

BIBLIOGRAPHIC INSTRUCTIONS AND STUDENTS UTILIZATION OF LIBRARY MATERIALS (A CASE STUDY OF IGNATIUS AJURU UNIVERSITY OF EDUCATION

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Abstract

This study examined bibliographic instructions and students' utilization of library materials: a case study of Ignatius Ajuru University of Education Port Harcourt. This study aims to find out the bibliographic instruction methods utilized at Ignatius Ajuru University of Education Port Harcourt to determine the availability of library materials: ascertain the level of utilization of the library materials by the students and determine the challenges to the use of the bibliographic instructions. A survey research design was adopted for the study. The population of study comprised 3762 undergraduates from six departments in the faculties of Business Studies, Education and Social Science. The stratified random sampling was used to select the respondents. Taro Yamane formula was used to reduce the sample size to 400. A 34-item questionnaire titled Bibliographic Instructions and Students' Utilization of Library Materials Questionnaire (BISULMQ) was used for data collection. Data was analyzed using descriptive statistics of mean scores and standard deviation. The findings established that bibliographic instructions exist at Ignatius Ajuru University of Education, Port Harcourt and library materials are available with books being the most available and regularly about. The utilization of the library materials was however, below average. Some challenges were identified with allocated to bibliographic instructions as the major issue followed by inadequate staff strength. The study recommended that the lecturers should continue to adopt bibliographic instructions at Ignatius University of Education Port Harcourt the use of library course in two semesters for 100-level students, the university management should allocate more time for orientation so that fresh study will understand the importance of library in their academic achievement amongst others.

Keywords: Bibliographic Instructions, Library users, Utilization, Library Materials

INTRODUCTION

Libraries are store-houses of knowledge, it is a social institution charged with the responsibility of disseminating knowledge to the people without discrimination. The holdings of libraries are priceless heritage of mankind. The major aim of university libraries are to support teaching, learning and research activities of parents' institutions. University Libraries make sure that their resources are well utilized as this is essential for educational development of students (Onilade Ogbutyl and Omelizor, 2011). Libraries exist to enhance the acquisition of knowledge by their clientele through the provision of reacting materials. University library, according to Mallaiah. Kumbar and Mudhol (2008) occupy the central and primary place in reaching and research therefore, had to meet the diverse and growing needs of educational programmes at the undergraduate post-graduate and research levels. To ensure that students have the Intellectual abilities and skills to retrieve information, the university library made provision for library instruction, which is also referred to as "bibliographic instructions", instructional program", "teaching the use of library and information sources" "user education", among others. The users of academic libraries are made up of students, staff, and researchers. They should be able to sift and select relevant information. The act of information selection is not possible without sufficient knowledge and skills and there cannot be a good connection between the students and the library without adequate library instruction.

Knowing how to use the library is a prerequisite for effective usage. Students are trained and inculcated with adequate knowledge and skills on accessing information resources in libraries. In meeting the demand of the 21st century, libraries are thriving in hybrid information age to provide effective, efficient and reliable services that could encourage better patronage from students. This prompted the introduction of bibliographic instructions and user education programme in Ignatius Ajuru University Education to guide students in identifying their information need, and know the right search terms and methods of locating and retrieving information which makes them independent seek of the library: Tubena ie Uhegbu (2001) called user education different names depending on the user and purpose, facilities available, institutional policy and the personnel to implement it. He said user education can be called library orientation, bibliographic instruction, library instruction. Use of library, reader's advisory service, library reach, library (literacy and study skills. Dictionary of Library and Information Science, defined user education as all the activities involved in teaching users how to make the best use of library resources, services and facilities, including formal and informal instructions delivered by a Librarian or other staff members in a group or one-on-one basis.

