



## **LIBRARY INFORMATION LITERACY PROGRAMMES AND LIBRARY USE BY THE POLYTECHNIC OF IBADAN STUDENTS**

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### **ABSTRACT**

*Information Literacy (IL), as a concept, has its roots in the materialization of the information society. The importance of library information literacy programmes and library use by polytechnic students cannot be overemphasized. Education is being threatened by the poor performance of students in both public and private examinations which is making it difficult for students to achieve their aim in tertiary institutions. Hence, this study focus on the information literacy programmes and library use among the Polytechnic of Ibadan students. Cross-sectional survey style was adopted for this study. The study population consisted of 4382 HND students, using a sampling fraction of 10% which is 438 of the population of each faculty in the South Campus of the Polytechnic Ibadan, namely; Engineering, Science, Environmental Studies, Financial Management Science and Business and Communication Science. Questionnaire was used as the instrument for data collection. The data were analyzed using descriptive statistics of frequency and percentages. Results show that information literacy programmes and library use among the students is somehow moderate as majority of the students claimed orientation programme was made available for them. Majority (78.5%) of the students attested that library conduct regular user education for them, (38.9%) also confirmed that use of library is being taught as a course in their school. It was however found that one-third (31.3%) of the students agreed that the Internet provides everything they would need the library for, which is considered as a factor that affects the usage of the library. The study therefore, concluded that library information literacy programmes and library usage affect the use of library by the students both positively and negatively. The positive aspect is*



*that it promotes the use of library and improves their academic performance while the negative aspect was that the students prefer the use of Internet than visiting the library. Therefore, the library should then intensify its orientation programmes since the Internet does not offer everything.*

## **Introduction**

Information Literacy (IL), as a concept, has its roots in the materialization of the information society. According to Lawal-Solarin (2016), the concept in itself was the consequence of quick growth in the accessibility of information globally through expansions in information and communication technology. We are today in the age of information society and students are expected to have the knowledge of use of the library and available tools in accessing and retrieving required information for their learning and study activities. As information has become a very vital commodity for survival and relevance in the information age. The author further noted that reports from developing countries often indicate that school enrolment keeps dropping, sometimes at a disturbing level. Leo (2016) opines that mass illiteracy has been one of the factors militating against the achievement of societal needs and the desire for rapid socio-economic and political development of any nation. Benard and Dulle (2014) however reports that various researches have shown that a strong library programme can lead to higher student achievement. To achieve universal education without school or public libraries being involved would be very difficult.

For polytechnics in Nigeria, being information literate is very necessary so that the students would be able to sieve through and identify relevant and reliable information they get from the Internet, newspapers, television and even friends for their school work (Benard & Dulle 2014). With the increasing trend of information digitization and the manner information and communication technologies (ICTs) are being used in our daily lives, information literacy becomes increasingly necessary, also is the capability to equip the students with the required skills to navigate in the endless offer of information to meet their information needs in school (Itunu, 2015).

Academic libraries serve primary and secondary school students by providing materials to meet their various needs and serve to encourage reading and the use of library. Academic libraries help children to discover for themselves, by independent study and learning, how to ask questions, when the need ascends. This is realized through the services of information literacy, Librarians who are responsible for instilling information literacy skills in students through the delivery of information literacy instructions. According to Onyeneke and Obichecre (2018), the purposes of the school library include: to support the teaching and education work of the school and to develop a reading habit among young people both for pleasure and for the purpose of gathering information for themselves. This can be very actual if the school management educates the parents on the need to continue to teach their children at home about the significance of developing a good reading habit and employing professional teachers who are already fervent readers and are willing to impact that trait into the children (Battraw, 2012).

Arua and Chinaka (2011) stated that library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals. This variety of library information resources is vital to facilitate the academic library fulfill its functions among

which are: to thoroughly provide information resources necessary for the school's educational programs and to help in improving and raising the reading skills and learning habits of students.

The Federal Government of Nigeria acknowledges the importance of academic libraries when it states in its National Policy on Education (1981) that "libraries are one of the most important education services. Every State Ministry of Education needs to provide funds for the establishment of libraries in all educational institutions and to train librarians and library assistants for this service". As enunciated by Moruf (2015), the main purposes of an academic library borders around encouragement of reading habits in the learner while developing the pupils' ability to learn from books without the supervision of teachers as well as complement the training of social skills in the students.

There have been numerous attempts to define IL by librarians and library organizations worldwide. According to UNESCO, Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning. Anyaoku, Ezeani and Osuigwe (2015), defined IL as "the ability to access, evaluate, organize, and use information in order to learn, problem-solve, make decisions in formal and informal learning contexts, at work, at home and in educational settings." Dubicki (2013) however presented a more detailed explanation of IL to include library research skills and IT literacy. He further explained that the definition goes beyond finding and presenting information, but it is about higher order analysis, synthesis, critical thinking and problem solving. It involves seeking and using information for independent and lifelong learning, participative citizenship and social responsibility.

