IMPACT OF USER EDUCATION ON LIBRARY AND INFORMATION SCIENCE STUDENTS' USE OF THE LIBRARY AT PLATEAU STATE POLYTECHNIC BARKIN LADI, NIGERIA.

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ABSTRACT

Purpose: The study was carried out to investigate the impact of user education on library and information science students' use of the library at Plateau State Polytechnic, Barkin Ladi, Nigeria.

Design/Methodology/Approach: A descriptive *case study research design was adopted for the study. Three objectives and three research questions were formulated to guide the study. A sample size of 103 Library and Information Science National Diploma level one students at Plateau State Polytechnic BarkinLadi was used for the study. The instrument for data collection was a structured questionnaire. One hundred and three (103) copies of questionnaires were distributed to Library and Information Science National Diploma level one students, with a return rate of 92 (89.3%). There was no sampling technique because the population was accessible and manageable. Data collected were analyzed using frequency, percentage, mean, and standard deviation with SPSS version 22. On the scale, the average cutoff mean was 2.50, hence, an item was accepted if it was 2.50 or above. However, it is rejected if it is below 2.50.*

Findings: The study revealed that credit load lecture was the method mostly used in teaching user education. The findings also revealed that a lack of instructional materials was the major challenge militating against the teaching of user education to Library and Information Science National Diploma level one students at Plateau State Polytechnic BarkinLadi, Nigeria, followed by lack of qualified librarians, lack of time allocation, and students negative attitudes toward the program.

Implication: Suggested solutions to challenges confronting the teaching of user education to Library and Information Science National Diploma level one students at Plateau State Polytechnic BarkinLadi, Nigeria, include the provision of enough instructional materials, employment of qualified librarians, among others.

Originality/Value: The study recommended that adequate funding should be provided and that certified librarians ' should be the only ones teaching user education at Plateau State Polytechnic, BarkinLadi, among others.

Keywords: User education, Impact, Use of library, Students, Plateau State Polytechnic.

Paper type: Empirical research

Introduction

User education is a technique where new students are introduced to library education skills in knowledge organization and administration for maximum usage of information materials. Uwakwe, Oyeneke, and Njoku (2016) define user education as the process by which prospective library users are instructed on how to utilize the library and its

resources effectively and efficiently by learning knowledge and skills in information identification, location, retrieval, and exploitation. It can take the form of orientation, training programs, workshops, and seminars. Know your library events are also periodically organized by the library for both new and returning library users. These courses and activities may be provided in hard copy (manuals, handouts), soft copy (compact discs), or both.

Moreover, exposing, educating, and instilling in the client the essential knowledge, understanding, and skills necessary for effective and efficient use of library resources and services is the main objective of user education. It therefore focuses on giving undergraduate students the knowledge and skills they need to use the information resources and services available in a certain library in an appropriate manner (Gbuushi and Ubwa, 2018). The library must do a better job of serving its patrons in order to ensure that information sources, services, and resources are properly utilized for the benefit of the users. Hence, the success of library users depends greatly on the user education program (Suleiman, 2012).

The library is part of a wider structure of societal institutions that support learning, education, research, social cohesion, and the loftier goals of humanity. In order to give users the necessary information to successfully use the library's resources, the library conducts user education. User education is offered in the library because it is possible that library procedures are so complicated that the average user finds it difficult to understand how to use the resources. Aina (2004) believes that information is being consumed at an alarming rate and that new resources are being added to the library as a result of the information explosion that we are currently experiencing.

The major goal of polytechnic libraries is to provide information resources to students, teachers, staff, and other intended users. To ensure the best possible use of the library, personal assistance is given to patrons in addition to informational materials (Onuoha

and Subair, 2013). The intellectual activity at tertiary institutions depends on academic libraries. Tertiary education will be lacking and inadequate without academic libraries stocked with pertinent information resources and run by qualified staff. Every undergraduate student benefits from the academic library's potent educational influence, which helps them meet their commitments and advance personally. Given how information and communication technology (ICT) has impacted every aspect of library operations, it is essential to thoroughly explain how a library works to a new user. Allowing consumers to fully exploit a library's resources is its ultimate purpose.

However, it is impossible to overstate the significance of library user education since, without sufficient instruction given to the user, who may not have any prior knowledge or idea on the usage of such materials or tools, there cannot be a link between the user and the materials or tools. Every library client should be considered a freshman, so librarians should use methodical means of educating or orienting them (Akinbola, 2007). All learners must complete user education in order to adopt, seek out, and search the information materials that can reflect on their efforts. Lack of user education might cause knowledge denial and subpar student academic performance.

