

## Recommending User Education as A Determinant for Alleviating Library Anxiety Among Undergraduates Who Attended the Use of Library and ICT Course

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**ABSTRACT** *The main aim of this paper is to determine the influence of user education as a determinant to alleviate library anxiety among undergraduates. The current research adopts a cross-sectional survey design with a population of participants from the two universities comprising 11420. The study uses a simple random sampling technique in selecting the sample size. The sample size puts at 386 using statistical formulation. The questionnaire use has been designed to observe and confirm whether user education alleviates library anxiety. The findings indicate that gender and university have significance on the influence of user education as determinants to alleviate library anxiety while age has no significance effect on the influence of user education as a determinant to alleviating LA. This shows that gender and university of study have influence on user education and can be considered as the factors that alleviate library anxiety while age has no influence on user education due to its significant level. However, the result shows user education has influence on reducing library anxiety as indicated by the respondents over five items on the influence of user education as a determinant to alleviate LA. This study revealed that the use of library and ICT has the influence to overcome library anxiety and the majority of the respondents have perceived the teaching user education to be effective during searching information, accessing e-resources, developing problem-solving and even improving their core skills value.*

**KEYWORDS:** User education, library anxiety, determinant, alleviating, teaching of user education, LA.

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## INTRODUCTION

User education course is conducted all over academic libraries ranging from universities, colleges and polytechnics. That is why Mohammed (2016) says academic libraries in Asia and other parts of the world are mostly teaching user education programmes. By extension the use of library and ICT is one of the examples of a user education programme conducted in Nigerian universities as stipulated by the Nigerian University Commission (NUC). This course comprises different categories or methods that academic libraries adopt and teach their undergraduates purposely; how to familiarize themselves, be competent and use of information resources that are available in their library. For instance, at the University of Malaya, Malaysia, one of the greatest academic libraries in Asia teaches user education such as EndNote class for citation style, Database class for searching e-resources, WEBPAC class for accessing printed collections in the library as well as teaches postgraduate students how to evaluate information ethically, and general searching strategy skills (Mohammed & Haliru, 2019).

At Bauchi State University Gadau Library, teaching Use of Library and ICT is the number one priority of the university library that teaches students to be conversant and understand how to locate, access, and use the library resources and services effectively. Again, the use of the library and ICT is part of the undergraduate students' requirements before graduating from the university. Hence, considering the importance and paramount of this course it was regarded as a general study course normally taught at the first semester for any freshers to be registered and attain the course throughout the semester.

Undergraduates in universities are enrolled into the user education course with assumption that new students need to prepare themselves on how to use computer and library resources and services. These students are expected to apply the skills and knowledge gained throughout their undergraduate activities such as library information resources, library classification, and shelf identifications or arrangement for the varieties of printed information resources as well as to know how to access, locate and use online information resources effectively.

Library anxiety (LA) simply means fear of the library, the library's physical space and the process of finding materials in the library is also troublesome for the students not visiting the library. Marginalized university libraries are the coolest place for studying and research for students. But, to some students, it is a place that creates symptoms of anxiety which of course regarded as library anxiety. Thus, the acquaintance of applying the knowledge of user education to students can reduce uneasiness, frustrations and anxiety which in the end may lead them to frequently visit and use the library's physical space and services.

However, the current study explores the influence of user education as a determinant that reduces undergraduates' library anxiety. The response to the extended needs for user education among undergraduate students will be alleviating library anxiety at the library and information settings.

### **Problem Statement/Justification**

The changes in technology and society are having a considerable impact on libraries and user education programs. These changes have created an urgency to teach users how to become more effective, efficient, and independent in their information searching. In response to this, the goals of library user education have expanded from teaching concepts or library instruction to teaching information literacy and lifelong learning. The program has been designed to help students identify, find, locate, and select the most useful information resources for their needs. It also guides students in applying search strategy concepts and critical thinking to seek information. This development made by the academic libraries will expect the undergraduates to be free from library anxiety and avail themselves of the munificence information resources. Again, user education has received considerable attention from scholars. For instance, Wadasinghe and Dilhani, (2023) assess postgraduate medical trainees' Attitudes and Perceptions towards Library User Education (LUE). The main goal of their study is to raise awareness about the information resources available in the University of Colombo's library. In the same vein, Gogoi et al. (2021) study library anxiety among marginalized university students in northeast India. Whereas, Gardijan (2020) look at assess the alleviation of library anxiety through information literacy teaching at the University of Zadar while Noor Harun and Ansari (2013) peep in to the effect of students' major and bibliographic instruction program on library anxiety.

However, very little is known about the user education programmes for students attending the programme and none of these studies explored the influence of user education programmes as a determinant to alleviate library anxiety among undergraduates. That is why current study intends to shed light on the perceived teaching of user education programmes particularly in two universities in Bauchi State.

