

Library User Education as it Correlates Students' Use of Information Resources in Private University Libraries in Edo State, Nigeria

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Abstract - The study examined library user education as it correlates with students' use of information resources in private university libraries in Edo state, Nigeria. A descriptive survey design was used. Four research questions and one hypothesis guided the study. The population of the study comprised 7400 undergraduate students at the three private universities in Edo state. A simple random sampling technique was used to determine the sample size, which is 891 students, representing 65% of the total population. The study's sample size was determined using the Taro Yamane sample size formula. The questionnaire was the instrument used for data collection. The study's data were reviewed to see whether there was any internal consistency of reliability, and a reliability coefficient of 0.98 was gotten through the Cronbach Alpha method. The questionnaire was deemed credible based on the coefficient obtained. Data were analyzed with frequency counts, simple percentages, and Statistical Product and Service Solutions (SPSS) version 23 was used to generate the mean and standard deviation while Pearson's product-moment correlation coefficient was used to test the hypothesis at 0.05 significant level. The findings revealed that the majority of the students used the library information resources daily with textbooks and digital resources being the most commonly used. The study also established that the students have a positive perception of the impacts of library user education on the use of information resources and that no challenges are hindering the effective use of information resources in the libraries. Lastly, the test of hypothesis shows that there is a significant relationship between library user education and student's use of information resources in private university libraries in Edo state. The positive relationship implied that library user education enhanced students' use of information resources in the libraries. Based on the findings, the researchers recommended that the university library administrators should regularly plan and enhance library user education training to better meet users' information demands.

Keywords: Library User Education, Use of Information Resources, Students, Private University Libraries, Edo State

I. INTRODUCTION

The library is a crucial part and a major resource center of any university. The university library's primary duty is to make available current and pertinent information sources to aid in the teaching, learning, and research goals of its parent organization. These resources, which are often offered in both printed and electronic media, are crucial for satisfying users' informational demands.

The variety of library materials kept by university libraries includes books, dictionaries, encyclopedias, newspapers/magazines, indexes, e-books, e-journals, and e-databases among others. These sources make up a crucial part of the library's informational collection. Beyond simply acquiring these tools, though, students must use them effectively for both learning and research to improve their academic performance. However, these materials could be challenging to utilize without assistance and fundamental knowledge. At the start of their academic program, students get instruction or orientation on how to utilize the different library resources and services, which is commonly known as "Library User Education".

Simply put, library user education is teaching the newly accepted students how to utilize library resources and services to their academic advantage. It entails raising knowledge of the numerous resources available and how to access them for effective library usage. Chalukya (2015) defines library user education (LUE) as all the activities involved in instructing users on how to utilize library resources, services, and facilities to the fullest extent feasible. This includes both formal and informal instruction provided by a librarian. User education's goals include assisting patrons in making the most of the library's resources, including its human and collection resources, and developing their skills in using those resources (Zhu, 2009). It familiarizes them with a variety of information sources so they may find information on their own without much assistance from library professionals (Singh, 2010). This makes sure that users are aware of the resources that are accessible and how to use them to meet their requirements. These abilities include the capacity to look for, identify, locate, retrieve, assess, and apply information to achieve desired goals (Abraham & Ozioko, 2016). In this digital era, when most university libraries are gradually stocking digital resources, the LUE introduces students to various tactics and procedures that may be utilized to search, access, and assess both digital and print resources.

Library user education is carried out consistently and purposefully to improve users' information awareness and retrieval skills (Zhang, 2000). Libraries utilize user education to encourage social education, self-advocacy, or improved

resource utilization (Seong-Kwan, 2021). A user can only grasp the library's information resources and information retrieval methods through user education, which also increases their access to information. Through user education, we can address the connection between gathering information resources and using them, strengthen the bond between users and the library, and ensure that library resources are used to their fullest potential. User education might raise user awareness, improve the attractiveness of library information, and promote the library in the community. This advances the cause of libraries by promoting library use, enhancing its reputation, and enhancing its capabilities (Zhu, 2009). User education is a vital responsibility for any library to make its contents visible and available to people (Sun & Rader, 1999).

Due to students' inadequate use of library resources, the National Universities Commission (NUC) established "Library User Education" as a required course to be offered at all Nigerian universities. According to Awojobi (2004), one of the major issues facing academic libraries in Nigeria is that students often don't know where to go to find the information they need. For this reason, many university libraries have sponsored and included library literacy courses into their curricula over the years. It is anticipated that this will provide the students with the skills they need to use the library's resources and services to flourish academically. Without a doubt, even a library that is well stocked with useful and current knowledge sources is useless if the students cannot access and use them. To give students the knowledge and direction they need to make the greatest use of library resources, library user education became required.