Literacy programs are those programmes that are being carried out in other for students to have survival skills or to be knowledgeable about the library, this concept also includes skills required to critically, evaluate information content and understanding of the technological infrastructure on which information transmission is based, including its social, political and cultural contexts and impacts (Anyaoku et. al 2015). A library can market itself using information literacy program, by engaging in some activities that would promote it. These activities include library tour, publicity, and user orientation and user education (Dubicki, 2013). Library tour is a guided work through the library facility usually conducted by a librarian or library assistant to orientate new users to the location of services and resources. With this the library is able to show its usefulness and resourcefulness to the students (Ochogwu 2009). Library publicity is the act of publicly distributing information in a variety of forms (announcements, advertisement, prose release, fliers, and posters) with the intention of making the library services widely known (Jato et. al, 2014).

### **Statement of the Problem**

Tertiary education is being threatened by students' poor academic performance in public examinations; scholars attested to this and affirmed that the poor performance of the students in examinations hampers the realization of the aims of tertiary school education in Nigeria. Poor performance in the public examinations may be associated

with students' failure to use the school library and its resources and inability to access good information. While scholars have established that the low usage of school library is caused by the few numbers of library literacy programmes churned out by the schools, this situation is not right in the sense that if students do not have access to good information, it would affect their ability to make informed decisions, which will also affect the wellbeing of the nation as polytechnic education is central to its development. This study therefore aimed to find out if the Ibadan Polytechnic has any kind of library literacy programmes for the students and to examine the patterns and motivations of library usage among its students as well as identify the underlying factors that affect such patterns and motivations.

### **Research Questions**

- i. What are the types of library literacy information programs that are offered to students of the Polytechnic, Ibadan?
- ii. What are the factors that affect the usage of the library by students of the Polytechnic, Ibadan?
- iii. What is the level of library usage among students of the Polytechnic, Ibadan?
- iv. What are the purpose of usage of the library resources?
- v. What is the frequency of use of the library by the students?
- vi. How satisfied are the students with the usage of the library resources?
- vii. What are the effects of library information literacy programmes on library resources usage?

### **Review of Related Literature**

Librarians and other academics in the educational institutions of various countries have introduced IL programmes that are intended to impart the needed IL skills that would enable students to become effective and efficient information users. However, in many African countries (especially Nigeria), IL interventions have not yet been seriously considered or implemented (Lwehabura & Stilwell, 2008). Dubicki (2013) presented a more detailed explanation of IL to include library research skills and IT literacy. He further explained that the definition goes beyond finding and presenting information, but it is about higher order analysis, synthesis, critical thinking and problem solving. It involves seeking and using information for independent and lifelong learning, participative citizenship and social responsibility. A library can market itself using IL program, by engaging in some activities that would promote it. These activities include library tour, publicity, and user orientation and user education (Dubicki, 2013).

He asserted that there is a widespread recognition that public library needs to tackle the issue of non-use of public library services. also found out that use of public library for children at the secondary school declines as other activities begin to take up their time but, young adults (15-19 years old) in full time education use public library services more. Although they may not borrow books, they use the facilities to study and to access resources not available in their school libraries. "19-15" years old do not use public library services heavily and their use tends to be borne from necessity rather than pleasures, it's difficult to generalize about library use of "mature adults" in 35–60 years



range as use is often dependent upon their circumstances. Finally, “elderly people” use public library primarily for pleasure and are heavy users of local community libraries.

Writing on IL in four Tanzanian universities, Lwehabura and Stilwell (2008) revealed that IL is still new in University Curricula. They identified challenges hindering the effectiveness of IL practice, such as: lack of adequate resources; lack of an IL policy; lack of proactive solutions among librarians; the need for adequate library staffing and training; and collaboration between librarians and teaching staff in IL activities. Lack of adequate facilities was another common barrier mentioned by majority of the respondents. One respondent wrote: Many a time the computers in the library may not be available and accessible to students for practical exercises. Constant power supply is never possible. Presently, our library computers are infected by virus and they are packed out of sight. Lack of access may be non-availability, non-affordability, or lack of constant or stable power supply. This reinforced the earlier findings of Issa, Amusan, and Daura (2009) that the University of Ilorin library in Nigeria also has limited computers with Internet facilities for the users and recommended that the university library should urgently develop its e-library project by procuring all necessary facilities and also open the planned Internet cafe’ for students to access the e-library and make effective use of its resources.