Iheaturu (2002) saw user education as a process whereby potential users of information are to learn how to make effective and efficient use of the library and its resources through the acquisition of knowledge and skill in identification, location, retrieval and exploitation of information. The end product of user education is the effective utilization of library resources by students satisfactorily. User education according to UNESCO as cited in Idom (2012) include efforts or programmes aimed to guide and instruct existing potential users individually collectively with the objective of facilitating the recognition of their information needs, the formulation of these needs, the effective and efficient use of information services and the assessment of these services. Suleiman (2018) affirmed that it is the library's responsibility to

provide better services to its clients to make sure that information sources, services and resources are well utilized for users' benefits. Aina (2004) supported this view when he opined that the library provides user education in order to equip users with enough knowledge on the use of the library which will enable the user to use the library resources effectively. Through user education, readers are able to get any information they desire as well as develop skills to use the library resources without stress. The following are methods of bibliographic Instructions:

- ❖ Library Orientation Programme
- ❖ Guided Library Tour
- ❖ Use of Library Course
- ❖ Library Guide
- ❖ One-on-one guidance

Library Orientation Programme: The need for orientation programme is of utmost importance to the efficient utilization of library materials. Orientation is a process of familiarizing the library to library users. Newly admitted students converge at the university's conference hall and are addressed by the Librarian. It is a one or two days interactive session which gives librarians opportunity to inform the newly admitted students about the programs, activities, resources, opening hour, contact information, rules, and regulations of the library. During the orientation programme newly admitted students would be given the opportunity to ask questions on any issue pertaining to the library that they did not understand clearly which will be answered immediately by the librarian.

Guided Library Tour: This involves taking new library users around the library facility where they will be shown the various sections of the library. It is an interactive session which exposes new user to the layout. Some of the objectives of library tour are to introduce students to facilities and resources in the library, educate users about information resources and how to exploit them and make students independent users of the library.

Use of Library Course: By studying the course, students fully comprehend the pattern of arrangement of information resources in the library, literature search, retrieval mechanisms and enquiry approaches. Without acquiring library skill, it is difficult for the users to identify, locate, access, and find their way in the library. To make the library users active. Bamidele (2015) suggested that librarians can develop reading and library use plan by delving into series of lectures under use of Library course. He further reiterated that it should be result-oriented and focus on sensitive areas like bibliographic instruction in using a catalogue, index and abstract, training users in the use of electronic information resources, information library websites, online public access catalogue (OPAC), Boolean search technique, referencing and citation techniques. With this, can understand and master information handling skills on searching, analyzing and utilizing the resources held in the library in all forms.

Library Guide: This is a small booklet published by the university library that introduces users to the units and services of the library. The booklet is usually given to each student upon registration at the library. It is meant to guide the newly admitted students on the 'do's and don'ts' of the library.

One-On-One Guidance: The library also uses 'one-on-one guidance' which is also a method of bibliographic instruction usually utilized by any user who needs to personally consult a librarian. The user can ask the librarian questions and receive answers.

The concept of "utilization" entails the act of making use of certain things for a purpose. It is seen as making use of library resources for the purpose of attaining educational goals. Bhatti (2010) stated that the use of library facilities, stimulates interest, excitement and instills confidence in the user to his potentials and capabilities both academically and socially. The more accessible the resources are, the more likely they are to be used. Bibliographic instructions make students active learners and enable them utilize library materials for acquisition of information, problem solving education, enlightenment, decision making, recreation, self-improvement and research.

Brief history of Ignatius Ajuru University of Education Library

The library unit had been an integral part of the institution right from inception when it was first established as College of Education in 1971 Stella Marie College with total number of 312 volumes of Books. As the College metamorphosed into a full-fledged university, the library has built a stock of over 18, 200 volumes. The collections are comprehensive in nature and are constantly being developed to meet the information needs of the parent institution and the users' community. In addition, there are rich collections of fiction, reference volumes and over 517 periodical titles and 1,090 special publications. It is headed by Prof Boma Obi as the University Librarian. The vision of the library is to develop its collection to a degree that is of relevance to the needs of the university community, create avenues and adequate environment for the resources to be utilized fully by the university community: gives qualitative reference and information services to clientele and encourage the technically competent staff to join with the teaching community in the best use of available resources in the library. The library's mission is to support through acquiring, processing, disseminating and preserving information materials in order to improve the teaching and learning programme of the university.