Although university libraries offer information resources and user instruction, undergraduates nevertheless utilize these services at a relatively low rate (Chukwuji, 2019). The low use may be due to students' lack of understanding of the library and its services or the fact that the user education program has had little effect on how much the students utilize the library's resources. Studies have shown that there is a significant increase in student library usage around exam times. This shows that students only read when they are preparing for examinations which has led to poor academic performance. Few studies have been done in Nigeria to determine whether the LUE program has improved students' use of library information resources. However, no studies have been done on private university libraries in Edo state. By examining how the library user education program has encouraged the use of library information resources, this research attempts to close this gap. It is on this note, therefore, that this study examined library user education as it correlates with students' use of library resources in university libraries in Edo state, Nigeria.

II. OBJECTIVES OF THE STUDY

The main objective of this study is to examine library user education as it correlates with students' use of library

resources in universities in Edo state, Nigeria. The specific objectives are

1. To ascertain the level of information resource usage by students.
2. To identify the types of information resources used by students.
3. To determine the perceptions of students on the impacts of library user education on the use of library information resources.
4. To find out the challenges to the effective use of information resources.

A. Research Questions

The study is guided by the following research questions

1. What is the level of information resources usage by students?
2. What are the types of information resources used by students?
3. What are the perceptions of students on the impacts of library user education on the use of library information resources?
4. What are the challenges to the effective use of information resources?

B. Research Hypothesis

There is no significant relationship between library user education and students' use of library information resources in private university libraries in Edo state.

III. LITERATURE REVIEW

Few studies have been conducted on library user education as it correlates with students' use of library resources. In this section, a review of some of these studies is presented. Singh (2010) examined user education and information literacy in Agricultural universities of India. Twenty-six agricultural universities in India teach user education and information literacy (IL). This article evaluates these courses and investigates if and how the course curriculum blends research and technical writing skills effectively. Unfortunately, the courses lack uniformity in teaching IL and technical writing skills. Since the universities are under state government control, they are unable to provide uniform curricula throughout India. There is also a need for a credited course on IL, integrating ICT and computer skills, and another course for research and technical writing.

In Nairobi's Kenya Revenue Authority Library (KRAL), Wanja *et al.*, (2022) looked at user education procedures related to e-resource usage. While using both quantitative and qualitative methodologies, the descriptive research methodology was employed in this study. The sample size was chosen from the research population using the census approach. The survey found that, among other user education programs, library orientation and bibliographic training are offered at the KRAL. It suggests expanding user education

initiatives, conducting regular user surveys, and fusing user education with group activities at the library.

In the Ladoke Akintola University of Technology, Ogbomoso, Oyo State, Ogunmodede, *et al.*, (2011) conducted a study on library user education as a correlate of the use of library resources. 282 people were sampled from the study's 568 total participants. The research found that books were the most frequently accessed items and that most students used the library's services once each week. According to the survey, Nigerian elementary and secondary schools should start teaching students how to use libraries.

Research on "College of Education students' perspectives on library user education as an aid to the use of library resources in South-West, Nigeria" was done by Obinyan & Udem (2018). Four research questions guided the study, and a descriptive survey design was used. Using the proportional stratified sampling method, a sample of 1210 students was taken from a population of 60,481 students. A questionnaire was the instrument used for data collection after validation by experts in the field and pre-tested through the Cronbach Alpha method which yielded 0.74 aggregate values. The findings show that students perceived library user education as an aid to their use of all library resources. The study concluded that LUE is a veritable tool in enhancing the capacity of students to adequately use library resources.

Oyewo & Asiyambi (2020) looked at library use and user education among students at the polytechnic in Ibadan, Oyo state. For this study, a cross-sectional survey methodology was used. Using a sample rate of 10%, the study population was made up of 4382 pupils. The instrument for gathering data was a questionnaire. Descriptive statistics of frequency and percentages were used to analyze the data. The findings indicate that student library use, and user education are rather moderate since the majority of students said that an orientation program was made available to them. The majority of students reported that their school's library provides regular user instruction. However, it was discovered that 31% of the students stated that the Internet covered all they would need the library for, which is thought to be a factor that influences library utilization. The study concluded that library user education has both positive and negative effects on the student use of library resources. The advantage is that it encourages library use and enhances students' academic achievement; the disadvantage is that students prefer using the Internet to going to the library. As a result, the library should expand its orientation programs as the Internet does not provide all of its services.