In Nigeria as observed by Emerole and Ogugua (2007) in their library use study, revealed that there is low patronage of library services as many users have not fully realized the potentials of the library in a technology oriented university in this information revolution age. In a similar study, Idiodi and Igbinosa (2003) also revealed that library patronage was low because only 20% of the readers use the library the way the library is expected to be used. About 5.36% of the readers do not use the resources of the library at all. These findings corroborate those of, Abdulsalami (2008), and Amkpa and Imam (2011) reported in their studies low use of university and public libraries in Nigeria.

Previous research showed that scholars have reported on the use of information resources in academic libraries. Bhatti et al. (2013) carried out a study on students of Department of Library and Information Science of Islamic University of Bahawalpur on Pervasiveness and purpose of library usage. The findings show that students make more use of books compared to theses, journals, project reports and other information resources. Undergraduate students are expected, as a follow up to class instructions, to make use of the needed information for class work, assignments, term papers, seminars and project work (Quadri 2013).

Tella, Owolabi and Attama (2009) examined the use of library by students at Akanu Ibiam Federal Polytechnic, Unwana, Nigeria. The result revealed that from 1,000 students surveyed, majority of the respondents said they visit the library to read, to borrow books or to make photocopies and also claimed to be satisfied with the library collections and services except with that of electronic resources. On how often the students visit the library, more than half (54.70%) of students reported that they come to library once a day. Bhatti, Batool and Malik (2013) in their earlier study, noted that students frequently used library for class assignments, reading library books, examinations preparation, borrowing library books, consult reference materials and for photocopy of documents, among others. This result, according to the researchers confirmed the fact that students depend on library for their learning and education. Interestingly, the major developments in libraries and information services was the introduction and spread of electronic information



sources (EIS), which has giving the information seekers various avenues in accessing information resources in different format (Kadli & Kumbar, 2013).

As a result, the position of academic libraries has begun to wane and many scholars like Kelley and Orr (2003 quoted in Momoh, 2013) have raised several questions such as; has the library become a dinosaur? Do users need a physical library since almost everything can be accessed electronically? Are students still using libraries the way they are supposed to use them? How many students actually still use the library and why? This was corroborated in an earlier studies conducted by Abosede and Ibikunle (2011) at Lagos State Polytechnic, Nigeria, using students of Agriculture as the respondents. It was revealed that students use of library increases the students' level of study while the rate of library use decrease as electronic resources and Internet are available.

In locating information materials available in library, Bhatti et al. (2013) reported that students of Department of Library and Information Science of Islamia University of Bahawalpur, frequently use shelves to locate information materials needed. A study conducted by Lee, Paik and Joo (2012) revealed on information resources selection of undergraduate students of Yonsei University in Seoul, Korea, where 233 participants was used. The findings show that interactions with human resources such as professors, subject experts or colleagues may bring about better choices of information needed by providing advice, feedback, comparison or build better information search strategies. In the area of obstacles faced while using library, poor supply of electricity was attributed to be the major problem according to Bhatti et al. (2013).

Abubakar (2011) stated that the lack of proper funding of library was the leading problem in his studied as also noted by Ezeala and Yusuff (2011) from their research carried out on agricultural research institute libraries in Nigeria that inability of libraries to provide effective services was having a result of gross under-funding of the libraries by the parent institutions. Had the libraries been well provided for, the users would have been more satisfied. In a similar study, lack of relevant books and breakdown of Internet facilities were claimed to be the major challenges as discovered by Onuoha and Subair (2013). In encouraging the use of the library, their study further suggested that library should endeavour to provide relevant books which are up-to-date to attract and retains its clients, while Oyedun et al. (2014) said that there is need to ensure conducive environment whereby the physical facilities, ventilation and noise control will be in place to ensure proper reading and understanding in library.

## **Methodology**

This study adopted the quantitative survey research design by making use of structured questionnaire to cover socio-economic, socio-demographic and educational background of the respondents. A self-developed questionnaire, which contains close ended and open ended questions was used to collect data from the respondents. The study population is made up 4382 of HND students of the Polytechnic, Ibadan, while the sample size of 10% is selected for the study. Population and sample size is presented in Table 1.

**Table 1:** Study Sample

<b>Faculty</b>	<b>Population</b>	<b>Sample size</b>
Engineering	292	29.1
Science	412	41.2
Environmental Studies	952	95.2
Financial Management Science	1115	111.5
Business and Communication Science	1611	161.1
<b>Total</b>	<b>4382</b>	<b>438</b>

The research instrument used in this study a structured questionnaire. The questionnaire is made up of eight sections: A to G, based on the research questions of the study. A total number of 300 copies of the questionnaire were administered by the researcher to the respondents in their selected schools in the polytechnic. The copies of the completed questionnaire were retrieved from the respondents by the researcher. The questionnaire data were analysed using frequency counts and percentages, means and standard deviation.

