

ACCESSING THE IMPACT OF LIBRARY USER EDUCATION ON THE USE OF INFORMATION SEARCH TOOLS AMONG STUDENTS IN POLYTECHNIC LIBRARIES IN NORTH WEST NIGERIA

BY

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Abstract

Purpose: This research paper investigates the impact of library instruction programs on the utilization of information retrieval tools by students in polytechnic libraries across the North-Western States of Nigeria. The study highlights the significance of library instruction in equipping students with essential skills to effectively navigate library resources amidst the complexities introduced by modern information and communication technologies.

Design/Methodology/Approach: Through a quantitative approach, data were collected from a representative sample of students and librarians, revealing critical insights into the current state of library education and its correlation with students' information retrieval capabilities.

Findings: The research aims to identify the types of library instruction offered, assess their effectiveness, and explore the challenges faced in delivering these programs.

Originality/Value: This study ultimately seeks to enhance the understanding of library instruction's role in fostering academic success and lifelong learning among students in Nigerian polytechnics. Despite the existence of various library instruction programs, preliminary findings indicate a troubling underutilization of information retrieval tools, which subsequently affects students' academic performance.

Paper type: Empirical research

Keywords: User Education, Information, Search Tools, Polytechnic, North West

Introduction

Library instruction is an academic program that is designed by higher institutions to educate library users on how to effectively utilize library resources and services (Esse, 2014). Library instruction is referred to in the current literature as bibliographic instruction, library orientation, user education, library instruction, etc.

Association of College and Research Libraries (ACRL, 2006) in the document "Information Literacy Competency Standard for Higher Education" defined Library instruction as a set of abilities requiring individuals "to recognize when information is needed and have the ability to locate, retrieve, evaluate and use effectively the needed information. It is established that

library users all over the world face various challenges which influence the extent to which the resources available are put to maximum and effective use. Therefore, imparting knowledge on how library users can effectively utilize library resources is an important element in education. Similarly, seeking, retrieving, using, and evaluating information are activities engaged by the students in their academic pursuits.

To avoid serendipity in sourcing information resources, students will therefore, be required to know and be conversant with the various information search strategies using manual retrieval tools like classification, catalog, index, abstract, bibliographies, and electronic retrieval tools such as online public access catalog (OPAC), search engines, etc. and also to develop a logical, creative and critical technique to search and retrieve information. As pointed out by (Edoka, 2000), the objective of library instruction is to help users make the best use of the overall library resources and to develop skills necessary for retrieving required materials. In the same vein, (Passarelli and Millicent (2006) pointed out the need to help library users in accessing the resources and services available in libraries. The emphasis on self-education, tutorials, seminars, projects, and guided reading teaching methods places less

reliance on formal lessons and lectures. There is an implicit assumption in these educational changes that learners are capable of finding materials relevant to their needs. In practice, such an assumption is not valid; the learner is required to be taught that skill. Only then is the student able to prepare for taking a full and active part in the new ways of learning?

Statement of Problem

The orientation of students in the use of libraries in Nigerian institutions has become a tradition due to the increase in students' intake, the complexity of library systems, the introduction of information and communication technologies in library services, and the increase in the acquisition of library resources and complexity in their organization for easy retrieval. This calls for educating users with skills to use libraries (Ishola, 2005). User education aims to acquaint freshmen with the existence of the library and its organization as well as the layout and services available at hand.

Integration of library instruction in tertiary institutions improves students' strategies and techniques to use the library optimally in all curriculum content areas (Kamba, 2009). The phenomenon affects students' academic performance and lifelong learning. (Ajiboye, 2013) observed that insufficient orientation of students on the use of library

resources and services 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 the library and its services from library instruction and information literacy programs.