Okunoye & Ajani (2021) looked into how library user education affected academic library use at Osun State University Library. Using a questionnaire as the data collecting tool, a descriptive survey study design was employed. The study's population consisted of the students at Osun State University, and answers from available students at all levels were solicited using a purposive sample approach. Using frequency counts, means, and

straightforward percentages as descriptive statistics, data were created and examined. According to research, textbooks are the most popular source of information, followed by dictionaries, manuals and handbooks, newspapers and periodicals, and the Internet. The majority of students, according to the results, felt that the library user education session improved their reading habits and inspired them to become more interested in using the library. Additionally, research revealed that students benefited greatly from the library's orientation services, photo-copying, and lending services. It was suggested that to meet the information demands of all target groups, academic library administration should enhance user training, infrastructure, and Internet services. In Rivers State, Nigeria, Ogu *et al.*, (2022) did a study on "improving learners' engagement in the use of libraries through digital literacy. Two research topics served as the study's direction. For the investigation, a descriptive survey approach was chosen. A sample of 380 registered students was selected using a multi-stage selection technique from a population of 3800 adult and vocational education centers. The questionnaire that was created by the researchers and was evaluated by three specialists served as the data collection tool. The Cronbach Alpha Statistical tool was used to calculate the reliability coefficient value, which came out at 0.75. The mean and standard deviation were used to analyze the data. The results indicated that learners had a high degree of digital competence that would facilitate better use of libraries. Despite having a high level of digital literacy, students had a low level of utilization of library resources. The study, therefore, recommended that students should be exposed to modern technologies to accelerate their participation in the use of libraries.

Madu *et al.*, (2022) looked at the "impacts of user education on users' awareness, accessibility, and usage of information resources and services in the Federal Polytechnic Ede library, Osun State, Nigeria." The research design used for the study was a survey. All 6,000 of the library's registered student users made up the study's population; 600 students, or 10% of the total, were utilized in the study. The technique of random sampling was used. Data collection was done using a structured questionnaire. The study found that user education programs at the library do not significantly affect patrons' knowledge of, access to, and use of the collections and services there. However, some of the studies that were assessed are comparable to this one because most of them looked at library user education and students' usage of library information resources.

The examined studies all employed questionnaires to gather data using a descriptive survey methodology, which is precisely how my study collected data. The researchers, however, did note a few characteristics of previous investigations that were distinct from the current study. None of the research, for instance, provided statistical support for the association between students' usage of information resources and library user education. Additionally, no research looked at private institutions in Nigeria. The only research with a greater sample size than mine is Obinyan &

Udem (2018), which had a sample size of 1210. Due to these shortcomings, my study aims to fill these gaps. This study aims to close these gaps by concentrating on private institutions in Edo state, Nigeria, and using statistics to demonstrate the correlation between two variables, that is library user education and students' usage of information resources.

IV. THEORETICAL FRAMEWORK

The goal of library user education is to provide patrons with the knowledge and abilities to utilize libraries effectively and independently. The Behaviorism idea is the foundation of this study. In the 19th century, behaviorism emerged as a response to introspective psychology, which strongly emphasized first-person perspectives. Watson (1931) disapproved of introspective techniques because they were arbitrary and unmeasurable. These psychologists sought to concentrate on measurable, visible actions and behaviors. The author argued that science should only consider observable indications and helped raise the significance of psychology by demonstrating that it could be precisely measured and comprehended. The popular theory known as "behavioral learning theory" concentrates on how people learn (Omorohomwan, 2017).

The notion that all actions are taught via interaction with the environment is a key component of activism. According to this learning theory, environmental influences have a greater influence on behavior than intrinsic or hereditary ones (Aslan & Aydin, 2016). According to activists, learning is a link between a person and his surroundings. Thus, this type of learning is known as Stimulus-Response (SR) learning. According to them, learning is the conditioned acquisition of new behavior. The way that users use library materials is greatly influenced by their purpose to use them. Because of their contacts with and exposure to the course's user library education, students engage with and learn how to utilize the library's resources and services, making the theory pertinent to this study.