## Results

A total of three hundred (300) copies of the questionnaire were administered to the students. Two hundred and eighty-eight (288) copies of the questionnaire were returned and found usable for analysis, giving a return rate of 96.0%.

The demographic data of the respondents is presented in Table 2.

**Table 2:** Respondents' Distribution by Demographic Information

<b>S/N</b>	<b>Demographic Information</b>	<b>Frequency</b>	<b>Percentage</b>	
1	Age of Respondents	16-20 years	222	77.1
		21-25 years	59	20.5
		Missing Value	7	2.4
		<b>Total</b>	<b>288</b>	<b>100.0</b>
2	Gender	Male	201	69.8
		Female	87	30.2
		<b>Total</b>	<b>288</b>	<b>100.0</b>
3	Level of Respondents	HND 1	144	50.0
		HND 2	144	50.0
		<b>Total</b>	<b>288</b>	<b>100.0</b>
4	Campus	North Campus	258	89.6
		South Campus	30	10.4
		<b>Total</b>	<b>288</b>	<b>100.0</b>

Table 2 reveals the demographic information of the respondents. It was revealed that majority of the respondents 222 (77.1%) were within the age of 16-20 years, while the least respondents 59 (20.5%) were within the age of 21-25 years. On the gender of the respondents, majority of the respondents 201 (69.8%) were Male, while 87 (30.2%) were Female. In relation to the Level of respondents, the respondents 144 (50.0%) were from HND 1 and HND 2 respectively. Majority of the respondents 258 (89.6%) were from the North Campus of the Institution; while others 30 (10.4%) were from the South Campus of the Institution.

## Answers to the Research Questions

This section provides answers to the research questions that guided the study.

**Research question 1:** What are the types of Library Information Literacy Programmes that are offered to students in the Polytechnic of Ibadan?

**Table 3:** Respondents' Distribution by Library IL Programmes offered

S/N	Statement	SA	A	D	SD	Mean $\bar{x}$	STD
1	My library organizes and implement orientation programmes offered to the students in the poly of Ibadan	237 82.3%	42 14.6%	0	9 3.1%	3.76	0.609
2	My library conduct regular user education programmes	226 78.5%	53 18.4%	9 3.1%	0	3.75	0.499
3	I have participated in the tour the library organized by the main Library to sensitize students	170 59.0%	111 38.5%	0	7 2.4%	3.54	0.629
4	Use of library is being taught as a course in my school	112 38.9%	150 52.1%	17 5.9%	9 3.1%	3.27	0.709
5	The library has referred me to another library when I cannot locate the resources need in the library	142 49.3%	104 36.1%	9 3.1%	33 11.5%	3.23	0.965
6	My library provides library bulletin regular interval	80 27.8%	191 66.3%	17 5.9%	0	3.22	0.538
7	The library offers good and qualitative reference services on adequate use of the library.	120 41.7%	124 43.1%	18 6.3%	26 9.0%	3.17	0.902
8	I use the Internet services provided by the library when seeking for information	86 29.9%	160 55.6%	18 6.3%	24 8.3%	3.07	0.832
9	My library conducts regular training programmes on literature search and citation analysis	74 25.7%	172 59.7%	18 6.3%	24 8.3%	3.03	0.809
10	The library usually and regularly inform me when there are new arrivals (journals, books, electronics resources	84 29.2%	136 47.2%	17 5.9%	51 17.7%	2.88	1.024

Table 3 presents the distribution for the Library Information Literacy Programmes (LILPs) offered to the respondents. The scale used in measuring was; Strongly Agree, Agree, Disagree and Strongly Disagree. The results were then ranked using the mean score. The finding revealed that majority of the respondents ( $\bar{x} = 3.76$ ) agreed that their library organizes and implement orientation programmes offered to the students in poly Ibadan. Also, most respondents ( $\bar{x} = 3.75$ ) agreed that their library conduct regular user education programmes. Furthermore, majority of the respondents ( $\bar{x} = 3.54$ ) agreed that they have participated in the tour organised by their library to sensitize students. The least majority of the respondents ( $\bar{x} = 2.88$ ) also agreed that the library usually and regularly inform them when there is new arrivals (journals, books and electronic resources). Based on the findings, it can be inferred that the LILPs offered to students in Polytechnic of Ibadan include orientation programmes, user education programmes, library tour and sensitization, teaching on Library Use, referral services, and current awareness programmes.