### **Objectives of the Study**

This study is carried out using the following objectives:

1. To investigate whether demographic variables such as gender, age and university of study affect the influence of user education to alleviate library anxiety among undergraduates who attended user education courses.
2. To determine the influence of user education as a determinant to alleviate library anxiety among undergraduates who attended user education courses.
3. To find out whether user education assist in addressing library anxiety among undergraduates who attended user education courses.
4. To explore the effectiveness of teaching user education courses among undergraduates to become independent users of information resources without any library anxiety.

5. To assess the undergraduates exam scripts as whether they comprehend the user education course and possible ways of using information resources effectively.

## **LITERATURE REVIEW**

This section reviewed related previous studies conducted within the area of user education as a determinant of alleviating library anxiety among undergraduate students, so as to have a clearer understanding of this study.

### **User Education among Undergraduate Students**

User education plays a vital role in academic libraries or higher education of learning. It is necessary and part of the undergraduate students' requirement that is why it connects users and the information resources through the training given to the users, (Igere 2020). Students familiarize themselves with information resources and services through user education programmes Wadasinghe & Dilhani, (2023). User education in university libraries is at the front line and libraries conduct user education teaching regularly to ensure that library users are educated about the library sources, resources and services Hussaini et al. (2023). It is in line with this, Barad (2023) discuss the importance of user education for efficient use of library. The study summarized that user education maximizes the usage of library resources among users of the library. This corresponds with the study of Lackner (2023) that user education has improved the utilization of library resources and yields academic success.

In their study Ibrahim et al. (2021) revealed that the majority of medical students (86.6%) perceived user education to be effective and contribute positively to knowing their information resources. This shows that user education is considered to be beneficial among students who attended the program. This corresponds with the finding of Adebayo-Atchimi (2022) that majority of the respondents perceived user education with no challenges hindering them whenever they use information resources. User education is so paramount in academic libraries considering the numerous information resources available at this type of library. It is also the time for librarians to serve the users with library resources. Azizah and Khabib (2021) discover the advantage of online user education during the pandemic and impacted students to be more usage of information resources. Chiya et al. (2023) are of the belief that user education enhanced the student's capacity to make effective searches of information resources. Their study also found that the majority of the students searched and cited information sources independently. Thus, the current study will be fascinating to readers who understand the link between user education and library anxiety as majority of studies is yet to discover the importance of user education as a determinant for reducing library anxiety.

### **Library Anxiety and User Education among Students**

Lackner (2023) observed that library anxiety can inhibit students from being willing to access potential library resources. The study also found that the reductions in library anxiety will benefit

student's ability to use library resources and can thereby increase their academic success. Ahmad et al. (2021) carry out a study using sub-factors of library anxiety and discovered that user education is one of the factors that contribute students to being free from library anxiety. Ukwueze et al. (2023) have discovered that user education affects the way students use library resources. They discovered that there is no symptom of library anxiety among freshmen of Coal City University and that they use the library effectively and efficiently.

Madia and Lasig (2022) are of the view that freshers visit the library with higher level of library anxiety but they end up underutilizing the library services. In terms of freshers' demographic variables, they all exhibit anxiety. This might happen as a result of not attending a user education course at the university. Likewise, Wildemuth (2017) study shows that demographic information such as age, sex, employment status and employment status, frequency of library visits, and reasons for using the library contributed significantly to predicting library anxiety. In a similar study, Asghar (2021) affirms that there is no significant difference in the level of library anxiety between male and female graduate students of LIS and also in the frequency of library use, on the level of library anxiety. Doerksen (2020) is of the belief that low level of institutional literacy is a contributing factor to library anxiety. Thus, students should be user-education-oriented to assist their selves with their information needs.

Library anxieties can be diagnosed and cured according to scholars and researchers in the area of library anxiety. For instance, Koos (2021) formally diagnoses librarians with teaching anxiety even though about 42% of the librarians diagnosed themselves through attending formal training in the library. Meanwhile, Kehinde and Adeyeye (2023) state that librarians adopted library user education as a form to promote the massive use of library information resources. In the view of Ismail et al. (2022), the poor attitude of librarians/library staff caused students to be anxious and avoid the use of library which result in poor academic grades.

Despite the above findings very little is known about user education as a determinant for alleviating library anxiety and none of the above studies reveals the influence of user education as a determinant in alleviating library anxiety among undergraduates who attended user education courses. Hence, this study aimed to find out whether user education assists in addressing library anxiety among undergraduates who attended user education courses.