Statement of the Problem

The library plays a central and quintessential role in the life and academic achievement of students and can never be neglected. Freshmen (newly admitted students) are taught the rudiments of accessing the library in Ignatius Ajuru University of Education through bibliographic instruction programmes. Evidently, one would assume that the knowledge acquired would make students frequent library users. Most of them neglect the knowledge and skill integral in the study which would have helped them to effectively utilize the library materials. They appear lost in the midst of information resources in the library. These students find it difficult to navigate through and have no prior knowledge on how to access library materials. This problem has drawn a lot of attention. The management of Ignatius Ajuru

University of Education spend so much in acquiring books and other information materials in the library however, these information resources are underutilized, li is against this backdrop that the researcher decided to undertake a study of this kind to ascertain whether bibliographic instruction carried out in Ignatius Ajuru University of Education has any impact on students utilization of library materials.

Aim and Objectives

The aim of the study is to investigate the between bibliographic instructions and students utilization of library materials to Ignatius Ajuru University of Education Port Harcourt Specifically, the study intends to:

1. find on the bibliographic instruction methods utilized at Ignatius Ajuru University of Education, Port Harcourt
2. determine the level of student's awareness of the availability at library materials m Ignatius Ajuru University of Education, Port Harcourt.
3. ascertain the level of utilization of the library materials by students in Ignatius Ajuru University of Education, Port Harcourt.
4. determine the relationship between bibliographic instructions and awareness of availability of library materials at Ignatius Ajuru University of Education, Port Harcourt.
5. determine the relationship between bibliographic instructions and utilization of library materials at Ignatius Ajuru University of Education, Port Harcourt.
6. determine the challenges to the use of the bibliographic instructions at Ignatius Ajuru University of Education, Port Harcourt.

Research questions

The following research questions guided the study;

1. What are the bibliographic Instruction methods utilized at Ignatius Ajuru University of Education, Port Harcourt?
2. What is your level of awareness of the availability of library materials in Ignatius Ajuru University of Education, Port Harcourt?
3. How utilized are library materials in Ignatius Ajuru University of Education, Port Harcourt.
4. What is the relationship between bibliographic instructions and awareness of availability library materials at Ignatius Ajuru University of Education, Port Harcourt?
5. What is the relationship between bibliographic Instructions and utilization of library material Ignatius Ajuru University of Education, Port Harcourt?

6. What are the challenges to the use of bibliographic Instructions at Ignatius University of Education, Port Harcourt?

Hypotheses

The following hypotheses guided the study

H₀₁: There is no significant relationship between bibliographic instructions and awareness of availability of library materials at Ignatius Ajuru University of Education, Port Harcourt

H₀₂: There is no significant relationship between bibliographic instructions and utilization of library materials at Ignatius Ajuru University of Education Port Harcourt

METHODOLOGY

A survey research design was adopted for the study. The population of study comprised of 3762 undergraduates from six departments in faculties of Business Studies, Education and Social Science. The stratified random sampling was used to select the respondents. Taro Yamene formula was used to reduce the sample size to 400, A 34 item questionnaire titled Bibliographic Instruction and Students Utilization of Library Materials Questionnaire (BISULMO) was used for data collection. Data was analyzed using descriptive statistics of mean scores and standard deviation. The computation of the questions using percentages were carried out using the percentage formula: $\frac{N \times 100}{p}$

Where N = number of respondents P= total population of the study. Using the four-pointer scale of Strongly Agree (SA) 4 points; Agree 3 points; Disagree (D)-2 points and Strongly Disagree (SD) point. The mean was he calculated war $4+3+2+1 = \frac{10}{4} 2.50$

Decision Rule: Based on the wear of 2.50, the decision was that any item with a mean of 250 and above was accepted while any item with a mean below 2:50 was rejected

Table 1.0: Distribution of the respondents using a proportionate stratified random sampling technique

Faculty	Department	Population	Proportion	Sample
Business studies	Accountancy	577	0.15	61
	Marketing	514	0.14	55
Social Sciences	Political Science	1035	0.28	110
	Economics	915	0.24	97
Education	Library and Information	320	0.09	34
	Science	401	0.11	43
	Guidance and counseling			
	Total	3762	1	400