**Research question 2:** What are the factors that affect the usage of library in the polytechnic of Ibadan?

**Table 4:** Distribution of the Respondents according to Factors Affecting Usage

S/N	Statement	SA	A	D	SD	Mean $\bar{x}$	STD
1	The Internet offers everything I would need the library for	90 31.3%	189 65.6%	9 3.1%	0	3.28	0.515
2	The library books are outdated	103 35.8%	103 35.8%	75 26.0%	7 2.4%	3.05	0.846
3	Long distance from my lecture area is one the factors responsible for not visiting the library often	42 14.6%	166 57.6%	62 21.5%	18 6.3%	2.81	0.758
4	The library staff behave poorly when using the library	27 9.4%	148 51.4%	86 29.9%	27 9.4%	2.61	0.785
5	I am too busy to use the library	30 10.4%	77 26.7%	181 62.8%	0	2.48	0.678
6	Inadequate knowledge of how the library is organized affects my use of library	12 4.3%	88 31.3%	181 64.4%	0	2.40	0.571
7	Poor Library facilities are responsible for not using the library	24 8.3%	50 17.4%	207 71.9%	7 2.4%	2.32	0.658
8	Library environment is not conducive	25 8.7%	21 7.3%	216 75.0%	26 9.0%	2.16	0.698
9	Lack of qualified librarians	15 5.2%	32 11.1%	215 74.7%	26 9.0%	2.13	0.629
10	Inadequate spacing of the library	13 4.5%	35 12.2%	198 68.8%	42 14.6%	2.07	0.667

Table 4 shows the distribution of the factors that affects the usage of library at the Polytechnic, Ibadan. The scale used in measuring was; Strongly Agree, Agree, Disagree and Strongly Disagree. The results were then ranked using the mean score. The findings revealed that majority of the respondents ( $\bar{x} = 3.28$ ) agreed that the Internet offers everything they would need the library for. Also, majority of the respondents ( $\bar{x} = 3.05$ ) agreed that the library books are outdated. Furthermore, majority of the respondents ( $\bar{x} = 2.81$ ) agreed that long distance from heir lecture area is one of the factors responsible for not visiting the library often. However, majority of the respondents ( $\bar{x} = 2.07$ ) disagreed to inadequate spacing of library. Also, majority ( $\bar{x} = 2.13$ ) disagreed to lack of qualified librarians. In addition, majority of the respondents ( $\bar{x} = 2.16$ ) disagreed to the assertion that Library environment is not conducive. Based on the findings, it can be inferred that the factors affecting the usage of library at the Polytechnic, Ibadan include; ability for the Internet to offer them whatever they need, outdated library books, distance of the library from lecture area and the attitude of the library staff to students while using the library.

**Research question 3:** What is the level of library usage amongst students of the Polytechnic of Ibadan?

**Table 5:** Distribution of Level of Library Usage among the Respondents

S/N	Statement	Daily	Thrice a week	Once a week	When necessary	Mean $\bar{x}$	STD
1	How often do you visit the library	0	8 3.0%	82 30.5%	179 66.5%	1.36	0.541
2	How often do you borrow information materials	0	9 3.3%	33 12.3%	227 84.4%	1.19	0.471
3	How often do use the library catalogue	0	0	17 6.3%	252 93.7%	1.06	0.244
4	Do you seek assistance of the library staff	0	0	0	269 100.0%	1.00	0.000

Table 5 presents the distribution of level of library usage amongst students of the polytechnic of Ibadan. The scale used in measuring was; Daily, Thrice a week, Once a week and When necessary. The results were then ranked using the mean score. The findings revealed that majority of the respondents ( $\bar{x} = 1.00$ ) seek assistance of the library staff only when necessary. Also, most respondents ( $\bar{x} = 1.06$ ) indicated that the use the library catalogue only when necessary. Furthermore, majority of the respondents ( $\bar{x} = 1.19$ ) revealed that they borrow information materials only when necessary. The least majority of the respondents ( $\bar{x} = 1.36$ ) indicated that they visit they library only when necessary. Based on the findings, it can be inferred that the level of library usage among students of the polytechnic is low as majority are seen to seek for assistance of library staff, use the library catalogue, borrow information materials and visit the library only when necessary.

