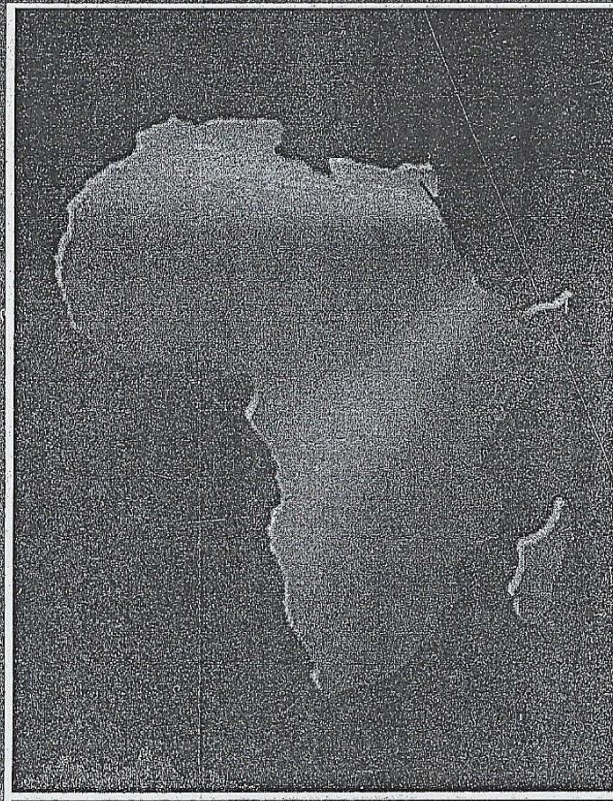# AFRICAN JOURNAL OF EDUCATIONAL RESEARCH AND ADMINISTRATION

DETERRENTS TO THE USE OF LIBRARY BY STUDENT OF FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA

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ABSTRACT

The study examines some of the factors that inhibit the use of Library for study by students of Federal University of Technology, Minna. Questionnaires were used in this study for data collection among selected students in the University. The students identified seven inhibitors to the use of library. The absence of suitable literacy and information services ranked highest. Other barriers indeitifed include, lack of reading habit absence of information technology to access information electronically, lack of appreciation of the nature of their problem, ignorance on the part of non – users of the potentials possibilities of the existing information service, lack of appreciation of the value of information due to poor library education and finally the use of library for examination by the university during pick periods. The study recommends vigorous "user education" for student apart from the teaching of "use of library GST course". This will no doubt encourage the use of library by students.
Key Words: Library use, students, Federal University of Technology, Minna.

INTRODUCTION

Essentially Library are concerned with the generation of information, it's acquisition, organization and dissemination Madu (2002). The business of any library is information which is the presentation of desired items of knowledge to users. All these information and knowledge assist users in realizing their aspirations much more quickly than is possible without its intervention. Generally, a library which is a "repository of knowledge" is an intellectual store house serving as a giant memory. The library therefore functions as an agency for acquiring, organizing and preserving for use, knowledge as fixed in any recorded format Wali, M. H. (1986). Library becomes an indispensable organization in any university. Students use library to further appreciate what they have been taught in the classroom. Studies have shown that students who make effective use of the library tend to perform better in their examinations. Apart from providing space for reading, library makes available relevant information for the use of the users. With advance made in information technology, the use of library by students has been revolutionized. Students now search data-bases for information they need, while others make use of wide variety of information resource through the internet to solve their information related problem.

THE LIBRARY

The library of the Federal University of Technology Minna was established in February 1984, the same year the university was established by the Federal Government of Nigeria. Like any academic library, the library provides relevant materials for both undergraduate and postgraduate instructions and research activities. This makes teaching and learning easier and more effective. It is service-oriented which is tailored to meet the goals of the parent body or the institutional needs. The library also performs the traditional functions of loan transactions, organization of materials, reading facilities within the library and auxiliary services such as binding and reprography.

LITERATURE REVIEW

The importance of library in educational institutions like Universities is enormous. This stems from the provision of space for reading to the provision of relevant and current reading materials. According to Akhidime (1982), libraries are collectors and storehouse for instructional and research materials. He described the library as a teacher by providing reference services and group instruction enabling both staff and students to employ library resource to the best advantage. Kalu (1986) see the importance of the library as information storage for inculcating a disciplined reading habit in the user. He added that time spent using the library and its resources is a time well spent. For using the information gained during such a time can transform and reform the individual. Writing on the concept of a user, Adewoye, A. A. and Asiru, S. M (2003) described a user as somebody who comes to the library to peruse, browse and seek more information on knotty issues which need more clarification. According to them a user can be equated to:

A thirsty person who needs water to quench his thirst,
If he is given pure and sufficient water he feels satisfied.
If otherwise he feels dissatisfied and his yearning for water continues p. 48.