## **METHODOLOGY**

The current research adopts a cross-sectional survey design to investigate user education as a determinant that alleviates library anxiety among undergraduate students in two universities of Bauchi State. This research design also adopts a format which the researcher employs to systematically apply the scientific method in the investigation of problems. The method used is purely both quantitative and qualitative because of the instruments and sampling technique used in the study. The quantitative data for this study was collected using a self-administered

questionnaire while the qualitative data were collected using students examination scripts, and observations. The areas of the study are two universities in Bauchi State specifically; Bauchi State University Gadau (BASUG) and Federal University of Health Sciences, Azare (FUHSA) undergraduates.

### **Participants of the Study**

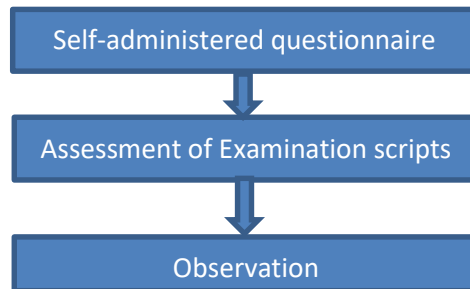
The study involves undergraduate students who attended ‘Use of Library and ICT’ as a user education course from the two Universities in Bauchi State. It is a two-credit unit course that teaches undergraduates how to use academic libraries and other types of libraries particularly to identify, select, and evaluate appropriate printed and Internet-based documents as well as databases to answer education, research, and other information needs. The population of the participants from the two universities comprises 11420 (BASUG comprises 9876 while the participants from FUHSA comprise 1544) respectively. Simple random sampling technique was used to select the undergraduate students’ numbers as the target population. A random sampling technique was used to select the respondents from the two universities in Bauchi State. In this case, the sample size of 386 was determined using the statistical formulation provided by Yamanne (1967, p. 886).

### **Instruments**

For the benefit of this study, three research instruments were used to collect the data of the study. The three scales used for this study are; the influence of user education as a determinate for alleviating LA, perceived effectiveness of teaching user education as well as user education as a determinant to address LA, were adopted with little modifications from the following studies of Ukwueze, (2023) et al. (2023), Mohammed and Haliru (2019) and Aderibigbe and Ajiboye (2013) to fit the study. The questionnaires administered to undergraduates were to assess their level of user education on whether it alleviate or address their library anxiety. Again, students' examination scripts on user education were also used to confirm whether user education alleviates their library anxiety or not. In making the interpretation, observations were applied to ensure the necessary recommendations.

### **Data Collection Procedure**

The researcher distributed a self-administered questionnaire to the sample size of the study and after answering the questionnaire, the researcher requested the respondents’ scripts of user education course (use of library and ICT) to explore the respondents’ perceptions of the effectiveness of user education as a determinant to alleviate library anxiety. The data has been collected in three stages. The following is a flow chart for the data collection process.



### **Data Analysis**

The statistical method used for this study is SPSS in analyzing the data based on the aforementioned objectives. The qualitative data were collected through students' examination scripts and were analyzed using simple frequency. The quantitative data collected through the questionnaires were analyzed using descriptive and inferential analysis in the SPSS software to explain the participants' demographical information and a series of analyses was identified such as explanatory principle factor analysis for validity and reliability tests. Different normality tests have been employed to make sure that the data are in normality distributions before inferential statistics. Observation data were used during the discussion and interpretation of the data within the limit of the study.

### **Demographic information of the respondents**

The sample of this study consists of three hundred and thirteen (386) respondents and all of them answered the questionnaires. In terms of gender, the results revealed that the majority of the respondents were female (197 respondents, 51%) and 189 (49%) respondents were male. Mostly between 20-24 students (198 respondents, 51.0%), followed by 15-19 students (127, 32.9%), and 25 and above students were only 61 (15.8%). In terms of the university of study, BASUG students have the highest percentage of (228, 59.1%) while FUHSA students with 158 respondents which constitute (40.9%). Thus, the general findings indicate that majority of the respondents who answered the self-administered questionnaire were female respondents and they were mostly between 20 - 24 years old and majority of them were from Bauchi State University Gadau (BASUG). (See Table 1 below).

**Table 1: Demographic Information of Respondents**

No.	Demographic Variable	Frequency	Percentage (%)
1	<b>Gender</b>		
	Males	189	49.0
	Females	197	51.0
	<b>Total</b>	<b>386</b>	<b>100.0</b>
2	<b>Age</b>		
	15-19	127	32.9
	20-24	198	51.3
	25&above	61	15.8
	<b>Total</b>	<b>386</b>	<b>100.0</b>
3	<b>University of study</b>		
	BASUG	228	59.1
	FUHSA	158	40.9
	<b>Total</b>	<b>386</b>	<b>100.0</b>

### Exploratory Factor Analysis

To assess the construct validity, a principal component exploratory factor analysis was employed on the fifteen-item instrument (i.e. five items from the influence of user education as a determinant to alleviate LA, five items from the effectiveness of teaching user education and five items from user education as addressing LA). Varimax rotation and a factor loading coefficient of 0.40 or greater were used as a criterion for deeming a factor loading. The loading practically yielded a 1-factor solution (eigenvalues more than 1.00) that collectively explains the 60.046% of the variance in the influence of user education as a determinant of LA construct, the effectiveness of teaching user education as a determinant to alleviating LA construct also collectively explains the 64.446% of the variance in 1-factor solutions and the user education as addressing LA construct collectively explains the 84.913% of the variance in 1-factor solutions.