**Research question 4:** What are the purposes of usage of library resources?

**Table 6:** Respondents' Distribution for the Usage of Library Resources

S/N	Statement	SA	A	D	SD	Mean $\bar{x}$	STD
1	I go to the library to get current information	118 43.9%	133 49.4%	10 3.7%	8 3.0%	3.34	0.693
2	I go to the library to study	121 45.0%	123 45.7%	8 3.0%	17 6.3%	3.29	0.805
3	I visit the library to do my assignments	115 42.8%	119 44.2%	0	35 13.0%	3.17	0.961
4	I go to the library to prepare for examination	100 37.2%	134 49.8%	8 3.0%	27 10.0%	3.14	0.887
5	I go to the library to meet new people and for relaxation	108 40.1%	117 43.5%	0	44 16.4%	3.07	1.027
6	I go to the library to borrow information materials	91 33.8%	115 42.8%	35 13.0%	28 10.4%	3.00	0.942
7	I go to the library to prepare for examination	87 32.3%	104 38.7%	10 3.7%	68 25.3%	2.78	1.153

Table 6 presents the distribution for the purposes of usage of library resources by respondents. The scale used in measuring was; Strongly Agree, Agree, Disagree, Strongly Disagree. The results were then ranked using the mean score. The findings revealed that majority of the respondents ( $\bar{x} = 3.34$ ) use the library to get current information. Also, most respondents ( $\bar{x} = 3.29$ ) indicated that they go to the library to study. Furthermore, majority of the respondents ( $\bar{x} = 3.17$ ) reveal that they visit the library to do their assignment. The least majority of the respondents ( $\bar{x} = 2.78$ ) indicated that

they go to the library to prepare for examination. Based on the findings, it can be inferred that the students use the library resources for several purposes. These purposes include; to get current information, to study, to do assignments, to prepare for examination, to meet new people and for relaxation and to borrow information materials.

**Research question 5:** What is the frequency of use of the library resources?

**Table 7:** Respondents' Distribution for Frequency of use of the Library Resources

S/N	Statement	VFU	FU	RU	NU	Mean $\bar{x}$	STD
1	Referencing resources (Encyclopedia, Dictionaries, Abstract, indexes etc.)	51 17.7%	161 55.9%	76 26.4%	0	2.91	0.660
2	Books (textbooks on different subjects)	55 19.9%	129 46.6%	93 33.6%	0	2.86	0.719
3	Online databases ( OARE Science, Ebscohost, science Direct, JSTOR etc.	65 23.5%	94 33.9%	118 42.6%	0	2.81	0.791
4	Periodical and serials such as Newspapers, magazines etc.	56 20.2%	68 24.5%	153 55.2%	0	2.65	0.796
5	Journals and e-journals (Journals on different subject both hard copies and online journals)	43 14.9%	151 52.4%	35 12.2%	59 20.5%	2.62	0.973

Table 7 presents the distribution for the frequency of use of the library resources by respondents. The scale use in measuring was; Very Frequently used, Frequently Used, Rarely Used and Never Used. For the purpose of reporting, Very Frequently Used and Frequently Used represented frequently use resources. The results were then ranked using the mean score. The finding revealed that majority of the respondents ( $\bar{x} = 2.91$ ) frequently use 'Referencing resources (Encyclopedia, Dictionaries, Abstract, Indexes etc)'. Also, most of the respondents ( $\bar{x} = 2.86$ ) indicated that they frequently use 'Books (textbooks on different subjects)'. However, majority of the respondents ( $\bar{x} = 2.65$ ) revealed that they rarely use 'Periodicals and serials such as newspapers, and magazines. Based on the findings, it can be inferred that the library resources frequently used by the students were; Reference resources (encyclopedias, dictionaries, abstracts, and indexes), Books (textbooks on different subjects), Online databases (OARE Science, Ebscohost, Science Direct, and JSTOR), and Journals and e-journals (on different subjects both hard copies and online). Periodical and serials such as newspapers and magazines were found to be rarely used.

**Research question 6:** How satisfied are the students with the usage of the library resources?

**Table 8:** Distribution of Respondents' Satisfaction with Library Resources Usage

S/N	Statement	VS	S	SS	LS	Mean $\bar{x}$	STD
1	Lighting	109, 37.8%	107, 37.2%	0	72, 25.0%	2.88	1.170
2	Security	75, 26.0%	131, 45.5%	8, 2.8%	74, 25.7%	2.72	1.114
3	Cleanliness	83, 28.8%	117, 40.6%	0	88, 30.6%	2.68	1.188
4	Library facilities	68, 23.6%	130, 45.1%	8, 2.8%	82, 28.5%	2.64	1.130
5	Staff	97, 33.7%	88, 30.6%	0	103, 35.8%	2.62	1.277
6	Computers	87, 30.2%	82, 28.5%	0	119, 41.3%	2.48	1.298
7	Reading materials	94, 32.6%	70, 24.3%	0	124, 43.1%	2.47	1.330
8	Open hours	94, 32.6%	67, 23.3%	0	127, 44.1%	2.44	1.337
9	Seating capacity	81, 28.1%	57, 19.8%	8, 2.8%	142, 49.3%	2.27	1.323
10	Library catalogue	43, 14.9%	116, 40.3%	0	129, 44.8%	2.25	1.178