The Plateau State Polytechnic BarkinLadi was founded in 1980 and is located in Nigeria's North Central Geopolitical Zone. It is a polytechnic that is owned by the state. The School of Information and Communication Technology's Department of Library and Information Science trains students in librarianship and information science at the Plateau State Polytechnic BarkinLadi in Nigeria. The National Board for Technical Education (NBTE), a parastatal owned by the Federal Government, oversees and regulates the institution's National Diploma program. As a result, the NBTE receives funding and support from federal government organizations like the Tertiary Education Trust Fund (TetFund), which is intended to support the institution's academic goals.

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Statement of the Problem

Few library and information science students currently use the library collections at Plateau State Polytechnic BarkinLadi in Nigeria due to a lack of staff, a lack of internet access, and the inaccessibility of some key informational materials in the library due to inadequate funding and the high cost of subscriptions. This makes it challenging for the students to access current and up-to-date information. As a result, the student might not get very far in their academic course of study.

All users, especially newcomers, need user education programs because they teach them how to access and use the information resources available in libraries. With the daily explosion of information, users need the necessary knowledge and skills to navigate and choose relevant information. User education can assist users in developing the skills necessary for research and lifelong learning as well as helping them utilize all of the library resources at their disposal (Gbuushi and Ubwa, 2018).

Despite the substantial advantages of using a library, poor patronage has apparently become a current challenge in most polytechnic libraries, according to the researchers' observations. It seems that many students are unaware of the potential benefits of user education. They are unable to manage their studies and lectures as a result. Given that library user education has developed into a focus area for teaching and learning, the situation is worrisome. There have been numerous attempts to examine the effects of user education on users, but there are still few empirical studies on the impact of user education on library and information science students' use of the library, particularly at Plateau State Polytechnic Barkin-Ladi.

Objectives of the Study

The specific objectives of the study are to:

i. Identify the methods used mostly in teaching of user education on Library and Information Science Students in Plateau State Polytechnic Barkin-Ladi, Nigeria.
ii. Identify the challenges militating against the teaching of user education on Library and Information Science Students in Plateau State Polytechnic Barkin-Ladi, Nigeria.
iii. identify the strategies that can enhance the teaching of user education on Library and Information Science Students in Plateau State Polytechnic Barkin-Ladi, Nigeria.

Research Questions

The following research questions guided the study:

i. What are the methods mostly used in teaching of user education on Library and Information Science Students in Plateau State Polytechnic BarkinLadi, Nigeria?
ii. What are the challenges militating against the teaching of User Education on Library and Information Science Students in Plateau State Polytechnic Barkin-Ladi, Nigeria?
iii. What are the strategies that can enhance the teaching of user education on Library and Information Science Students in Plateau State Polytechnic BarkinLadi, Nigeria?

Literature Review

User education involves teaching students how to retrieve information items from various sources as the culmination or finale of extensive learning. According to the Wisconsin Library Association (2010), it is also referred to as information literacy, training, library teaching, bibliographic instruction, and library orientation. According to Fleming, cited in Nneka and Idoko (2018), user education refers to a variety of programs of instruction, education, and exploration that academic libraries offer to users to help them use the information sources and services that these libraries give them access to in an effective, efficient, and independent manner.

User education refers to all measures taken to instruct patrons on how to utilize library materials, services, and facilities to their fullest potential, including formal and informal instruction given one-on-one or in a group by a librarian or other staff members (Adindu, Achebe, and Uzodimma 2020). According to Osagie in Uwakwe et al. (2016), the goals of user education in academic libraries are as follows:

- To enable users to easily understand the classification schemes in any library so that they can locate items with little to no difficulty

- To enable users to know how to utilize the library catalogue independently in any library with specific reference to the author, title, and subject catalogues.

- To be able to see and use library catalogues as comprehensive collection indexes.

- To help users understand that a library is a source of knowledge that influences how well a student's academic program operates because no one person can possess a library's collection.