Again, Kaiser-Meyer-Olkin (KMO) was used to measure sampling adequacy and varies between zero and one, with values greater than or equal to 0.60 indicating a good fit (Erfanmanesha et al. 2012 as cited Mohammed & Haliru 2019). In this study, the value of the influence of user education as a determinant to alleviate LA was 0.793 while the effectiveness of teaching user education was 0.859, and the user education as addressing the LA was 0.617, suggesting sampling adequacy. Kaiser (1974 as cited in Mohammed & Haliru 2019) described the following criteria or values: >0.9 is marvellous, > .0.8 is meritorious, > 0.7 middling, > 0.6 is miserable and < 0.5 is unaccepted. Thus, the present study described the values as meritorious, middling and miserable. Additionally, the significance of Bartlett's Test of Sphericity of the influence of user education as a determinant to alleviating LA items was chi-square = 755.621, df=10, p<0.000, and the effectiveness of teaching user education items was chi-square = 791.340, df=10, p<0.000, while the user education as addressing LA items was chi-square = 1787.189, df=10, p<0.00, indicating that the items contained adequate common variance for the researcher to proceed with exploratory factor analysis.



Thus, the findings were easy to interpret. They demonstrate that all three constructs (variables) have a single factor with five items loaded on each variable. Table 2 describes the factors, items loaded on it, their Eigenvalues as well as the per cent of variance explained by each factor.

A reliability test was carried out to ensure that the instruments and the data collected were reliable for further analysis. The entire items factor/component was submitted to an internal reliability assessment using Cronbach's internal reliability coefficient alpha. The results of running the internal reliability assessment test using Cronbach's alpha revealed that the five (5) items component of influence of user education as a determinant to alleviate LA have yielded an alpha value of 0.828, while the result of running the internal reliability assessment test Cronbach's alpha revealed the five (5) items component of the effectiveness of user education have yielded an alpha value of 0.855 and the result of running the internal assessment test using Cronbach's alpha revealed the five (5) items component of user education as addressing LA have yielded an alpha value of 0.846 which are the above-recommended value of 0.70 as suggested by Nunnally (1978 as cited in Mohammed & Haliru, 2019). The findings also showed that dropping any of the five-item components would not raise Cronbach's alpha value to any higher than .916. The findings concerning Cronbach's alpha internal reliability assessment for the five-item components on each construct (loading factors) are shown in Table 2 below.

**Table 2: Descriptions of Factor from Principal Component Analysis & Internal reliability**

Factor Description	No. of Items	KMO	Percent Variance Explained	Cronbach's Alpha ( $\alpha$ )
Single Factor: Influence of user education as a determinant to alleviate LA	5	0.793 (middling)	60.046%	0.828
Single Factor: The effectiveness of teaching user education	5	0.859 (meritorious)	64.446%	0.855
Single Factor: User education as addressing LA	5	0.617 (miserable)	84.913%	0.846

### Normality (test) distribution

The present study adopted the measurement of central tendency (MCT), and assumptions related to frequency statistics: The result shows that the measurement of central tendency (Mean = Mode) was not normally distributed. The results of the influence of education as a determinant of alleviating variables indicate that the mean is greater than the mode (10.9819 < 9.00). Whereas the result of the effectiveness of teaching user education variable indicates that the mean is also greater than the mode (9.3472 < 8.00), and the results of the user education as addressing LA variable indicate that the mean is greater than the mode (10.5026 < 9.00) therefore the distribution is normal.

Therefore, the present study decides to choose a parametric test as a result of the normality distribution of the data. It is also assisting the study to investigate whether demographic variables such as gender, age and university of study have an effect in alleviating LA among undergraduates who attended user education courses. Table 3 describes the measurement of central tendency (MCT).

**Table 3: Measurement of Central Tendency (MCT)**

No. of respondents	MCT	The influence of user education as a determinant of alleviating LA	The effectiveness of teaching user education	User education as addressing LA
386	Mean	10.9819	9.3472	10.5026
	Median	10.0000	8.0000	10.0000
	Mode	9.00	8.00	9.00

#### **Parametric Test on the influence of user education as a determinant of alleviating LA**

The parametric test was employed to answer the first objective formulated in the study. The statistical tests used to answer the objective (to investigate whether gender, age and university of study affect the influence of user education to alleviate LA) are test independent t-test and the ONE Way ANOVA test. The rationale for running these parametric tests was based on the normality of the dependent variable (i.e., the influence of user education as a determinant to alleviating LA) on the following independent/antecedent variables: gender, age and university of study.