Table 8 presents the distribution of respondents' satisfaction with the library resources usage. The scale used in measuring was; Very Satisfied, Satisfied, Somewhat Satisfied and Less Satisfied. For the purpose of reporting, Very Satisfied and Satisfied Represented Satisfied, while Somewhat Satisfied and Less Satisfied Represented Not Satisfied. The results were then ranked using the mean scores. The findings revealed that majority of the respondents ( $\bar{x} = 2.88$ ) were satisfied with the lighting, Also, majority of the respondents ( $\bar{x} = 2.72$ ) revealed that they were satisfied with the security, Furthermore, majority of the respondents ( $\bar{x} = 2.68$ ) were satisfied with the cleanliness. However, majority of the respondents ( $\bar{x} = 2.27$ ) revealed that they were not satisfied with the seating capacity. Based on the findings, it can be inferred that the students are satisfied with most of the library resources as indicated. These resources include; the lighting, security, cleanliness, library facilities, staff, computers, reading materials, opening hours and library catalogue. However, the students were found not to be satisfied with the seating capacity.

**Research question 7:** What is the effect of library information literacy programmes on library resources usage?

**Table 9:** Regression analysis on the Effects of Library Information Literacy Programmes on Library Resources Usage

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.028 <sup>a</sup>	0.001	-0.003	2.93989		
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.893	1	1.893	0.219	0.640 <sup>b</sup>
Residual	2471.885	286	8.643		
Total	2473.778	287			

a. Dependent Variable: Library Resources Usage

b. Predictor: (Constant), Library Information Literacy Programmes

The effect of LILPs on library resources usage by students in the polytechnic is presented in Table 9. The result revealed that the LILPs has no effect on library information resources usage, with a coefficient of multiple regression ( $df = 287$ ,  $R = 0.028^a$  and a multiple adjusted  $R^2$  of  $-0.003$ ,  $F = 2.93989$ ). This implies that 0.3% of the variance was accounted for by the predictor variable (LILPs) on library resources usage

(dependent variable). The significance of the effect revealed that  $P > 0.05$  (not significant at 0.05 level). This implies that the effect of the independent variable (LILPs) on the dependent variable (library resources usage) was not significant. Thus, the null hypothesis, which stated that LILPs have no effect on library resources usage by students in the polytechnic is accepted.

### **Discussion of the Findings**

On the types of library information literacy programmes offered to students in the polytechnic, the finding revealed that students offered the following information literacy programmes; Orientation programmes, User education programmes, Library tour and sensitization, teaching on Library use, referral services, current awareness programmes etc. The finding was supported by Dubicki (2015), whose study revealed some literacy programmes that have aided the effective marketing of the library. The programmes include; tour, publicity, and user orientation and user education. Also, in line with this finding, Fafaita (2005) identified some literacy programmes which librarians have been providing. The programmes were focused on the training of information skills relating to the use of libraries, the Internet and databases. Such programmes include Orientation, User education, training on library and databases use etc. However, the finding was contrary to Lwehabura and Stilwell's (2008) finding, which stated that in many African countries (especially Nigeria), information literacy interventions have not yet been seriously considered or implemented. It can be seen from the findings that information literacy programmes have been implemented in the institution under study.

In relation to the factors affecting the usage of the library by the students under study, the finding revealed that several factors affect the usage of the library. The factors include ability for the Internet to offer them whatever they need, Outdated library books, distance of the library from lecture area and the attitude of the library staff to students while using the library. The finding is supported by Baro, Endouware and Ubogu (2011) whose study reported that factors and barriers such as lack of facilities, low acceptance of online library use approach, attitude of staff and students, lack of power supply, lack of updated computer software and electronic resources were some major factors militating against the use of library. The study of Issa et al (2009) carried out in the University of Ilorin also collaborated the findings as they revealed that the institution's library has limited computers with Internet facilities for the users, hence, users do not see the need to head to the library.

On the level of library usage among the respondents, it was revealed that the level of library usage among the students is low; as majority sought assistance of library staff, use the library catalogue, borrow information materials and visit the library only when necessary. The findings are supported by Emerole and Ogugua (2007) in their study, which revealed that in Nigeria, there is low patronage of library and its services as many users have not fully realized the potentials of the library in this information revolution age. Also in similar study carried out by Idiodi and Igbionosa (2003), it was revealed that library patronage was low because only 20% of the readers use the library the way library is expected to be used. Furthermore, several studies such as those of Abdulsalami (2008), and Amkpa and Imam (2011) also supported the finding as they reported a low use of Institution and public libraries.