Furthermore, Esse and Ugwumba (2014), believe that without sufficient instruction offered to users who might not have prior knowledge or ideas on the use of such materials or tools, there cannot be a link between the user and the materials or tools. With regard to the breadth and quality of the educational programs they provide students, librarians are growing more concerned. Okoye (2013), made the case that traditional programs had workbooks and credit courses that were either course-related or of a general nature. They believed that the conventional methods of course-related training failed to account for the variations in discipline structure and placed undue emphasis on a basic research approach that did not adapt from one course to the next. As a result, there is a paradigm shift from these

types of bibliographic training (conventional forms) to instruction in libraries that is tied to and integrated into courses. In developed countries, librarians are figuring out how to include library training into already-existing courses in a way that makes library resources and the search process an important and fundamental part of the course. Librarians have come to the conclusion that bibliographic instructions are insufficient to give students the research satisfaction and lifelong learning they need in this age of information explosion and ICT revolution. One of the best ways to educate users has been viewed as course-integrated instruction (The Free Library, 2010). However, a complication of course-integrated instruction, which they acquiesced to, was the requirement for faculty cooperation and the faculty member's authority to decide when instruction would be given and who would receive it. In this scenario, librarians have limited control over course-related instruction.

Interestingly, , user education can be presented with the following methods of instruction:

- ***Course-Related Instructions***

The lecture approach is another name for this. Here librarians train students in educational programs and general information literacy. Workbooks and credit courses, which frequently has a broad reach and are not subject-integrated, can be employed in this approach. Ormondroyd, cited in Wanja, Namande, and Awuor (2022), has the view that this method generally focus on bibliographic information. Rashid (2022) believes that lectures are the most preferred kind of instruction. They are used to instruct large classes of students. According to him, it is only suitable for use as a broad introduction to an information retrieval course and uses both aural and visual sensory inputs. With technological advancements, using information and communication technology has been included into the course material. According to Ogunmodede and Emeahara (2010), the establishment of the course in some libraries was a result of users misusing, and generally abusing library resources. Okoye (2013)

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asserted that course-integrated instruction is more intense than course-related instruction, such as the lecture style. In Nigerian university libraries, the majority of "Use of Library" courses fall under this category.

- ### *Course-Integrated Instructions*

Academic librarians and faculty members must work together to create and carry out research tasks and to present them to students as part of course-integrated library teaching (lecture) (Ormondroyd cited in Adindu et al., 2020; Imo and Igbo, 2011). According to them, the librarian must also possess a fundamental understanding of the subject and fully comprehend the course's objectives. Regarding this, any faculty lecturer could, upon request, present subjects in any area for course-integrated library education. Instruction on using specific field databases and internet portal like Access to Global Online Research in Agriculture (AGORA), or an electronic agricultural library on CD-ROM like The Essential Electronic Agricultural Library (TEEAL) for research in agriculture is all possible topics. It might also cover how to use the Online Public Access Catalogue (OPAC) or do research online. These instructions could all be carried out in a computer lab in a library. Therefore, in order to actively use the library as a resource in their teaching, lecturers should ideally be much more adept at information retrieval and library orientation. It can be challenging to acknowledge, according to Nithyanandam et al. (2006), that the aforementioned idea is not always true. Given that teaching techniques have not received much attention in librarians' education to date, their pedagogic competency is lacking. According to Imo and Igbo (2011), faculty members dislike working together to teach with librarians. The method links a class's research requirements to the organization of the library materials for that subject, thereby enhancing the performance of that class's coursework. This method has helped students at Cornell University do better in these courses. (Ormondroyd cited in Wanja et al., 2022).

- ### *Individual Instructions.*

According to Nithyanandam cited in Okoye (2013), individual instruction is a situation where teachers and students can make an appointment with the user education librarian to get help with new sources and techniques. Such guidance has been helpful for researchers writing dissertations, individuals putting together literature reviews for grant applications, and students producing extensive and challenging research articles.

- ### Orientation

A university's program for first-year students includes orientation as part of a course on library usage. It includes a discussion by a librarian, tours of different library sections, the distribution of library guides to all first-year students, displays, seminars, and workshops, as well as a powerpoint presentation of the tour. Agyeiku (2022) asserts that the primary objective of orientation is to introduce students to the library's resources and services while also instructing and advising them on how to utilize them. The proposal includes teaching newly admitted students to higher education institutions how to access information as well as how to utilize library tools, understand library policies, and get familiar with library resources and services. According to Hindagolla (2012), the limited scope of the orientation program prevents most students from being aware of the majority of library services, despite the fact that the library provides a variety of services and facilities to its customers.