#### **Gender and the influence of user education as a determinant of alleviating LA**

This section reports the results of running the Independent Sample t-test with gender as the independent variable on the influence of user education as a determinant of alleviating LA:

**Table 4: Gender and the influence of user education as a determinant of alleviating LA**

Variable	Gender	N	Mean	Std. Deviation	t	df	Sig.
Influence of User Education as a Determinant of alleviating LA	Male	189	10.9206	4.00519	-.294	384	.818
	Female	197	11.0406	4.00871			

The results of running an Independent Sample t-test revealed a significant mean differences existed in  $[t(384) = -.294, p < .05]$  between male respondents ( $M = 10.9206$ ,  $SD = 4.00519$ ) and female respondents ( $M = 11.0406$ ,  $SD = 4.00871$ ) with regards to their score on the influence of user education as determinant to alleviating. This showed that gender has an influence on user education and it can be considered a factor that reduces library anxiety. The mean score (11.0406) of female respondents is higher than the mean score (10.9206) of male respondents, this shows that females are more perceived the influence of user education and are likely alleviated by LA than their counterparts. (See, Table 4).

### Age and influence of user education as a determinant of alleviating

This section reports the results of running a One-Way ANOVA test with age students as the independent variable on the influence of user education as a determinant to alleviating.

**Table 5: Age and influence of user education as a determinant of alleviating LA**

Age	N	Mean	SD	df	F	Sig.
15-19	127	11.0394	3.87790	2	.785	.457
20-24	198	10.7828	3.97815	383		
25&above	61	11.5082	4.33829			

The results of running One-Way ANOVA test revealed no significant mean differences existed in the influence of user education as determinant to alleviating LA,  $F(2, 383) = .785, p > .05$  between 15-19 ( $M = 11.0394$ ,  $SD = 3.87790$ ), 20-24 ( $M = 10.7828$ ,  $SD = 3.97815$ ), and 25 and above ( $M = 11.5082$ ,  $SD = 4.33829$ ). (See table 5). This showed that age does not influence the user's education. The mean score (11.5082) of 25 and above age respondents is higher compared to the mean score (11.0394) of 15-19 age respondents and the mean score (10.7828) of 20-24 age of respondents. This showed that the respondents' age brackets have no influence on user education or alleviating LA.

### University of Study and influence of user education as determinant to alleviating LA

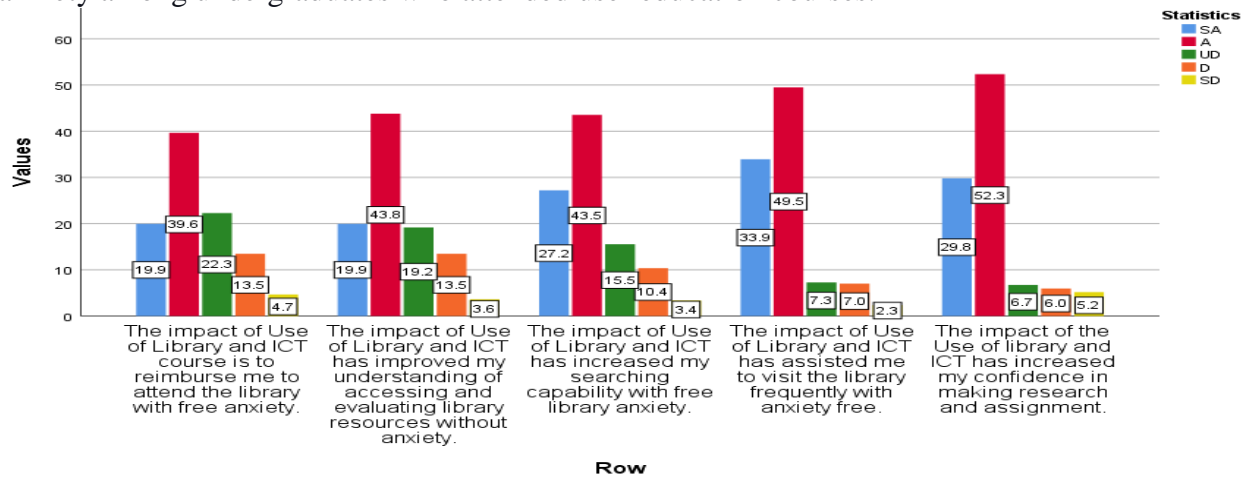
This section reports the results of running the Independent Sample t-test with university of study as the independent variable on the influence of user education as determinant to alleviating LA:

**Table 6: University of study and the influence of user education as a determinant of alleviating LA**

	University of study	N	Mean	Std. Deviation	t	df	Sig.
Influence of User Education as a Determinant of alleviating LA	BASUG	228	10.7807	3.63357	-1.187	384	.236
	FUHSA	158	11.2722	4.47733			

The results of running an Independent Sample t-test revealed a significant mean difference existed in [t(384) = -1.187,  $p < .05$ ] between BASUG respondents (M = 10.7807, SD 3.63357) and FUHSA respondents (M = 11.2722, SD 4.47733) with regards to their score on the influence of user education as a determinant of alleviating LA. (See table 6). This shows that the University of Study has an influence on user education and it can be considered as a factor that reduces library anxiety. The mean score (11.2722) of FUHSA respondents is higher than the mean score (10.7807) of BASUG respondents. This shows that FUHSA respondents are more perceived the influence of user education and are likely alleviated by LA than their counterparts.

**Objective 2:** To determine the influence of user education as a determinant of alleviating library anxiety among undergraduates who attended user education courses.



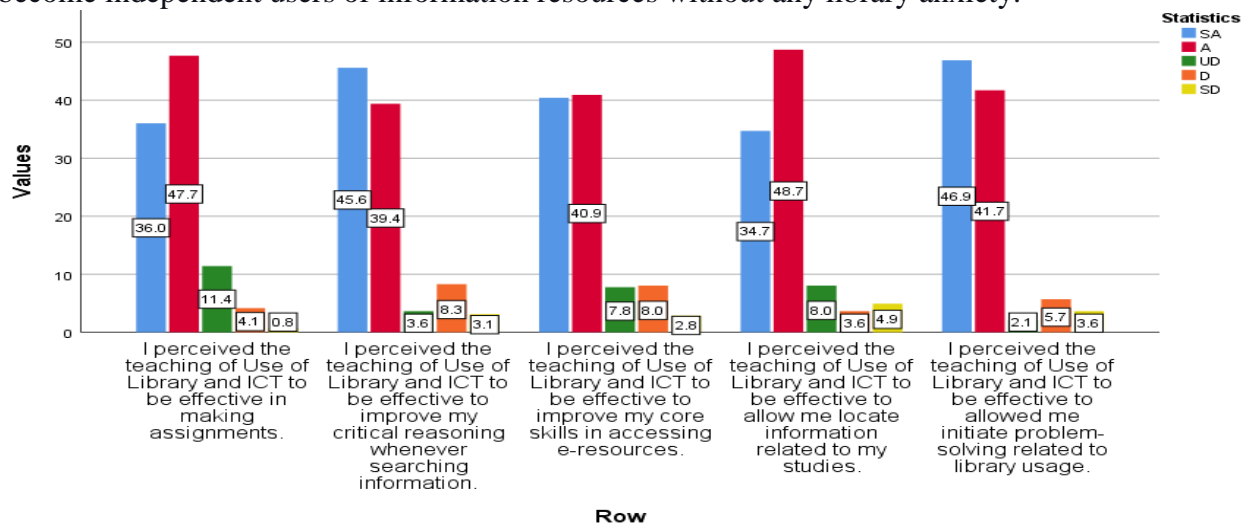
**Chart 1:** Influence of user education as a determinant to alleviate library anxiety

To determine the influence of user education as a determinant to alleviate library anxiety who attended user education programme/course based on the multiple choices given. The finding indicates that most of the respondents agreed that user education reduced their library anxiety after attending the user education courses. Data from the survey also indicates that the majority of respondents (230 =59.8%) are of the opinion that the use of library and ICT courses reimburse their conscious to visit the library with free anxiety while 70(18.2%) disagreed with the statement

and 86(22.3%) chose undecided. In the survey, 246(63.7%) of the respondents agreed that the use of library and ICT course has improved their level of understanding on how to access and evaluate library resources without anxiety while 66(17.1%) disagreed with the statement and 74(19.2%) respondents have chosen undecided.

However, in response to “the influence of searching capabilities without anxiety” a cumulative number of 273(70.7%) of the respondents agreed that, the use of library and ICT increased their searching competency while 53(13.8%) of them disagreed with the statement and 60(15.5%) of the respondents choose undecided. Similarly, the majority of the respondents (322 = 83.4%) agreed that the use of library and ICT assisted them in visiting the library frequently with no worries or anxieties, only 36(9.3%) disagreed with this statement and 27(7.0%) of the respondents were choosing undecided. Finally, in response to “the influence of user education in making assignments and research” 317(82.1%) of respondents were in agreement, 43(11.2%) respondents were in disagreement with the statement, and only 26(6.7%) chose undecided. Thus, this shows that user education influenced the reduction of library anxiety as indicated by the respondents over five items on the influence of user education as a determinant to alleviate LA.

**Objective 3:** To explore the effectiveness of teaching user education among undergraduates to become independent users of information resources without any library anxiety.