Research Questions

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

1. What type of Library Instruction programs are offered to students in polytechnic libraries in the North-western States of Nigeria?
2. What are the effects of Library Instructions on the use of Retrieval Tools by Polytechnic students in the northwestern states of Nigeria?
3. What are the challenges of Library Instruction programs in polytechnic libraries of the North-western States of Nigeria?
4. What types of Retrieval Tools are available for students in polytechnic libraries of the North-western States of Nigeria?
5. What is the level of utilization of Retrieval Tools by students in the Polytechnic libraries of the North-western States of Nigeria?

Research Hypothesis

In this study, two Null hypotheses will be tested:

Ho₁ There is no significant difference in the type of information Retrieval Tools available for students in polytechnic libraries of the northeastern states of Nigeria.

Ho₂ There is no significant difference in the use of information Retrieval Tools demonstrated by students after completing the instruction programs in polytechnic libraries in the northeastern states of Nigeria.

Literature Review

Library Instruction Programs

Library instruction 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 that make library instruction mandatory for freshmen in Polytechnics and other institutions of higher learning. Many writers have examined library instruction programs in some higher institutions in Nigeria and the relevance of the program to the effective utilization of library resources and also, on how to improve on some problems relating to the dissemination of the

course. (Aina, 2004) is of the view that library instruction is an information literacy service with an emphasis on educating users on how to acquire skills that will enable to them search for information independently on any aspect of knowledge by using traditional and electronic methods. (Livehabura, 1999) thinks that library instruction should be integrated into the curriculum of the institution so that the contents and coverage of the program accommodate information development, learning, teaching, and research within and outside the institution. These instruction programs enhance the utilization of resources in the library, which in turn improves the academic performance of students.

Effects of Library Education/Instruction on the Use of Information Search Tools

The taxonomy of library learning was introduced into this study by the researcher to report the effects of library instruction on the use of retrieval tools 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 (Jakobovits&Nahl-Jakobovits, 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 library instruction programs (Nahl-Jakobovits & Jakobovits, 1990, 1992, and 1993). This research was conceived to determine whether library instruction is altering the students' skills in the utilization of information retrieval tools for their information search and retrieval in their libraries. This is because there cannot be a connection between the users and the materials or tools without proper education being given to the user who may not have any prior knowledge or idea on the use of such materials or tools. It will be wise enough for the librarians to see every library user as a novice, and therefore provide a procedural way of educating or orienting 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 inquiry and the habit of seeking knowledge and their ability to search and retrieve information with retrieval tools. 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.

Challenges of Library Instruction Programs

Libraries in tertiary institutions are meant to provide user-centered services to meet students' 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 the library is one of the most important educational establishments in improving the quality of teaching and learning and must be properly stocked to complement other educational activities in the Polytechnics. Consequently, these instruction programs are faced with some problems as identified by (Joseph, 2005) which include: Dependence on one-day orientation program, Lack of collective curriculum for library instruction in Nigerian tertiary

institutions, Lack of examinable library instruction, Over concentration (on the part of Librarian) on library technical services like acquisition, cataloging and classification of books rather than information retrieval mechanisms, and the use of unqualified personnel to teach the use of library in some institutions. Similarly, (Nkechi, 2015) identified the following as other constraints that may impede the acquisition of library user skills in Polytechnics. These include: lack of well-equipped Polytechnic libraries, lack of confidence in the use of libraries, dependence of students on lecture notes and textbooks for everything, lack of information resources for learning, teachers mode of instruction not adequate, lack of funds for library user programs implementation, library staff not properly equipped to attend to students, constant power outage, no period in the time table for the teaching of use library, poor learning environments, lack of administrative support and many more. For (Nithyanandam, 2013) lack of skills regarding search, retrieval, and utilization of information; inadequate training of lecturers in the use of library resources; and insufficient systems and skills to manipulate technological resources in the library by students seriously impacts

the acquisition of library user skills by students.

Information Search/Retrieval Tools available in Libraries

The massive information that abounds both electronically and in paper form has made the need for information retrieval tools (IRTs) apparent. These tools have developed into widely used services and have become essential tools for finding information. It also went further to explain that many academic and public libraries use information retrieval systems (tools) to provide access to books, journals, and other documents. From the foregoing, information retrieval tools (IRTs) therefore are the means or applications through which information can be accessed from various sources.

