RELATIONSHIP BETWEEN LIBRARY INSTRUCTION PROGRAMME AND THE ACADEMIC PERFORMANCE OF LAW STUDENTS IN OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE, NIGERIA

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Abstract

This work examined the significance of evaluating the Library Instruction Programme (LIP) with a view to drawing a relationship between the LIP and the academic performance of students using the law students of the Obafemi Awolowo University, Ile-ife in southwestern Nigeria as a case study. The study adopted the survey design method and a total enumerate study of 342 part 5 final year law students in the 2002/2003 academic session who were expected to have been exposed to the LIP in their first year of study in the university was carried out. Using the questionnaire method, a total of 318(92.98%) retrieved questionnaire were analysed using descriptive and inferential statistics at the significant alpha level of 0.05. Findings revealed that the independent variables namely; sex age, marital status, qualification (of respondents); knowledge of LIP and content of LIP were jointly positively correlated with the students' academic performance at R = 0.880. Also, the composite effect of the independent variables revealed a significant positive relationship at P<0.05 alpha level of significance. The independent variables accounted for 76.9% of the total variation in the dependent variable. However, four out of the six independent variables namely sex, age, knowledge of LIP and content of LIP were found to be predictors of academic performance. The study concluded that the LIP had a positive significant relationship with the law students' academic performance. Appropriate recommendations were made which included proper allotment of time to the LIP on the University time-table including increase of contact hours with students, making LIP a credit-earning course and broadening LIP curriculum to meet students' information needs and 21st Century worldwide standards among others.

KEYWORDS: LIBRARY INSTRUCTION, ACADEMIC PERFORMANCE, OBAFEMI AWOLOWO UNIVERSITY, NIGERIA

Introduction

The whole idea of education involves a process. It is an intermingling of the teacher, the subject of teaching, the learner and the environment. Moreover, literature on learning processes has revealed that every educational activity involves the cognitive, affective and the psychomotor processes wherein the cognitive stage refers to the mental/intellectual involvement of the learner, the affective refers to the attitude generated as a result of exposure to the subject while the psychomotor refers to 'doing' i.e. the ability to put the learnt idea into practice (Krathwohl, 1971).

The definition of library user education no doubt might have been informed by the above concept of education. In line with this, attempts at defining library user education, or library instruction has shown a tilt towards orientating the library user so as to be able to make effective use of the library's resources. Mews (1972) defines library instruction as "instruction given to readers to help them make the best of the library" (p.74).

Akindojutimi (2000) views Library Instruction Programme (LIP) as a programme designed "to teach freshmen rudiments of library science to facilitate a more meaningful and effective use of library services" (p.9). Furthermore Olaosun (1998) reviews the work of Scheschonk et al., (1984) on the expediency of library education in the pursuit of higher education which requires independent study and which otherwise could not have been possible without knowing how well to use the Library. Much as the relevance of Library User Education and LIP had been advocated for the promotion of independent study (Starodubova, 1984) and effective library use (Akindojutimi, 2000), the perception of users on the relevance of the instruction programme as well as their general attitude determine how beneficial the instruction programme will be to them. General observations have however proved that some students have found library instruction programme beneficial to them because of their good disposition to learning. Ausubel (1978) as quoted by Olaosun (2000) stated:

> Even teaching is competent, it does not necessarily lead to learning if the pupils concerned are inattentive, unmotivated or cognitively unprepared (p.14).

Some previous works have tried to highlight the features of Library User Education or LIP. Rice (1981) for instance identified the lecture/demonstration method, hands-on activity, exercises, small classes, workshops and term paper clinics. Further to these, some effective methods of teaching the use of the Library have also been highlighted among others to include; audio-visual materials, slide-tape shows, films and video-tapes, audio tapes, point of use library instruction, self paced library activities, learning packages, programmed instruction games

and simulations and printed materials for library instruction (Rice, 1981). Olaosun (2000) further reviewed the introduction of teaching library instruction with computers.

It is however pertinent to note that many studies have conducted evaluations on user education and library instruction programmes. Most studies mentioned in this work focused on various areas of library instruction programmes. These previous studies are proof of the fact that regular evaluations are necessary so as to be able to reveal the effectiveness of library instructions at any point in time.

Much as literature has revealed the significance of evaluation in library user education and instruction programmes, it is observed that most of the works done so far stopped in the area of evaluating the effectiveness of library instructions in the utilization of library services only. Examples abound in this area on the Nigerian scene. They include Unomah's work (1998) that investigated students' utilization of academic libraries in Nigeria; Igben's study (1993) on students' use of selected services in the Ibadan Polytechnic; Fowowe's work (1989) that examined students' use of the academic Library at the University of Ilorin; Olanlokun's survey (1983) of attitudes of the Nigerian University faculty and students towards library use; Okiy's (1998) assessment of students' and faculty's use of academic libraries in Nigeria and Opaleke's (1998) evaluation of the effect of the user education programme on undergraduate students' exploration of the library at the University of Ilorin. On the home front, Akindojutimi (2000) did an evaluative study of the LIP of Obafemi Awolowo University – a study which also focused on frequency of use of library facilities.