**Chart 2:** The effectiveness of teaching user education

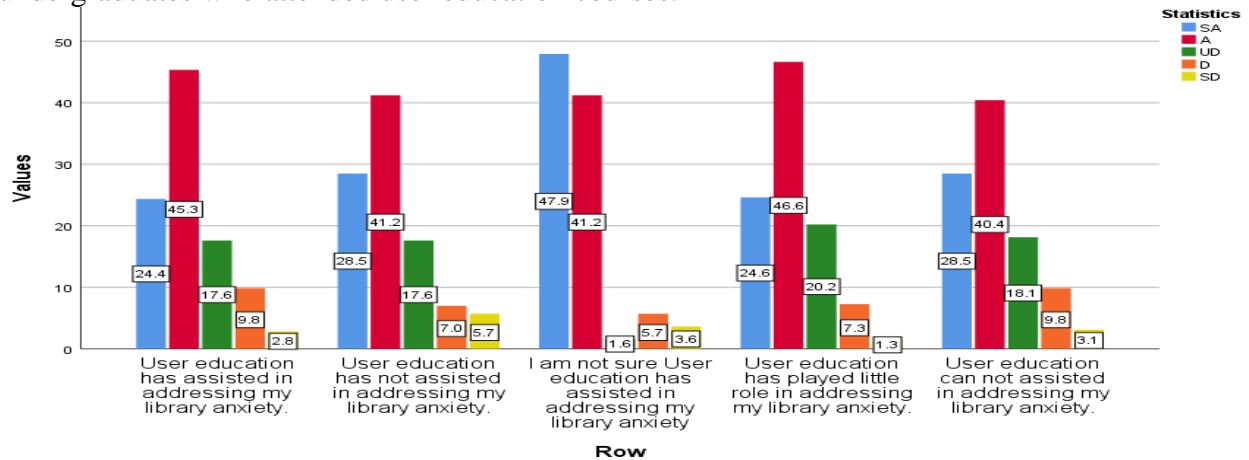
To determine the effectiveness of teaching user education among undergraduates who attended user education courses based on the multiple choices given. The findings indicate that most of the respondents perceived teaching user education to be effective. Data from the survey showed that the majority of respondents (323 =83.7%) agreed that they perceived the teaching of the use of library and ICT to be effective in making their assignments while 19(4.9%) disagreed with the statement and 44(11.4%) chose undecided. During the survey, 328(85.0%) of the respondents

agreed that they perceived the teaching of the use of library and ICT to be effective in improving their critical reasoning whenever searching for information while 44(11.4%) disagreed with the statement, that only 14(3.6%) respondents have chosen undecided.

Moreover, the majority of the respondents (314 = 81.3%) have perceived the teaching of the use of library and ICT to be effective in improving their core skills in accessing e-resources while 42(10.8%) of the respondents disagree with this statement and 30(7.8%) of the respondents indicated undecided. Also, the majority of the respondents (322 = 83.4%) perceived that teaching the use of library and ICT to be effective and allowed them to locate information related to their studies while 33(8.5%) of the respondents disagreed with this statement, only 31(8.0%) of the respondents indicated undecided.

Finally, in response to the respondents who perceived the teaching of the use of library and ICT to be effective. The data have shown that 342(88.6%) perceived the teaching of the use of library ICT to be effective and allowed them to problem-solve related to library usage while 36 (9.3%) of the respondents have contrary statements only 8(2.1%) of the respondents have chosen undecided. Thus, this shows that teaching user education at both universities was perceived to be effective for those who attended the programme/course.

**Objective 4:** To find out whether user education assisted in addressing library anxiety among undergraduates who attended user education courses.



**Chart 3:** User education as addressing LA

To find out whether user education assisted in addressing library anxiety among undergraduates who attended user education courses based on the multiple choices given. Data from the survey shows that majority of respondents (269 =69.7%) agreed that user education assisted them to address their library anxieties while 49(12.6%) disagreed with the statement and 68(17.6%) chose undecided. In the survey, 269(69.7%) of the respondents agreed that user education has not

assisted them in overcoming their library anxieties, there might be another way that the respondents address their library anxiety, but only 49(12.7%) respondents disagreed on this statement and 68(17.6) indicated undecided over the statement.

However, the majority of the respondents (344= 89.1%) were not sure whether user education assisted them in addressing their library anxieties, this shows that the respondents have other library anxieties which need to be addressed while few of the respondents (36=9.3%) have a disagreement and only 6(1.6%) respondents chosen undecided. Again, the majority of the respondents (275 = 71.2%) agreed that user education has played little role in addressing their library anxieties, while 33(8.6%) disagreed with this statement and 78(20.2%) indicated undecided. Finally, the survey went further to find out whether user education has not assisted in overcoming library anxiety, the multiple data showed that the majority of the respondents (266=68.9%) agreed with this statement, only 50(12.9%) disagreed and 70(18.1%) chosen undecided. Thus, to many respondents, user education has not addressed their library anxieties to feel that they were anxiety free, only a few of the respondents have agreed that user education can overcome the library anxiety.