Similarly, Ahemba and Terwase (2018), citing Uhegbu, divided user education teaching methods into two categories: orientation and library tours. In their view, orientation involves professional librarians teaching users various aspects of the library as well as familiarizing them with penalties for any offense committed in the library. Library tours involve walking users through the library's holdings in terms of new acquisitions, new services, and new rules or conditions governing library use. Similar to

this also, specific elements of user education have been described by Sheridan Libraries (2011) and Ogunmodede and Emeahara (2010), and they include:

- General orientation, library talk, and library tour given to new students;
- Introduction of new students, some of whom have never used well-established libraries, to the complexity of university library facilities.
- Librarians instructing patrons on how to access materials manually through a card catalogue or electronically through online public access catalogues in order to develop library skills.
- Librarians educating patrons on how to use a card catalogue or electronic public access catalogues.

Furthermore, when discussing the various ways to impart or teach the skills for using a library, Maduako (2013) clarified that user education methods include all kinds of activities created to teach users about library facilities, services, organizations, resources, and search strategies in order to equip them with fundamental skills to enable them to make the best, most independent use of information resources and services offered in a library. Wanja et al. (2022) listed a few approaches, including: library orientation, in which clients are instructed on how to use indexes, bibliographic tools, abstracts, and other reference materials during library orientation; library instruction, in which clients are instructed on how to use indexes, bibliographic tools, and other library materials through teaching. They listed three other types of library instruction: online or distance learning, offline or conventional instruction, and hybrid, which combine in-person instruction with online delivery.

According to a study by Adeyemo (2018), who looked at the relationship between user education in academic libraries and users' information-seeking behavior, user education in the form of library lectures has positively influenced the use of library resources. The goal of user education, according to Edoka, cited in Madu, Buhari, and Mulikat (2022), is to

enable the user to make the best use of all of the library's resources. He states the following as the purpose of educating users about the information resources at their disposal:

- Develop a positive attitude toward information searching that will encourage the user to use the tools offered by various libraries.
- Develop the skills required to retrieve the materials that are needed.
- Develop the knowledge of materials in the readers' field of study.
- Develop the ability to present bibliographic references.

Despite the effect of user education on students' use of the library, challenges like a lack of time, a high student-to-instructor ratio, a lack of facilities and equipment, a high cost for audiovisual materials, lecturers' and students' attitudes, and the use of the library in conjunction with the use of English still exist (Edom cited in Uwakwe, Onyeneke, and Njoku, 2016). Findings from previous studies have shown that user education improves library use despite the program's many challenges, which include a lack of or inappropriate funding, inadequate scheduling of the user education course, and a lack of library staff to handle the volume of work involved, according to Nwabueze, Ozioko, and Igwesi (2013). In their perspective, the staff will have to deal with a greater number of students, which slows down learning. More specifically, Bhatti (2010) pointed out that experts expressed dissatisfaction with the size of the student groups on guided tours and with their interactions with the students. He explained that the inability to divide large student groups into smaller groups was due to a lack of instructional facilities as well as personnel. He further demonstrated how problems at higher levels result from inadequate training. As a result, the vast majority of students lacked significant information literacy abilities and lacked access to current resources, poor instructional materials, inefficient personnel, and a poor attitude of staff towards users. In addition, Ewa (2012) also found that there were some barriers to students' effective use of

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libraries in higher education institutions, which include a lack of regular user education programs, a lack of pertinent and current resources, inadequate instructional materials, a lack of staff to help users, and a poor attitude toward users on the part of staff.

Scholars have suggested a few strategies for enhancing the user education teachings for students' library use. According to Phillips (2022), user education needs to be prioritized in academic libraries in order to raise awareness among more students and direct their attention to the services and resources that might be extremely helpful to them in their field of study. In order to meet and satisfy the complex needs of customers, he also recommended that libraries create accommodations for sufficient and current information resources and services.

In addition, Abai, Chorun, and Mbatsoron (2016) suggested that the libraries use a practical strategy rather than a theoretical one because it would make the program more engaging for students and entice them to join. He also suggested that lectures might include documentaries that demonstrate to students how to use the catalogs and how materials are prepared and made ready for use. He also suggested that students be made aware of the user education program through the student library handbook or a bulletin that is made available to them when they register. Before new students are permitted to use the library, library user education that will include tours should be introduced in the first semester.

Research Method

The study adopted a descriptive case-study research design. The population of the study consisted of all level one students of Plateau Student Polytechnic as of the 2021/2022 academic session, totaling 103. A structured questionnaire titled "Impact of User Education on Library and Information Science Students" (IUELISSQ), developed by the researcher, was used as an instrument of data collection. Out of 103 students, 92 filled out and returned the questionnaire, giving a return rate of 89.3%. There was no sampling technique because the population was accessible and manageable. This concurs with the views of Nworgu (2006), who stated that where the size of the population was small, sampling might not be necessary, indicating that the entire population will be studied. The questionnaire was developed using a four point likert scale responses of 'strongly agree, agree, disagree, and strongly disagree'. The collected data was analyzed using the mean and standard deviation. On the scale, the average cutoff mean was 2.50; hence, an item was accepted if it was 2.50 or above. However, it is rejected if it is below 2.50.