Source: Institutions Administrative Office (2017)

RESULTS AND DISCUSSION OF FINDINGS

Research question 1: What are the bibliographic instruction methods carried out in Ignatius Ajuru University of Education, Port Harcourt

Table 1.1: Summary of mean rating on the bibliographic instruction methods carried out at Ignatius Ajuru University of Education Port Harcourt

S/N	Bibliographic instructions	Mean	SD	SEM	95%CI	
					LB	UB
1.	Library Orientation	3.19	0.91	0.05	3.09	3.28
2.	Guided Library Tour	2.08	0.83	0.04	2.89	3.07
3.	Use of Library	3.33	0.71	0.04	3.26	3.41
4.	Library	2.25	0.74	0.04	3.20	3.36
5.	One-on-one guidance	2.60	0.81	0.04	3.01	3.19
	Grand mean	2.69	0.53	0.03	3.12	3.23

Table 1.1 shows the summary of mean rating on the bibliographic instruction methods utilized in Ignatius Ajuru University of Education. It shows that items 1, 3 and 5 have mean ratings above 2.5, this implies that they are bibliographic instruction methods utilized by students in IAUE while items 2 and 4 have mean ratings lower than 2.5 which implies that they are not utilized. The table shows that the grand mean rating of the respondents is 2.69, SD-0.53 with Standard Error of 0.03 and the 95% CI moved from 3.32 to 3.23. This is worthy of note that the respondents strongly indicated that they use library course with mean rating of 3.33, SD-0.7) with SEM of 0.04 and the 95% CI moved from 3.26 to 3.41. This was followed by orientation which had mean rating of 3.19 SD-0.91 with SEM of 0.05 and the 95% CI moved from 3.09 to 3.28. This finding is in agreement with earlier findings of Lincoln (2017) which established that classroom teaching, library orientation and library guide were the methods mostly used in Federal University of Petroleum Resources Effurun (FUPRE) while guided library tour and one-on-one mentoring were also used to instruct the library users, Bowles Ferry (2012) made an assessment of Bibliographic instruction program in relation to academic success of students. It revealed that students in the locus group were able to show skills learned in bibliographic instruction session and were able to use them, in research projects.

Research question 2: How available are the library materials at Ignatius Ajuru University of Education, Port Harcourt?

Table 1.2: Summary of mean rating on students' awareness of the availability of library materials at Ignatius Ajuru University of Education Port Harcourt

S/N	Students' Awareness of the Availability of library materials	Mean	SD	SEM	95%CI	
					LB	WEB
6.	Books	3.47	0.68	0.04	3.40	3.55
7.	Journals	3.28	0.71	0.04	3.20	3.35
8.	Handbook	2.03	1.18	0.05	2.54	2.73
9.	Magazines	2.41	0.90	0.05	2.73	2.83
10.	Newspapers	2.37	0.94	0.05	2.67	2.87
11.	Encyclopedia	3.21	0.78	0.04	3.13	3.29
12.	Multimedia	2.40	0.96	0.05	2.69	2.90
13.	Computers	3.23	0.89	0.05	3.13	3.32
14.	Projectors	2.69	1.00	0.05	2.58	2.79
15.	Photographs	2.44	1.02	0.06	2.33	2.55
16.	Bulletin	2.63	1.02	0.06	2.52	2.74
17.	Maps	2.75	0.96	0.05	2.65	2.85
	Grand mean	2.74	0.55	0.03	2.83	2.95