Conclusively, the survey discovered that the use of library and ICT influences the students to overcome library anxiety and the majority of the respondents have perceived the teaching user education to be effective during searching for information, accessing e-resources, developing problem-solving and even improving their core skills value. Regrettably, user education has not addressed the respondents' library anxieties and only played a small role in overcoming the library anxieties. Hence, there is a need for library instructors to revisit the entire curriculum and teaching method to ensure that students are anxiety-free and user education addresses their LA, even though they perceived the teaching of user education to be effective.

Moreover, the study went further to analyze the students' examination scripts as part of the methodology of this study. The study gathered all respondents' scripts with 10 scripts per cluster and randomly selected one script from each cluster as a sample that will be reviewed and assessed based on the student's score. A total number of 29 scripts were randomly selected from 39 clusters out of 386 scripts. To assess the students' scores five-point grading system was adopted out of total scores of 100. (See, Table 7).

**Table 7: Respondents' Scores from Use of Library and ICT Exam Scripts**

Score	Tally	Frequency
1 – 39	II	2
40 – 49	HHH	5
50 – 69	HHH- HHH III	13
70 – 100	HHH IIII	9
<b>Total</b>		<b>29</b>

The findings from the above table indicated that the majority of the students (13 students) scored around 50 – 69, followed by 9 students who scored between 70 – 10, and this showed that the majority of the students scored high grades in the use of library and ICT examinations. This revealed that the user education course was understood by the majority of students. Thus, with higher score are likely to be anxiety free when using the library resources. The study observed that the undergraduates perceived competency in user education through locating information resources from the shelves and searching online information from the database.

## CONCLUSION

User education became an indispensable tool for effective learning in universities whereas library anxiety was regarded as a catastrophic occurrence that discouraged the students' academic performance and it is the concern of the library management to ensure that the five laws of Ranganathan are achieved at all courses. Meanwhile, the major findings of this study revealed that the use of library and ICT has the influence to overcome library anxiety and the majority of the respondents have perceived the teaching user education to be effective during searching information, accessing e-resources, developing problem-solving and even improving their core skills value. Regrettably, user education has not addressed the respondents' library anxieties and only played a small role in overcoming the library anxieties. Hence, there is a need for library instructors to revisit the entire curriculum and teaching method to ensure that the students are anxiety-free and user education addresses their LA, even though they perceived the teaching of user education to be effective. However, gender and university of study influence user education and can be considered as the factors that alleviate library anxiety while age does not influence user education due to the significant level.

## Recommendations

Based on the findings of this research, the following recommendations were made:

1. The university management should introduce and implement different contents of user education such as information literacy, critical thinking and library instruction that support and improve students learning towards user education and help them address library anxieties. More studies are needed to ascertain whether there is a significant mean difference between students' age and the influence of user education as determinant to LA.



2. Library management should strive to improve access to relevant resources by integrating more information literacy skills at least twice for undergraduates and encouraging peer interactions and discussions to foster a more information-literate community.
3. Undergraduates in their early stage of university education should be exposed to preliminary research activities by faculty members to enhance their knowledge of concepts such as copyright, and the ability to effectively quote and paraphrase the existing knowledge to avoid plagiarizing.
4. Are part from teaching use of library and ICT course, University and library managements need to be organized conferences, seminars, and workshops relating to user education course. This will enable the undergraduates to address their library anxieties.

### **Suggested for Further Studies**

The present study discussed user education as a determinant to alleviate library anxiety among undergraduates who attended LA. Thus, many other areas of research need to be explored as per as user education and library anxiety are concerned. Hence, the study suggests the following areas for further research:

1. Developing and evaluating the integrated information literacy among undergraduate students,
2. Elucidations of library anxiety from user education perspectives: A scoping studies.

### **Implications**

Based on the reviews derived in the literature review section, this area has been little explored in Africa and that none of those studies discovered the influence of user education as a determinant to alleviate LA, and no study so far has addressed the influence of user education on gender, age and the university of study, and neither one have found the perceived effectiveness of teaching user education among those who attended the use of library and ICT course. However, the study reveals the respondents' gender and the University of the Study had influenced user education as a determinant that alleviated LA among those who attended the courses. These findings will help the University authorities to develop and enhance their library teaching instructions. Hence, the findings of the study are very important as they will help University library instructors to provide relevant and appropriate changes to the use of library and ICT course curricula. It is expected that such changes would result not only in greater use of library resources and services but also in a higher number of literate information seekers among those who attended.

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