On the purpose of use of library resources, the findings revealed that the students use the library resources for several purposes. These purposes include; to get current information, to study, to do assignments, to prepare for examination, to meet new people and for relaxation and to borrow information materials. The findings correspond with Bhatti et al (2013), which revealed that students frequently used library for class assignments, reading library books, examinations preparation, borrowing library books, consult reference materials and for photocopy of documents, among others. This result, according to the researchers confirmed the fact that students depend on library for their learning and education. Also, the findings correspond with Olajide and Adio (2017) which revealed that resources in the library are to support assignments, projects work, term papers and seminar presentations by providing relevant information and services for effective and efficient achievement of academic excellence. Furthermore, the finding is in agreement with Naick and Bachalla (2016) study which revealed that students use library resources in order to facilitate access to relevant and current information for learning and research development.

In relation to the frequency of use of library resources, the findings revealed that most of the information resources were frequently used. The library resources frequently used by the student in polytechnic of Ibadan were; Reference resources (encyclopedia, dictionaries, abstracts, and indexes), Books (textbooks on different subjects), Online databases (OARE Science, Ebscohost, ScienceDirect, JSTOR), and journals and e-journals (journals on different subjects both hard copies and online journals). Periodical and serials such as Newspapers and Magazines were seen to be rarely used. The finding confirms Shuling's (2007) findings that most respondents use frequently use library resources for several purposes which is a resultant of their awareness to the importance of library resources.

The findings also support Tella, Owolabi and Attama's (2009) study which revealed that students frequently use the library resources in order to read, to borrow books or make photocopies. Furthermore, the study of Mostafa and Mamun (2013) supported the finding as it revealed that majority of the students in private universities give preference to thesis among all other resources likewise books, journals and magazines. However, the findings were in contrary to Adeniran (2013) study carried out in Nigeria which found out that most of users of the library are aware of the information resources available in the university library but the usage rate is low.

On the satisfaction of students to library resources usage, the findings revealed that the students are satisfied with most of the library resources as indicated. These resources include; the lighting, Security, Cleanliness, library facilities, staff, computers, reading materials, opening hours and Library catalogue. However, the students were seen not to be satisfied with the Seating capacity. The finding corresponds with Tella, Owolabi and Attama (2009) study which showed that the students in Akanu Ibiam Federal Polytechnic, Unwana, Nigeria claimed to be satisfied with the library collections and services except with that of electronic resources. Simmonds (2011) stated several factors that can influence users' satisfaction; these factors include responsiveness, competence and assurances, tangibles and resources.

On the effect of library information literacy programmes on library resources use, the finding revealed that library information literacy programmes has no effect on library information resources usage. The findings contradict Association of College and



Research Libraries (ACRL) (2017) study which revealed that through the library instructions provided to the students, they tend to acquire information literacy instruction during their initial coursework which help them acquire a common set of competencies for their studies and make them use resources in the library more often. Also, Anyaoku, Ezeani and Osuigwe (2015) noted that Library must not only provide the resources but also ensure effective use of the resources by its clientele/community through continuous information literacy programmes. However, the finding contradicts it as it showed that the library literacy programmes has no effect of the library resources usage.

## **Conclusion**

This study concludes that different types of information literacy programmes are carried out in the polytechnic of Ibadan library. The situation in the library indicates the library does not fixate its information literacy programme to a particular type but uses different types like other libraries. The usage of the library is affected by the push factors, prominent among which is attitude of librarians and level of use of the library was not encouraging since users only access the library when necessary and the purpose of library use cut across different academic needs. The frequency of usage of library resources was average and students were averagely satisfied with the library.

## **Recommendations**

- 1) The library should focus more on current awareness service since it is the only information literacy programme that generated the lowest mean score while they focus on improving other programmes.
- 2) One of the push factors affecting the usage of the library is the perception of the students that the Internet can provide every information they need, therefore, the library should provide Internet facility in the library as well as subscribe to current database so as to attract students.
- 3) The library should be generally upgraded. The upgrading should include acquisition of new books, provision of satellite libraries within the reach of the students, and staff training relating to human relations since the students stated that books are outdated, the library is far from them and the staff behaved poorly.
- 4) Based on the fact that no student stated they use the library on daily basis, while the majority only use the library when necessary, the library still need to increase its advocacy and information literacy programmes. The content of the existing programmes should be reviewed to meet the current demands.
- 5) In order to improve the students' satisfaction rate of the library usage, efforts should be geared towards improving the state of computers in the library, the library reading materials, extension of opening hours, increasing the seating capacity and updating the library catalogue.



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