It is worth noting that even though Alegbeleye (1989) opined that both use and user studies are a popular area to both libraries and information scientists, there is still a dearth of literature on the effect of library user education and instruction programme on the academic performance of students. Information resources are not supposed to be used as an end in themselves. Effective utilization of library resources cannot be satisfactorily measured by frequency of consultation and skill displayed at the point of access. Information gathered in the library could only be of prime use, if utilized with the aim of affecting other areas of the user's life, of which academic pursuit is of prime importance. Hence, this study transcends the previous ones by looking beyond the library to evaluate the relationship between the library instruction programme and the academic performance of law students of the Obafemi Awolowo University, Ile-Ife, Nigeria.

It is pertinent to mention that this category of students is chosen as a researchable group because of the homogeneous nature of their body of knowledge (i.e. the law profession).

Library Instruction Programme: State of the Art in Obafemi Awolowo University, Ile-Ife, Nigeria

Over forty years ago, the Obafemi Awolowo University, Ile-Ife, Nigeria formerly known as the University of Ife came into existence. The law providing for the establishment of the provisional Council of the University was enacted on June 8, 1961 (Nigeria, Western, 1961; Obafemi Awolowo University, Ile-Ife, 2004). The University however first opened its doors to students in the year 1962 at a temporary site owned by the Nigerian College of Arts and Sciences, Ibadan (Omosini and Adediran (1989). The University later moved to its permanent site at Ile-Ife, a Yoruba speaking town in the Southwestern part of Nigeria. In the year 1988, the name University of Ife was legally changed to Obafemi Awolowo University. The change was effected with the promulgation of Decree No. 6. of the Federal Military Government of Nigeria and cited as the "University of Ife (Transitional Provisions) Amendment Decree, 1988" dated 10th of February, 1988 (Nigeria, Federal Republic of, 1988).

As at the time of the study which was the 2002/2003 academic session, the total enrolment of students for the year was put at 20,027 of which the Faculty of Law which was the target population for this study was 1, 339 representing 6.7% of the total university population (Digest of Statistics, 2002/2003 academic year, 2003). The Faculty of Law which was one of the five foundation faculties that took off with the University at its inception in the year 1962 (Obafemi Awolowo University, 2004) has since been graduating students on an annual basis.

Again, the Faculty of Law students had been one of the beneficiaries of the Obafemi Awolowo University Library Instruction Programme which initially commenced in the year 1973 as part of the University General Studies Programme (GNS) as approved by the Senate at its 105th meeting of 26th of October, 1973. However, the programme was officially renamed as a separate course titled Library Instruction Programme with a course code LIB 001. The course was then approved as a compulsory though non-credit earning course (Akindojutimi, 2000). The course was run by the Hezekiah Oluwasanmi Library (The University Library of Obafemi Awolowo University, Ile-Ife) and taught by professional Librarians of the Library as at the time of this study.

General personal observations by the researcher revealed the Faculty of Law Administration as one of those that took the Library Instruction Programme (LIB 001) seriously. This was evident by the clearance every law student was required by the Faculty to obtain from the Hezekiah Oluwasanmi Library before graduating and without which the Faculty disallowed erring students from proceeding to the Nigerian Law School (the School that calls law candidates to bar in Nigeria).

Objective of the Study

Having reviewed the existing works on the LIP on the Nigerian scene, it is necessary to mention again that this study was aimed at measuring the relationship between the LIP and students' academic performance in their core discipline which is law.

This study was guided by the following objectives:

(1)   To find out students demographic characteristics (sex, age, marital status and qualification);

(2)   To find out the students' level of knowledge of the LIP (LIB 001);

(3)   To determine the adequacy of the course content and the extent to which knowledge acquired is put into use;

(4)   To find out students' academic performance using their cumulative Grade Point Average (GPA); and

(5)   To determine the relationship between independent variables such as demographic characteristics – (sex, age, marital status and qualification of respondents); knowledge of Library Instruction Programme (LIB 001); content of LIP) and the dependent variable (students' academic performance).

Methodology

The research methodology adopted for this study was the survey method. The major instrument of data collection was a self-developed questionnaire intended to collect information on students' opinion of the Library Instruction Programme (LIB 001). The target population for the study was the 342 level 500 law students of Obafemi Awolowo University, Ile-Ife. Students of this academic level were expected to have been exposed to the Library Instruction Programme (LIB 001) in their first year and if not, during the course of their five year period of study. Also, the final students' cumulative Grade Point Average (GPA) being a significant variable of this study was usually determined in the final year.

The sample population was selected because they were a homogenous professional study group. This work is also in line with the literature which supports a comprehensive evaluation of information seeking behaviour of specific categories of users (Paisley, 1968; Dervin and Nilan, 1986; Ellis and Haughan 1997). Hence, user studies have been characterized by a shift in orientation from the macro level to micro level (i.e. from large groups to smaller groups) (Ellis and Haughan, 1997).