Skills are required to selectively retrieve accurate and sufficient information stored in documents instead of all the information that may not be relevant to the student's research. Skill in information retrieval reduces the time wasted in seeking information.

Uses of Information Retrieval Tools in Academic Libraries

In the area of Information Retrieval Tools (IRTs), researchers have identified different aspects of Information Retrieval Tools in terms of their peculiarities, nature of search strategies, query formulation, constant

power outages, and usage. All these factors contribute to how users use IRTs in libraries. To access information, users have different tools at their disposal. For this reason, different search and information retrieval tools have already been designed and used. Such tools, 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 tools are updated regularly to keep pace with the speeding growth of the information volume. Information retrieval tools are equipped with facilities with which users should be familiar if they are to make the best use of them. Retrieval tools 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 catalogs, 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.

Research Methodology

A quantitative research method was adopted for this study. (Kothari, 2014) portrays that

the quantitative method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys or by manipulating pre-existing statistical data using computational techniques. This method found appropriate for this study because it intends to collect data with the use of questionnaire to determine the Effects of library instruction on the use of information retrieval tools by students in Polytechnic libraries in the North-Western States of Nigeria. The area of the study comprised the entire polytechnic libraries in the North-Western states of Nigeria. Specifically, state and federally accredited polytechnics in Kaduna, Kano, Katsina, Sokoto, Kebbi, Zamfara, and Jigawa state respectively. The sample population and size better informed the researcher of the current focus of the investigation (Krathwohl, (1998) and (Gbaje, 2011). A sample of **1%** of **50,222** which is 502 was chosen to represent the target population as appropriate for students. Curry's table in (Youth, 2006) revealed that a study with a target population above

50,000 has an ideal sample size of one percent of its total population while two (2) librarians were considered from each library. A total of **16** librarians constitute the target of this category.

DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction

Response Rate

Out of the 222 copies of the questionnaire distributed to the students across the sampled Polytechnics in the North-Western States of Nigeria 195 (88.3%) were duly completed and returned and found usable for this study. Also, out of 16 copies of librarians questionnaire distributed a total of 14 (87.5%) copies were returned duly completed and found usable for this study. The high response rate was realized due to the simple fact that the research assistants used for data collection are library staff in their respective institutions. It can also be attributed to the fact that the respondents were given up to two weeks within which to complete and return their copies of the questionnaire.

Table 1: Type of library instruction program(s) offered to students in polytechnic libraries in the North-Western States of Nigeria

		NBPZ	KPK	UASP S	FPKK	WAFPS	FPDK	HUKP K	JSPD
1	Use of library course	√	√	√	√	√	√	√	√
2	Library tour	X	√	√	X	√	√	X	√
3	Tutorial	X	X	X	X	X	X	X	X
4	User orientation	X	√	√	√	√	√	√	√
5	Workshop	X	X	X	X	X	X	X	X
6	Seminar	X	√	X	X	√	X	X	X

Key: √ (Offered) X (Not offered)

Table 1 shows the type of library instruction program(s) offered to students in polytechnic libraries based on the decisions made by the institutions. These programs are offered to the students in various forms which are determined by students' size, number, and qualification of staff. The table supports the fact that the selected north-western polytechnics offer the course use of library and user orientation programs. This discovery is in line with what Esse (2014) lamented that curriculum-based use of the library and orientation of user platform has the highest number of respondents in their study conducted among five selected universities in the southern part of Nigeria. Library tours and seminars were also integrated in some polytechnics to educate users on how to effectively utilize library resources and services. Workshop and

tutorials suffer the least mode of instruction in all the polytechnics possibly due to lack of funds and other equipment to organize the programs for their students. This implies that the most employed means of instruction as revealed in the table is the traditional face-to-face use of library courses and user orientation in all the libraries within the study area simply because of the tradition in Nigerian tertiary institutions where lectures are the common method of imparting knowledge to the students.