Results

Fig 1: Gender Distribution.

Gender
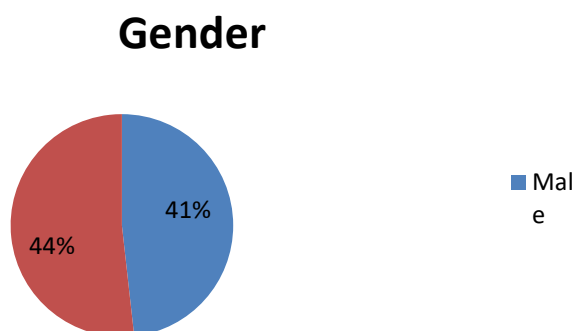
From the responses, 41% of the population (n=92) are males while 44% are females.

Research Question One: What are the methods mostly used in teaching of user education on Library and Information Science Students at Plateau State Polytechnic BarkinLadi, Nigeria?

Table 1: Mean and Standard Deviation of methods mostly used in teaching of user education on Library and Information Science Students at Plateau State Polytechnic BarkinLadi, Nigeria

	SA	A	D	SD	$\bar{x}$	SD	Decision
Credit Load Lecture	61	20	10	1	3.53	.73	A
Library Orientation	51	30	10	1	3.42	.73	A
Demonstration Method	60	16	2	14	3.35	.73	A
Library Tour	1	5	36	45	1.48	.85	R
Practical Exercise	1	10	34	47	1.62	.72	R
Independent Assignments	1	10	34	47	1.62	.72	R
Overall	**175**	**91**	**126**	**155**	**2.50**	**.75**	**A**

Key: $\bar{x}$ - mean, SD - standard deviation, A — Accept, R —Reject

Table 1 above shows that credit load lecture, library orientation, and demonstration methods were the only methods mostly used in teaching user education to Library and Information Science students at Plateau State Polytechnic BarkinLadi, Nigeria, with a mean score and standard deviation of $3.53 \pm .73$, $3.42 \pm .73$ and $3.35 \pm .73$ respectively. However, other methods such as library tours, practical exercises, and independent assignments were not employed, with a mean score and standard deviation of $1.48 \pm .85$, $1.62 \pm .72$ and $1.62 \pm .72$ respectively.

Research Question Two: What are the challenges militating against the teaching of User Education on Library and Information Science Students at Plateau State Polytechnic Barkin-Ladi, Nigeria?

Table 2: Mean and Standard Deviation of challenges militating against the teaching of user education on Library and Information Science Students at Plateau State Polytechnic BarkinLadi, Nigeria

	SA	A	D	SD	$\bar{x}$	SD	Decision
Lack of qualified Librarians	79	10	2	1	3.82	.51	A
Lack of instructional materials	73	13	5	1	3.86	.62	A
Lack of time allocation	50	6	9	27	2.86	1.55	A
Students negative attitude to the Programme.	46	10	6	30	2.78	1.36	A
Poor monitoring of staff	5	11	46	30	1.91	.81	R
Attitude of staff to the course	3	13	46	30	1.74	.77	R
Overall	**256**	**63**	**114**	**119**	**2.82**	**.93**	**A**

Key: $\bar{x}$ - mean, SD - standard deviation, A — Accept, R —Reject

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Table 2 above reveals that the majority of the respondents strongly agreed that lack of instructional materials is a major challenge militating against the teaching of user education to Library and Information Science students in Plateau State Polytechnic BarkinLadi, Nigeria, with a mean score and standard deviation of 3.86 ±.62. This is followed by a lack of qualified librarians (3.82 ± .51), lack of time allocation (2.86 ± 1.55) and students negative attitudes toward the program (2.78 ± 1.36). On the other hand, respondents disagreed that poor monitoring of staff and the attitude of staff toward the course did not pose challenges, with a mean score and standard deviation of 1.91 ±.81, and 1.74 ± .77 respectively.

Research Question Three: What are the strategies that can enhance the teaching of user education on Library and Information Science Students at Plateau State Polytechnic BarkinLadi, Nigeria?

