAC records the least option by polytechnic students in the Kaduna State of Nigeria due to its non-availability in most of the polytechnic libraries in the Kaduna State of Nigeria. This implies that students derive satisfaction when searching for a document in the library using a library catalogue because of its simplicity and detailed description of a document with different entries, e.g. title, author and subject.

Table 5: What are the challenges faces in using information retrieval Devices for retrieving information resources?

SN	Problems	Frequency	Percentage %
1.	It is difficult to deal with the large amount of information available	16	7.2%
2.	It is difficult to ensure that the information sources are trustworthy	14	6.3%
3.	It is difficult to categorize my information needs	10	4.5%
4.	It is difficult to know where to find	38	17.2%

relevant information		
5. It is difficult to know how to access the information sources	41	18.6%
6. It is difficult to find the information that relevant to my search subject	50	22.6%
7. It is difficult to understand the information found	52	23.5%
Total	221	100%

Results and Discussion of Findings

The results show that Undergraduate students can find the information they desire but they are having problems filtering the information (information overload) and evaluating it.

The findings demonstrate that most of the participants use several IR tools. While most participants opt for Internet search engines as their first source, they acknowledge that they just use it as a first step to understanding the subject matter this findings synchronizes with findings of Bradford (2013) that the acquisition of library skills is expected to affect behavioral changes in attitude to learning and to inculcate in the individual's spirit of enquiry and the habit of seeking knowledge and their ability to search and retrieve information with retrieval Devices. She concluded that such skills are required for lifelong learning. Once they are acquainted with the subject matter, they will use other sources to gain more understanding, especially reputable ones, by perusing digital libraries and online databases. Undergraduate students are found to use online databases to find journals for their research, in contrast with undergraduates, who prefer books because of their unfamiliarity with journals.

Conclusion

Based on the findings, it could be concluded that library Orientation prepares polytechnic students for effective utilization of retrieval Devices using the strategies and techniques acquired on how to search and retrieve information materials in their libraries. This will be done by incorporating the courses into the polytechnic curriculum as it is fairly offered in some polytechnics in Nigeria. The benefits of such are numerous. It would promote library patronage, increase retrieval Device usage and make librarians more proactive.

Recommendations

Arising from the major findings and conclusion the following are recommended:

1. The course library Orientation should integrate other delivery methods of Orientation to the traditional face-to-face delivery to affect changes in students' library behavior.
2. The positive results recorded from the information resources and services encourage librarians and other educational institutions promoting library Orientation and information literacy for lifelong learning.
3. More periods should be allotted for library Orientation as well as practical lectures on the use of the library.
4. There is a need to incorporate electronic retrieval Devices and specialized pointers to enhance access and retrieval of both electronic and printed information materials in polytechnic libraries in the Kaduna-State of Nigeria.
5. Polytechnic students need to be sensitized on how to effectively utilize other retrieval Devices apart from the library catalogues to carry out their research works and other academic activities.

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