Challenges of library instruction programs in polytechnic libraries of the North-Western states of Nigeria

The researcher tried to find out the challenges militating against the instruction programs from librarians and students in polytechnic libraries of the North-Western States of Nigeria. The respondents were

given various hindrances to indicate their responses. opinions. Table 4 below shows their

Table 2: Challenges of Library Instruction Programs in Polytechnic Libraries of the North-Western States of Nigeria

S/N	Challenges	Type of Respondents			
		Librarians		Students	
		Response rate	Response percentage	Response rate	Response percentage
1	Over-dependence on a day orientation program	0	0	108	20.3
2	Rapidly evolving technologies	0	0	82	15.4
3	Library Anxiety	0	0	98	18.4
4	Lack of skills regarding search, retrieval, and utilizing library materials	5	35.7	130	24.4
5	Students depend on class notes for everything	3	21.4	46	8.6
6	Not giving assignments involving the use of the library	1	7.1	68	12.8
7	Inadequate funds for information literacy programs	2	14.3	0	0
8	No period in the timetable for the teaching of the use of the library	3	21.4	0	0
	Total	14	100%	532	100%

Table 2 reveals the challenges of library instruction programs in polytechnic libraries. It can be agreed that a majority of librarians 5(35.7%) and students 130(24.4%) attest that the greatest challenge of library instruction is the Lack of skills regarding search, retrieval, and utilizing library materials by students. This is not surprising because navigating the library to search, retrieve, and utilize a document is complex without having the necessary skills to carry out such tasks, especially in libraries with larger

collections. This makes most of the students navigate all over the library shelves in search of a document (serendipity). Following closely is over-dependence on one-day orientation as portrayed by students. About 108(20.3%) of the students indicated that too much dependence on one-day orientation poses a major challenge to library instruction as users could not acquire the required skills to make use of the library. This is in a way supported by Joseph (2005) in five identified problems of library instruction. Similarly, Ilo (2011) in

his findings from the study he conducted at Covenant University ascertain the problems hindering students from maximizing user education programs. He discovered that insufficient periods for library instruction hamper students from maximizing the use of library resources and services among others.

Other problems faced by students from library instructors in polytechnics of the North-Western states of Nigeria

Table 3 Other problems faced by students from library instructors in polytechnic libraries of the North-Western states of Nigeria

Problems	Strongly agree	Agree	Disagree	Strongly disagree	Mean	SD
Teachers' mode of instruction is not adequate to impart the knowledge we require	62(11.7%)	45(8.5%)	344(64.7%)	81(15.2%)	2.98	.680
Library staff are not equipped to attend to us for effective access and utilization of resources and services in the library	39(7.3%)	251(47.1%)	170(32.0%)	72(13.5%)	3.32	.580
Instructors teaching the use of the library are not well acquainted with the programs themselves	38(7.1%)	85(16.0%)	284(53.4%)	125(23.5%)	2.90	.742

Table 3 revealed that apart from the classroom instructions there is a need for librarians to be assisting students in their libraries to effectively utilize the bulk of resources and services in their libraries. This can be seen from the table where a reasonable number of respondents with a mean score of 3.32(SD=.580) agreed with

An attempt was made to identify other problems faced by students on the part of their instructors, and a questionnaire question was asked in this regard. The respondents were asked to indicate the problems they face from instructors in their various institutions. Table 6 indicates other problems of library instructors using the Likert 4-point scale of measurement.

the fact that library staff are not equipped to attend to them for effective access and utilization of library resources and services in their libraries. However, the respondents disagreed that the instructor's mode of instruction is not adequate to impart the knowledge they require with a mean score of 2.99(SD=.680), while 2.90(SD=.742) also

disagreed that the instructors are not well acquainted with the programs themselves. Thus, it could be said that both modes of instruction and instructors are consistent in achieving the objectives of library instructions in polytechnic libraries of the Northwestern states of Nigeria.