Table 3: Mean and Standard Deviation of strategies that can enhance the teaching of user education on Library and Information Science Students at Plateau State Polytechnic BarkinLadi, Nigeria

	SA	A	D	SD	$\bar{X}$	SD	Decision
Employment of qualified Librarians	72	14	4	2	3.70	.66	A
Provision of adequate instructional Materials.	85	5	1	1	3.89	.43	A
Prompt payment of salaries and Honorarium to librarians teaching user education .	61	22	8	1	3.55	.70	A
More time to be allocated for full coverage of user education .	50	6	9	27	2.86	1.35	A
Positive attitude of students .	46	10	6	30	2.78	1.36	A
Overall	**314**	**57**	**28**	**61**	**3.36**	**0.9**	**A**

Key: $\bar{X}$- mean, SD - standard deviation, A — Accept, R —Reject

Table 3 above shows that respondents agreed that all the strategies mentioned can enhance the teaching of user education on Library and Information Science Students in Plateau State Polytechnic BarkinLadi, Nigeria. However, the major strategy agreed upon is provision of instructional materials with a mean score and standard deviation of 3.89 ±.43. This is followed by employment of qualified librarians, prompt payment of salaries and honorarium to librarians teaching user education, more time to be allocated for full coverage of user education and positive attitude of students with mean scores and standard deviations of 3.70 ±.66, 3.55 ±.70, 2.86 ±135 and 2.78 ± 1.36 respectively.

Discussion of Findings
From the data analysis, the findings can be discussed thus:
The credit-load lecture method, along with library orientation and demonstration methods, were primarily used in providing user education to the students under study. This suggested that different approaches were used. This goes contrary to the views of Uhegbu cited in Ahemba and Terwase (2018), who only classified the instructional techniques for user education into two categories. Rashid (2022) indicated that the lecture method is the most desired form of instruction, and the choice of the credit load lecture technique as the most used supports his assertion. The bulk of "Use of Library" courses at Nigerian university libraries fall into this category. The finding also concurs with Okoye's (2013) assertion that course-related instruction is less intense than course-integrated training. This result also supports the findings of Adeyemo(2018) whose study revealed that user education in the form of library lectures has positively influenced the use of library resources. However, these techniques introduce patrons to the library's numerous organizing tools while simultaneously raising their awareness and inspiring them to use the informational resources at their disposal.

The survey also shows that a lack of instructional materials is the main issue impeding student's user education. This supports Bhatti's (2010) assertion that the inability to divide large student groups into smaller ones is caused by a lack of instructional resources, including instructional personnel and library facilities. Other difficulties identified in the study, such as a shortage of qualified librarians, a lack of time allocation, students' negative attitudes toward the program, poor staff monitoring, and staff attitudes toward the course, all concur with the views of Edom cited in Uwakwe, Onyeneke, and Njoku (2016) and Ewa (2012).

Finally, the employment of qualified librarians, the provision of adequate instructional materials, and the prompt payment of salaries and honoraria to librarians who teach user education, among other things, are strategies that can improve user education for the students under investigation, as revealed in the findings. In order to meet and satisfy the complex needs of users, Phillip's (2022) view, in support of this result, stated that libraries should provide adequate and current information resources and services.

Conclusion

It has been said that the academic system's lifeline and center of gravity is the library. The primary goal and vision of the library are to provide users with the knowledge and abilities necessary to utilize the resources efficiently. The study focused on the impact of user education on library and information science students' use of the library at Plateau State Polytechnic, Barkin Ladi, Nigeria.

The results of the study showed that

- Credit load lectures, library orientation, and demonstration methods are the user educational methods used in the institution under investigation.
- Lack of instructional materials, lack of qualified librarians, lack of time allotted, and students' negative attitudes about the program are among

the issues that hinder effective user education.
- The following recommendations are made in an effort to address these issues: the availability of instructional materials; the hiring of qualified librarians; the prompt payment of salaries and honoraria to librarians who teach user education; more time to be set aside for user education coverage in its entirety; and a positive outlook among students.

Recommendations

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

- Adequate funding should be budgeted more for the financing of Plateau State Polytechnic BarkinLadi, Nigeria, mostly on the library intervention projects. This will enable the management of the libraries and library department to make available adequate instructional materials such as public address systems, projectors, computers, internet facilities, television, radio, etc.
- The Polytechnic management should employ adequate certified librarians at Plateau State Polytechnic BarkinLadi, Nigeria.
- Certified librarians should only be teaching user education for adequate periods of time and with constant payment of salaries and benefits.

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