Table 12 shows the summary of rating on students' awareness of the availability of library materials in Ignatius Ajuru University of Education Port Harcourt. It shows that items 6, 7, 11, 13, 14, 16 and 17 have mean ratings above 2.5, this implies that respondents are aware of the availability of books, Journals, encyclopedia computers, projectors, bulletins and maps in the IAUE library. While items 8, 9, 10, 12 and 15 have mean scores below 2.5 which indicates that respondents are not aware of the availability of the library materials item 8 has the highest mean rating 3.47. SD=0.68 while item with the lowest mean rating was 2003, SD= 1.18 The grand mean rating was 2.74. SD=0.55 with the SEM of 0.03 and the 95% CI moving from 2.83 to 2.95. The result further shows that the respondents indicated that books were available with a mean rating of 3.47, SD=0.68 with SEM of 0.04 and the 95%CI moving from 3.40 to 3.55. This was followed by an encyclopedia which attracted a mean rating of 3.21. SD=0.78 with SEM of 0.04 and the 95%CI moving from 3.13 to 3.29. This finding is in agreement with earlier findings of Uriel (2016) which established that students relied on the information resources available mostly in print format for academic support. It was revealed that students utilized the information resources that were available and accessible in Federal University of Technology (FUTO) library.

Research question 3: How utilized are library materials in Ignatius Ajuru University of Education, Port Harcourt?

Table 1.3: Summary of wean rating of the utilization of the library materials in Ignatius Ajuru University of Education, Port Harcourt

S/N	Utilization of library Materials	Mean	SD	SEM	LB	UB
18.	Books	3.45	0.85	0.05	3.36	M3.54
19.	Journals	2.71	0.75	0.06	2.60	2.82
20.	Handbook	2.24	1.08	0.06	2.12	2.35
21.	Magazines	2.42	0.99	0.05	2.31	2.53
22.	Newspapers	2.41	1.05	0.06	2.30	2.53
23.	Encyclopedia	2.64	0.70	0.06	2.52	2.75
24.	Multimedia	2.39	1.14	0.06	2.27	2.52
25.	Computers	2.82	0.73	0.06	2.70	2.74
26.	Projectors	2.13	1.09	0.06	2.01	2.25
27.	Photographs	2.16	1.07	0.06	2.05	2.28
28.	Bulletin	2.30	1.13	0.06	2.18	2.42
29.	Maps	2.26	1.16	0.06	2.13	2.38
	Grand mean	2.49	0.76	0.04	2.41	2.58

The result from Table 1.3 shows the summary of the mean rating of the utilization of the library in Ignatius Ajuru University of Education Port Harcourt. It shows that Items 18. 19.23 and 25 have ratings above 2.5 indicating that they are well utilized. While items 20, 21, 22, 24, 26, 27, 28 and 29 have mean scores below 2.5: Item 26 has the lowest mean score of 2.13. SD-1.09 indicates that it is rarely utilized. The grand mean rating of the respondent's overutilization of the library was 2.49,5 D-0.76 with SEM of 0.04 and the 95% CI moving from 2.41 to 2.58. The result further that the respondents strongly opined that books were regularly utilized with rating of 3.45, SD=0.85 with SEM of 0,05 and the 95% CI moving from 3,36 to 3.54 The next was computers which had a mean rating of 2.82. SD-1.13 with SEM of 0:06 and the 95%CI moving from 2.70 to 294. This finding is in agreement with earlier findings of Onuoha (2013) which established that the majority of the undergraduates in Federal Universities in South-West Nigeria use the university library, Books and help desk services were found to be heavily utilized.

Research question 4: What is the relationship between bibliographic instructions and students' awareness of availability of library materials at Ignatius Ajuru University of Education: Port Harcourt?

Table 1.4: Summary of Pearson Product Moment Correlation on the relationship between bibliographic instructions and Students' awareness of availability of library materials at Ignatius Ajuru University of Education Port Harcourt

		Bibliographic instructions	Awareness of availability of library materials
Bibliographic instructions	Pearson Correlation	1	.377**
	Sig. (2-tailed)		.000
	N	340	340
Awareness of availability of library materials	Pearson Correlation	.377**	1
	Sig. (2-tailed)	.000	340
	N	340	

**Correlation is significant at the 0.01 level (2-tailed)

The result from Table 1.4 shows that the summary of Pearson Product Moment Correlation on the relationship between bibliographic instructions and students awareness of availability of library materials at Ignatius Ajuru University of Education, Port Harcourt, was positive and strong (r=0.377). When put to statistical test, the result showed that there is significant relationship between bibliographic instructions and awareness of availability of library materials at Ignatius Ajuru University of Education, Port Harcourt. The null hypothesis was rejected at 15 levels of significance. This Finding is in agreement with earlier findings of Uriel (2016) which established that students relied on the information resources available mostly in print format for academic support. It was revealed that students utilized the information resources that were available and accessible in Federal University of Technology (FUTO) library.