Type of retrieval tools available for students to use in the polytechnic libraries of the North-Western States of Nigeria.

The study is among others aimed at identifying the types of retrieval tools available for students to use in the Polytechnic libraries of the North-western states of Nigeria. To achieve this, a list of retrieval tools was outlined for the respondents to tick as many retrieval tools as possible. Table shows the types of retrieval tools available for students to use in the Polytechnic libraries of the North-western states of Nigeria as being studied.

Table 4 Retrieval tools available for Students in Polytechnic libraries

S/N	Type of Retrieval Tools	Name of Library							
1	Catalog Cards	NBPZ	KPK	UASPS	FPKK	WAFPS	FPDK	HUKPK	JSPD
	Title catalog	√	√	√	√	√	√	√	√
	Author catalog	√	√	√	√	√	√	√	√
	Subject catalog	√	√	√	√	√	√	√	√
	Classified catalog	X	X	X	X	X	X	X	X
	OPACs	X	√	X	X	X	X	X	X
	Search engines	X	√	√	X	√	√	X	X
2	Abstracts								
	Periodical abstract	X	√	X	√	√	√	X	X
3	Indexes								
	Periodical index	X	√	X	√	√	√	X	X
	Subject Index	X	√	X	√	√	X	X	X

Key: √ (Available) X (Not available)

Table 4 shows the retrieval tools available for students in the polytechnic libraries in North-western states of Nigeria. The availability of these tools within the library

varies on the individual library's capacity to provide such tools, which is determined by size, infrastructure, number of staff, and qualification. The table reveals that Kaduna

Polytechnic, Kaduna can provide the highest number of retrieval tools such as catalog cards, abstracts, indexes, online public access catalog OPAC, and search engines. It is therefore followed by Waziri Adamu Federal Polytechnic, Kebbi in that order with catalog cards, abstracts, indexes, and search engines. The table further revealed that Hassan Usman Katsina Polytechnic, katsina, and Jigawa State Polytechnic Dutse libraries have the least number of retrieval tools available for students' use. Moreover, table 4 reveals that only Kaduna Polytechnic, Kaduna has an online public access catalog (OPAC) in its library and none among the polytechnic libraries possesses a classified catalog. This portrays

that Polytechnic Libraries in the North-western States of Nigeria do not incorporate the use of classified catalogs which can be used by library professionals. The implication is that documents could not be located professionally using classification numbers.

Level of Utilization of Retrieval Tools by Polytechnic Students in the North-Western States of Nigeria

The researcher tried to find out the frequency of utilizing retrieval tools by Polytechnic students in their various libraries. The respondents were presented with some options to choose from. Their responses are presented in Table 4.8 below.

Table 5 shows the level of Utilization of Retrieval Tools by Polytechnic students in the North-Western States of Nigeria.

Retrieval Tools	Frequency of Utilization					
	Highly Utilized	Utilized	Rarely Utilized	Not Utilized	Mean	SD
Catalog Card	274(51.6)	122(22.9)	85(15.9)	51(9.5)	4.11	.634
Abstract	47(8.8)	92(17.3)	118(22.2)	275(51.7)	2.92	.743
Index	56(10.5)	79(15.0)	109(20.5)	288(54.1)	3.23	.681
OPAC	11(2.1)	21(3.9)	32(6.0)	468(87.8)	2.42	.811
Search Engine	128(24.1)	140(26.3)	210(39.5)	54(10.2)	3.81	.672

Table 5 shows the mean and standard deviation scores of respondents' opinions on the level of utilization of retrieval tools by students in Polytechnic Libraries in North-Western states of Nigeria. From the analysis, it was evident that item 1 in Table 8 has a mean score of 4.11(SD=.634) which attests

that students highly utilized catalog cards. This is a result of its simplicity in identifying and locating where a document is kept in the library, while internet search engines followed with a mean score of 3.81(SD=.672) as a rarely utilized retrieval tool by students in polytechnics of the

North-eastern states 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 catalog cards and internet search engines record the highest percentage of respondents. It is worthy of note to understand that other factors play a significant role in this, that includes availability and accessibility of these tools. Other tools for information retrieval are as well utilized by students, never-the-less

catalog cards stand out as the most frequently used retrieval tool by students while OPAC and abstract topped the least of not frequently used retrieval tools.