A user therefore, comes to the library for reading, studying or researching, if therefore he gets all the relevant and appropriate materials he needs, he is satisfied. On how to satisfy the need of users, Hills (1982) argued that they need education. According to him, "education is a process of learning aimed at equipping people with knowledge and skills. Students who use the library therefore are expected to be equipped with sufficient knowledge of the library and how it operates and the relevant skills necessary for effective search. User education according to Adewoye, H. A. and Asiru S. M. (2003) will go a long way in dismantling the communication barrier between the students or library users and the materials they need. In this area, a student will be familiar with all the categories of resources he needs, such as reference materials and books. Students are also to appreciate the availability of non prints materials such as CD – ROM and the relevant databases. Apart from students, there are other groups who use the library. The terms used to describe them include clients, patron, reader, user, of library and library resources. Some scholars like Taher (1997) have used the term "user education" interchangeably with " library instruction", according to him, "user education" involved all library information services and facilities and for retrieving information precisely exhaustively and expeditiously. It helps the user to be able to locate and retrieve information independent of the library staff. In her assessment of the impact of library instruction programme of students' effective use of University of Ilorin Library, Adeoti-Adekeye W. B. (2002) reported that there was a wide difference in the pre – programme skills and the post – programme skills of the students.

STATEMENT OF THE PROBLEM
The importance of the use of library in enhancing the academic performance of students cannot be over-emphasised. Unfortunately, libraries are under utilized not only by students but also among the highly literate community members. It has even been argued that there is no justification for the large amount of money expended on library services based on the evaluation of it's utilization by students for whom it is meant for. The issues involved have to be understood and addressed accordingly. This is with a view to encouraging students to make proper and adequate use of the library. This is the focus of this research as it seeks to determine the inhibitors to the use of library by students of Federal University of Technology, Minna, Nigeria.

METHODOLOGY
This research was carried out on selected students from the four teaching schools of the Federal University of Technology, Minna. These schools are the School of Agriculture and Agricultural Technology (SAAT), the School of Engineering and Engineering Technology, (SEET), the School of Environmental Technology (SET) and the School of Science and Science Education (SSSE). Two hundred copies of the questionnaire designed for this study were distributed to a purposively selected sample of users and non – users of the University Library. One hundred and fifty questionnaires were completed and returned, representing 75% response. A list of seven possible barriers was drawn up in the questionnaire and the respondents were requested to indicate which of them were considered as inhibitors to their use of the University Library.

Table 1: Distribution of Students by Schools/Departments

SAAT DEPARTMENTS	RESPONDENTS	% OF TOTAL
Agricultural Economics	11	7.35
Soil Science	8	5.33
Crop Protection	13	8.2
SEET/DEPARTMENTS		
Agricultural Engineering	10	6.1
Chemical Engineering	14	8.4
Mechanical Engineering	6	4
SET/DEPARTMENTS		
Architecture	12	8.0
Estate Management	10	6.1
Quantity Survey	8	5.33
SSSE/DEPARTMENTS		
Geography	6	4

Library and Information Technology	15	10
Maths/Computer	10	6.1
Physics	12	8.0
Geology	9	6
Chemistry	6	4

The School of Science and Science Education is represented by six departments which is about half of the number of departments in the school. Other schools are represented by three departments each. The School of Science Education has about double the number of departments in each of the other schools.

Table 2: A Ranking of Inhibitors Identified All Respondent (Users and Non-Users)

	INHIBITORS	FREQUENCY	% OF RESPONDENT
1	Absence of suitable library and information services	108	69
2	Lack of reading habit	90	58
3	Lack of appreciation of the value of information due to poor library education	61	39
4	Absence of information technology	58	38
5	Use of library for the conduct of examination during pick periods	32	20
6	Non-user ignorance of the potentials of existing information services	30	19
7	Lack of appreciation of the nature of their information needs	15	9.5

DISCUSSION OF DATA

The factors that inhibit the student from using the library are presented in Table 2. Absence of suitable library and information services was ranked highest by respondents with 108 (69%) indicating it as a serious inhibitor to the use of the library. Ranking second is the problem of lack of reading habit, 90 respondents representing (58%) indicated it as a major inhibitor. Africa they argue is an oral society hence according to the reading was not part of our culture. Lack of appreciation of the value of information due to poor library education ranked third with 61 (39%) of the respondents indicating it, closely following this is the absence of information technology in the university library. In view of the versatility of information technology in information use, 58 (38%) of the respondents ranking fourth, consider it as a major inhibitor. Ranking fifth, is the use of the library for the conduct of examination during pick periods. This inhibitor was indicated by 32 (20%) of the respondents. Non-users' ignorance of the potentials of existing information was ranked sixth, with 30 (19%) of the respondents considering this as a major inhibitor. The last inhibitor identified by the respondents is the problem of lack of appreciation of the nature of their information needs. Some of the respondents are not even aware of their information needs. This inhibitor was indicated by 15 (10%) of the respondents who consider it as major inhibitor.

CONCLUSION

Most of the barriers identified in this study by respondents hinge mainly on lack of "library users' education". Some of these barriers which include, lack of reading habit which rank highest with 108 (69) of the respondents indicating it. Other include lack of appreciation of information non-availability of suitable library and information services. Most of these inhibitors can be reduced with library users' education and the release of more fund to the university library to acquire relevant and current materials. The university library will also needs more fund if it must go full – scale into the world of information technology which is capital intensive.

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