Research question 5: What is the relationship between bibliographic instructions and utilization of library materials at Ignatius Ajuru University of Education Port Harcourt?

Table 1.5 Summary of Pearson Product Moment Correlation on the relationship between bibliographic instructions and Utilization of library materials at Ignatius Ajuru University of Education Part Harcourt

		Bibliographic instructions	Utilization of the library materials
Bibliographic instructions	Pearson Correlation	1	.163**
	Sig. (2-tailed)		.003
	N	340	340
Utilization of the library materials	Pearson Correlation	.163**	1
	Sig. (2-tailed)	.003	
	N	340	340

**Correlation is significant at the 0.01 level (2-tailed)

The result from Table 1.5 shows that the summary of Pearson Product Moment Correlation on the relationship between bibliographic instructions and utilization of library, materials at Ignatius Ajuru University of Education Port Harcourt was positive and strong ($r=163$) When put to statistical test, the result showed that there is a significant relationship between-bibliographic instructions and utilization of library materials at Ignatius Ajuru University of Education Port Harcourt. The null hypothesis was projected .05 level of significance. This finding is in agreement with earlier findings of Sufeiman (2018) which established that for the proficient and effective use of the library for teaching, learning and research at NIMS University Central Library Jaipur India, the academic institution must provide adequate information materials to be utilized and a live library to get together information requirement of library users

Research question 6: What are the challenges to the use of library materials at Ignatius Ajuru University of Education library?

Table 1.6: Summary of mean rating on the challenges University of Education library to the use of library materials at Ignatius Ajuru

S/N	Challenges to the utilization of library materials IAUE library	Mean	SD	SEM	95%CI	
					LB	UB
30.	Inadequate orientation	2.95	0.81	0.04	2.86	3.04
31.	Inadequate skills in searching, identifying, retrieving and using library materials	2.74	0.90	0,05	2.64	2.83
32.	Inadequate function of ICT	2.36	0.98	0.05	2.63	2.84
33.	Lack of relevant books	2.40	0.92	0.05	2.70	2.90
34.	Unsteady power supply	2.31	0.95	0.05	2.51	2.72
	Grand mean	2.55	0.68	0.04	2.70	2.84

The result from Table 1.6 shows summary of mean rating on the challenges to the of library materials at Ignatius Ajuru University of Education library, 30 has the highest meant rating of 2.95, SD-0.84 followed by item with mean rating of 274. SD=090 indicating that they are inadequate. Items 32, 33 and 14 has meaning rating below 2:5 indicating rat they do not constitute a challenge respondent use of library materials. The table shows the grand mean rating as score of 2.55, SD=0.68 with SEM of 0.04 and the 95%CI moved from 2.70 to 2.84. The respondents strongly indicated that time allocated for bibliographic instructions is inadequate with a mean rating of rating of 2.95, SD-081 with SEM of 104 and the 9554C1 moved from 2.86 to 3.04. This was followed be the mean rating on the inadequate staff strength which was rated with a mean rating of 2.80, SD=0.92 with SEM of 0.05 and 95% CI moving from 2.70 to 290. This finding is also in agreement with the findings of Omeluzor et al. (2017) which established that some of the challenges facing bibliographic instructions include inadequate time for library orientation, non-utilization of Information and communication technology (ICT) for library instruction and students lack of interest in library instruction programme.

H₀₁: There is no significant relationship between bibliographic instructions and students' Awareness of availability of library materials at Ignatius Ajuru University of Education Port Harcourt.