Levels of Satisfaction with Retrieval Tools by Students in the Polytechnic Libraries of North-Western States of Nigeria

In order to ascertain the level of users' satisfaction with the Retrieval Tools in Polytechnic libraries, respondents were requested to indicate their opinions using the Likert 4-point scale of measurement. Their responses are presented in Table 11 below.

Table 6: Showing a level of Satisfaction with Retrieval Tools by students in the Polytechnic Libraries of North-Western States of Nigeria

Retrieval Tools	Levels of Satisfaction					
	Highly Satisfied	Mostly Satisfied	Satisfied	Not Satisfied	Mean	SD
Catalog Card	279(52.4)	119(22.4)	112(21.1)	22(4.1)	3.94	.573
Abstract	57(10.7)	91(17.1)	104(19.5)	280(52.6)	2.31	.756
Index	42(7.9)	90(16.9)	102(19.2)	298(56.0)	2.19	.722
OPAC	32(6.0)	29(5.5)	11(2.1)	460(86.5)	1.92	.842
Internet search engine	227(42.7)	114(21.4)	131(24.6)	60(11.3)	3.68	.621

Table 6 analyzes the level of satisfaction by respondents as regards retrieval tools in the polytechnic libraries under study. The analysis revealed that the respondents attest to being highly satisfied with the catalog cards in their libraries with a mean score of 3.94(SD=.573), followed by internet search engines with 3.68(SD=.621). The result also revealed that OPAC records the least option

by polytechnic students in the Northeastern states of Nigeria due to its non-availability in most of the polytechnic libraries in the North-western states of Nigeria. This implies that students derive satisfaction when searching for a document in the library using the library catalog because of its simplicity and detailed description of a

document with different entries, e.g. title, author, and subject.

Inferential Analysis

This section presented the result of the inferential statistics used to test the 2 hypotheses formulated in this study, F-test one-way ANOVA was used. The researcher used 0.05 as the level of significance for testing the hypotheses. This is because the research involves human beings and the 0.05 level of significance is generally accepted due to human error that is involved. The findings are presented as follows.

Table 7 Analysis of Variance in the Type of Retrieval Tools Available in Polytechnic Libraries

Source of Variation	Sum of Squares	df	Mean of Sum of Square	F-ratio	Decision
Between Groups	1014.050	3	673.603	3.47	Retained
Within Groups	224.500	528	561.125		
Total	1238.55	531	-		

Significant at 0.05 levels

From the analysis of variance presented in the above table, the null hypothesis that “there is no significant difference in the type of retrieval tools available for students in polytechnic libraries in the North-Western states of Nigeria” was retained, because the F-ratio is 3.47 which is significant at 0.05 level. This implies that there is no significant difference in the types of retrieval tools available for students in polytechnic libraries in the North-Western states of Nigeria. The analysis showed that Polytechnic libraries in the North-Western

Hypothesis one

There is no significant difference in the types of retrieval tools available for Students in polytechnic libraries of the North-Western states Nigeria.

The first hypothesis raised in this study seeks to find out whether there is a difference between the types of retrieval tools available for students in polytechnic libraries of the North-Western states of Nigeria. One-way ANOVA was employed to test this hypothesis. Table 12 shows the summary of the result.

states of Nigeria have different types of retrieval tools for their students such as catalog cards, abstracts, indexes, internet search engines, and OPACs. This implies that most of the retrieval tools are available in all the polytechnic libraries in the North-West. This can be attributed to the nature of academic programs in the institutions and users' ability to utilize these tools among others.