V. METHODOLOGY

A descriptive survey methodology was used for the investigation. In the study, 891 undergraduate students were randomly chosen from a population of 7400 students at the three private institutions. The study's sample size was determined using the Taro Yamane sample size formula. Data collection was done using a questionnaire. The study's data were reviewed to see whether there was any internal consistency of reliability, and a reliability coefficient of 0.98 was gotten through the Cronbach Alpha method. The questionnaire was deemed credible based on the coefficient obtained. The responses to research questions 2-4 were weighted on a 4-points Likert-type scoring scale.

The respondents were free to choose Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points

and Strongly Disagree (SD) = 1 point. From the scale, a criterion score of 2.5 was adopted. The criterion score was obtained as follows: Criterion score = $((4+3+2+1))/4 = 2.5$. For Research Questions 2 and 4, the response below 2.5 was adjudged as 'not agreed', while the mean response of 2.5 and above was adjudged as 'agreed'. For Research Question 3, a mean response below 2.5 was adjudged 'negative perception', while a mean response of 2.5 and above was adjudged as positive perception. Data were analyzed with frequency count, and simple percentages, and SPSS version 23 was used to generate the mean and standard deviation, while Pearson's product-moment correlation coefficient was used to test the hypothesis at 0.05 significant levels. The findings are shown in the tables below.

Key: SA= Strongly Agree; A=Agree; SD=Strongly Disagree; D=Disagree.

VI. RESULTS

TABLE I GENDER OF RESPONDENTS

Gender	Frequency	Percentage (%)
Male	346	39
Female	545	61
Total	891	100

Table I shows that 545 (61%) of the students were female while 346 (39%) were male. This infers that most students were female.

TABLE II LEVEL OF STUDY

Gender	Frequency	Percentage (%)
100 (Year 1)	234	26
200 (Year 2)	190	21
300 (Year 3)	183	21
400 (Year 4)	170	19
500 (Year 5)	114	13
Total	891	100

Table II reveals that 234(26%) of the students were in year 1, 190 (21%) were in year 2, 183 (21%) were in year 3, 170 (19%) were in year 4 while 114 (13%) were in year 5. This infers that most students under study were in year 1.

Research Question 1: What is the level of library information resources usage by students?

Table III shows that 501 (56%) of the respondents made use of the library information resources daily, 177 (20%) used the library information resources twice a week, 78 (9%) used the information resources once a week, 57 (6%) rarely used the information resources, 41 (5%) used the information resources monthly while 37 (4%) never used the information resources.

TABLE III LEVEL OF LIBRARY INFORMATION RESOURCE USAGE BY STUDENTS

Sl. No.	Level of Usage	Frequency	Percentage
1	Daily	501	56
2	Twice a week	177	20
3	Once a week	78	9
4	Rarely	57	6
5	Monthly	41	5
6	Never	37	4
	Total	891	100

This implies that the majority of the students used the library information resources daily.

Research Question 2: What are the types of library information resources used by students?

Table IV shows that items 1- 4 have mean values that are above the criterion mean of (2.5), except for item 5 with a mean of (2.5). More so, the grand mean (2.7) is greater than the criterion mean (2.5), which shows all the items in Table II are the types of information resources used by students with textbooks and digital resources being the most commonly used.

TABLE IV TYPES OF LIBRARY INFORMATION RESOURCES USED BY STUDENTS

Sl. No.	Information Resources	SD	A	D	SD	Mean	S.D.
1	Textbooks	307	428	99	57	3.1	0.83
2	Digital resources(e-books, e-journals, Internet resources, e-databases, etc.	254	376	126	135	2.8	1.00
3	Newspapers/Magazines	301	233	171	186	2.7	1.13
4	Reference Materials(dictionaries, encyclopedias, directories, etc.	167	343	273	108	2.6	0.92
5	Journals	134	366	211	180	2.5	0.97
	Grand Mean					2.7	0.97

Research Question 3: What are the perceptions of students on the impacts of library user education on the use of library information resources?

(3.4) is greater than the criterion mean (2.5), which indicated that all the students have a positive perception of the impacts of library user education on the use of library information resources.