Table 1.7: Summary of a test on the relationship between bibliographic instruction and students' awareness of availability of library materials at Ignatius Ajuru University of Education Port Harcourt

Variable	N	ΣX	ΣY	NΣX ²	NΣY ²	NΣX,Y	r-value	p-value
Bibliographic Instructions	340	1080		11197616				
Vs						1074771	0.377	0.00
Availability of library materials	340		984		1003012			

Z-calculated 6.938, Z-critical-1.960

The result from Table 1.7 shows the summary of Z-test on the relationship between bibliographic instructions and students' awareness of the availability of library materials at Ignatius Ajuru University of Education Port Harcourt. Since the z-calculated value (Z-6.938) is greater than the z-critical value (1.960) the null hypothesis is rejected. This Indicates is significant relationship between bibliographic instruction and students' awareness of the availability of library materials at Ignatius Ajuru University of Education Port Harcourt. The null hypothesis was rejected at 0.5 level of significance.

H₀₂: There is no significant relationship between bibliographic instructions and utilization of library materials at Ignatius Ajuru University of Education Port Harcourt.

Table 1.8: Summary of z-test on the relationship between bibliographic instructions and utilization of library materials at Ignatius Ajuru University of Education Port Harcourt

Variable	N	ΣX	ΣY	NΣX ²	NΣY ²	NΣX,Y	r-value	p-value
Bibliographic Instructions	340	1080		1197616				
Vs						923002	0.162	0.00
Availability of library materials	340		984		785882			

Z-calculated-2,992, Z-critical-1.960

The result from Table 1.8 shows the summary of a test on the relationship between bibliographic instructions and utilization of library materials at Ignatius Ajuru University of Education Port Harcourt. It shows that since the z-calculated value (7-2.992) is greater than the critical value (1.960) thus, the null hypothesis is rejected. There significant relationship between bibliographic instructions and the utilization of library materials at Ignatius Ajuru University of Education Part Harcourt. The null hypothesis two was rejected at .05 level of significance.

Summary of findings

The summary of the findings are as follows:

1. Bibliographic instructions are carried out at Ignatius Ajuru University of Education Port Harcourt. The most popular method of bibliophile instruction is the Use of Library which is a credit awarding course in the institution Library orientation and one-on-one guidance are left as bibliographic instruction methods undertaken in the institution.
2. Students are aware of the availability of library materials in Ignatius Ajuru University of Education Port Harcourt Hooks are the most available followed by Journals, computers and encyclopedias.
3. The utilization of the library materials is below average, but the regularly utilized materials are books followed by computers, journals and encyclopedia
4. The relationship between bibliographic instructions and students awareness of availability of library materials at Ignatius Ajuru University of Education Part Harcourt is positive, strong and statistically significant
5. The relationship between bibliographic instructions and utilization of library materials at Ignatius Ajuru, University of Education Port Harcourt was positive, strong and statistically significant.
6. There were challenges to the use of the bibliographic instructions at Ignatius Ajuru University of Education Port Harcourt with inadequate orientation as the major issue followed by inadequate skills in searching, identifying retrieving and using information material.

CONCLUSION

Based on the findings of the study the following conclusions were drawn, bibliographic instructions are carried out at Ignatius Ajuru University of Education Port Harcourt and library materials are available with books being the most available material, followed by journals, computer encyclopedias. The utilization of the library materials is below average, but the most regularly utilized materials are books. The relationship between bibliographic instructions and the availability of library materials was positive, strong and statistically significant and similar results over the relationship between bibliographic instructions and utilization of library materials. There were challenges to the use of the library materials with inadequate orientation being the key factor followed by inadequate skills in searching, identifying retrieving and using information materials

RECOMMENDATIONS

Based on the findings of the study the following recommendations were made

1. The lecturers should continue to adopt bibliographic Instructions at Ignatius Ajuru University of Education Port Harcourt especially, the use of Library in the two semesters or 100 level.

2. Lecturers should inculcate the requisite knowledge and skills to students to help them develop information literacy skills and enhance their effectiveness in the use of library materials.
3. The university management should allocate more time for library orientation so that fresh students will be told how the library works; its resources and its services. This is the sequel to the fact that the library is important to their academic achievement.
4. The university management should provide more funds to acquire unavailable serial library materials such as newspapers and magazines etc.

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