Hypothesis Two

There is no significant difference in the use of retrieval tools demonstrated by students

after completing the instruction programs in polytechnic libraries in the North-Western States of Nigeria. The second hypothesis in this study seeks to find out whether there is a difference in the use of retrieval tools by students after completing the instruction

programs in polytechnic libraries in the North-Western States of Nigeria. One-way ANOVA was also employed to test this hypothesis. Table 13 below shows the summary of the result.

Table 8 Analysis of Variance of the use of retrieval tools by polytechnic students after completing the instruction programs

Source of Variation	Sum of Squares	df	Mean of Sum of Square	F-ratio	Decision
Between Groups	221.500	3	61.125	0.014	Rejected
Within Groups	601.050	528	73.603		
Total	823.00	531			

From the analysis of variance presented in the above table, the null hypothesis that "There is no significant difference in the use of retrieval tools demonstrated by students after completing the instruction programs in polytechnic libraries in the North-Western States of Nigeria" was rejected, because the F-ratio is .014 which is less than 0.05 ($P < 0.05$). This implies that there is a significant difference in the use of retrieval tools demonstrated by students after completing the instruction programs. Similarly, the analysis shows that polytechnic students in the North-Western states of Nigeria demonstrate a positive increase in the use of search tools in their libraries. From the findings, it was observed that students use catalog cards, search engines, indexes, abstracts, and OPACs to ease their search and retrieval of documents

from their various sources.

Summary of major findings

Based on the data collected and analyzed for this study, the following were the major findings:

1. Traditional face-to-face library instruction and user orientation are offered in all the Polytechnics to sensitize students on library use. However, the courses were embedded in general studies by the majority of the Polytechnics.
2. The students who participated in traditional face-to-face library instructions demonstrated a significant positive increase in the level of library search strategies and skills in using manual and electronic retrieval tools to search and retrieve information material from the library collection.

3. The greatest challenge to library instruction courses was over-dependence on a day orientation program followed by a lack of skills regarding search, retrieval, and utilizing library materials by Polytechnic students.
4. Polytechnic libraries in the North-Western States of Nigeria attested to the availability of manual retrieval tools which include catalogs, indexes, and abstracts. However, only one Polytechnic library owns an electronic retrieval device which is an online public access catalog.
5. In terms of using retrieval tools by polytechnic students, catalog cards record the very frequently used retrieval tool by clientele solely because of its simplicity in locating where a document is kept in the library.

Conclusion

Based on the findings of the study, it could be concluded that library instruction prepares polytechnic students for effective utilization of search tools using the strategies and techniques acquired on how to search and retrieve information materials in their libraries. That can be enhanced by incorporating the courses into the polytechnic curriculum because it is fairly offered in some polytechnics of the North-Western States of Nigeria. The benefits of

such are numerous. It would promote library patronage, increase search tool usage, and make librarians more proactive and less reactive in discharging their services.

Recommendations

Arising from the major findings and conclusion of this study, the following recommendations were made. That:

1. The course library "User Education/Instruction" should be incorporated into the polytechnics' curriculum and integrate other delivery methods of instruction to the traditional face-to-face delivery in order to effect changes in students' library behavior.
2. The positive results recorded from the instruction programs on students' use of library resources and services encourage librarians and other educational institutions to promote library instruction and information literacy for lifelong learning.
3. More periods should be allocated for library instruction as well and practical lectures on the use of library should also be organized at the polytechnic libraries to further enhance the students' skills on the use of information and search tools and other library resources.
4. There is a need to incorporate electronic search tools and specialized pointers to enhance access and retrieval of both

electronic and printed information resources in polytechnic libraries in the North-Western States of Nigeria.

5. Polytechnic students need to be sensitized on how to effectively utilize other search tools apart from the library catalogs to carry out their research and other academic activities.

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