Table V reveals that items 1-11 have mean values that are above the criterion mean of (2.5), more so, the grand mean

TABLE V PERCEPTIONS OF STUDENTS ON THE IMPACTS OF LIBRARY USER EDUCATION ON THE USE OF LIBRARY INFORMATION RESOURCES

Sl. No.	Perceptions of Students	SD	A	D	SD	Mean	S.D.
1	I attend library user education lectures regularly	712	134	35	10	3.7	0.58
2	It has developed my reading culture	464	427	-	-	3.5	0.49
3	It has made me more aware of the value of the library in academic pursuit	483	382	23	3	3.5	0.56
4	The knowledge acquired has exposed me to the numerous information sources in the library	455	403	21	12	3.5	0.61
5	The course has influenced my attitude to library usage	423	419	35	14	3.4	0.64
6	It has improved my ability to retrieve needed information from the library	394	453	28	16	3.4	0.63
7	It has inculcated in me the ability to think critically	422	414	20	35	3.4	0.71
8	The library user education has enhanced my capacity to carry out research	358	439	70	24	3.3	0.71
9	The course has enhanced my use of reference materials	347	503	30	11	3.3	0.60
10	I now have the skills to cite references and documents for my research work	364	481	27	19	3.3	0.64
11	I can use the catalogue effectively to retrieve information	371	451	50	19	3.3	0.67
	Grand Mean					3.4	0.62

Research Question 4: What are the challenges in the effective use of library information resources?

TABLE VI CHALLENGES IN THE EFFECTIVE USE OF LIBRARY INFORMATION RESOURCES

Sl. No.	Challenges	SD	A	D	SD	Mean	S.D.
1	Inadequate information resources	39	56	484	312	1.8	0.74
2	Lack of ICT facilities	60	53	464	314	1.8	0.81
3	Inadequate accommodation/space	21	48	524	298	1.7	0.65
4	Inadequate infrastructural facilities	25	55	471	340	1.7	0.69
5	Outdated information resources	32	44	440	375	1.7	0.72
6	Poor ventilation system	36	38	444	373	1.7	0.73
7	Poor lightening system	53	40	448	350	1.7	0.78
8	Unconducive environment	20	27	433	401	1.6	0.67
9	Hours of opening and closing are inconvenient	39	46	393	413	1.6	0.76
10	Lack of qualified staff in the library	19	30	433	409	1.6	0.65
11	Poor attitude of library staff	18	20	432	421	1.5	0.63
	Grand Mean					1.7	0.71

Table VI reveals that items 1-11 have mean values that are below the criterion mean of (2.5), more so, the grand mean (1.7) is lesser than the criterion mean (2.5), which indicated

that all the listed items are not challenges to the effective use of library information resources.

TABLE VII THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN LIBRARY USER EDUCATION AND STUDENTS' USE OF LIBRARY RESOURCES

Variable	Mean	Standard Deviation	N	R	p-value	Remark
Lib. User Education	37.4	6.8	891	0.887	0.000	Significant
Info. Resource Usage	13.5	4.9				

$\alpha = 0.05$

Table VII shows a positive correlation coefficient of 0.887 and a p-value of 0.000. Testing the hypothesis at 0.05, the p-value is less than the alpha value of 0.05. Thus, the null hypothesis is rejected. Therefore, there is a significant relationship between library user education and student's use of library information resources in private university libraries in Edo state. The positive relationship implied that library user education enhanced students' use of library information resources.

VII. DISCUSSION

The study examined library user education as it correlates with students' use of library resources in private university libraries in Edo state, Nigeria. The findings show that most students accessed the library's information resources daily. This shows that the students used the resources daily for research, and project work, as well as for study, completing assignments, and supplementing lecture notes, among others. The results of Ogunmodede *et al.*, (2011), who discovered that the majority of students accessed the library resources once a week, do not align with this conclusion.

The survey also discovered that textbooks and online resources were often used in the libraries. Therefore, this study is consistent with that of Okunoye & Ajani (2021), who discovered that most students mostly utilized textbooks. Students had a favorable opinion of the effects of library user

education on the use of library information resources. The majority of students attend library user education classes regularly, which has helped to develop their reading habits, made them more conscious of the importance of libraries in academic pursuits, and at the same time exposed them to a variety of information sources available in libraries, among others. These are some of the main reasons why students have positive perceptions of library user education. This conclusion conflicts with that of Madu *et al.*, (2022), who found that library user education has no discernible influence on patrons' usage of the library's information resources and services.

The survey also found that there are no barriers to students using library information resources effectively. Finally, the test of hypotheses showed that there is a substantial correlation between library user education and students' usage of library information resources in private university libraries in Edo state. The positive correlation showed that student utilization of library information resources was improved by library user education.

VIII. CONCLUSION AND RECOMMENDATION

The study concluded that there is a substantial correlation between library user education and students' usage of library information resources and that library user education had a favorable influence on the students' use of information

resources. Based on the findings, the researcher advised that the university library administrators should regularly plan and enhance library user education training to better meet users' information demands.

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