Summarily, it should be noted that the impetus for studying users and potential users of library and information systems has usually been the desire to improve service by making it more responsive to the clients' needs (Varlejs, 1987). Creating a user–centred service is thus facilitated by the Library Instruction Programme.

Lastly, of the 342 questionnaires administered, a total of 318 were returned and were found usable achieving a response rate of 92.98% while the remaining 24(7.02%) were not returned.

The summary is presented in Table 1.

TABLE 1: QUESTIONNAIRE ADMINISTRATION AND RETRIEVAL

S/N	Questionnaire Administration	Total No of Questionnaire Administered	Retrieval Status	%
1	Questionnaire Administered	342		100.0
2	Total No. of questionnaire Retrieved		318	92.98
3	Total No of questionnaire not retrievable	24	7.02	

Results and Discussion

This paper employed both descriptive and inferential statistical tools for the analysis of data collected. The questionnaire was divided into four sections, namely: A:- Demographic characteristics; B: - Knowledge of LIP; C:-Course Content Application and D:- Academic Performance. It should however be noted that the demographic characteristics had four independent variables under it namely: sex, age, marital status and qualification of respondents. Sections A-C of the questionnaire were correlated with Section D of same.

Objective 1: To find out students demographic characteristics (gender, age, marital status and qualification). (See Tables 2-5)

Table 2: Demographic characteristics: Gender

Sex	Frequency	%
Female	161	50.6
Male	157	49.4
Total	**318**	**100.0**

Table 2 shows the gender distribution of the law students with the females taking the lead with 161 (50.6%) and the males 157 (49.4%). Though the margin was close, the study revealed a higher index of female registration than male registration in the Law Faculty.

Table 3: Demographic characteristics: Age

Age	Frequency	%	Cumulative percent
17	1	0.3	0.3
19	2	0.6	0.9
20	11	3.5	4.4
21	3	0.9	5.3
22	10	3.1	8.5
23	8	2.5	11.0
24	16	5.0	16.0
25	14	4.4	20.4
26	20	6.3	26.4
27	27	8.5	35.2
28	60	18.9	54.1
29	44	13.8	67.9
30	45	14.2	82.1
31	14	4.4	86.1
32	28	8.8	95.3
33	5	1.6	96.9
34	2	.6	97.9
35	5	1.6	96.9
36	2	.6	97.5
39	1	0.3	100.0
Total	**318**	**100.0**	**100.0%**

Table 3 above shows the age distribution of the respondents. Majority of them were 28 years old. This group was followed by ages 29 and 30 respectively. The lowest age distribution were for ages 17 and 39 with 1 (0.3%) respondent each.

Table 4: Demographic Characteristics: Marital status

Marital Status	Frequency	%
Single	295	92.8
Married	23	7.2
Total	**318**	**100.0**

Table 4 shows that most of the respondents 295 (92.8%) were single. However, all the results on both single and married status will be aggregated and measured against the students' academic performance under objective five.

Table 5: Demographic Characteristics: Qualification

Qualification	Frequency	%	Cumulative %
SSCE	252	79.2	79.2
NCE	15	4.7	84.0
OND	38	11.9	95.9
HND	10	3.1	99.1
B.Sc	1	0.3	99.4
Other	2	0.6	100.0
Total	**318**	**100.0**	**100.0**

In Table 5 above, it is obvious that most of the respondents had the basic secondary qualification for entrance into law undergraduate study with a frequency of 255 (79.2%). A total of 38 (11.9%) respondents had post-secondary education of the ordinary national diploma. The lowest response was for the B.Sc. level. The variable will also be aggregated and correlated with the students' academic performance to achieve objective five.

Objective 2: To find out students' knowledge of the LIP (LIB 001).
(See Tables 6-11).

Table 6: Students' awareness of the LIP (LIB 001)

Response	Frequency	%
Yes	317	99.7
No	1	0.3

Table 6 above explains students' awareness of the LIP. The rate of positive response was 317 (99.7%) out of a total of 318.

Table 6: Students' awareness of the LIP (LIB 001)

Response	Frequency	%
Yes	317	99.7
No	1	0.3

Table 7: Registration for the LIP (LIB 001)

Response	Frequency	%
Yes	317	99.7
No	1	0.3
Total	**318**	**100.0**

Table 7 above depicts students' registration for the Library Instruction Programme (LIB 001). Registration was obviously large as indicated by a total of 317(99.7%) who claimed to have registered for the course.

Table 8: Attendance of the Course

Response	Frequency	%
Yes	317	99.7
No	1	0.3

Table 8 above shows the same response rate with Tables 6-7. A total of 317 (99.7%) of the 318 respondents attended the lectures on LIB 001. This also revealed that the knowledge of the course as being tested in objective 2 was very high.

Table 9:Students' performance in the LIP (LIB 001) assignments

Scores	Frequency	%
70%+	62	19.5
60-69%	229	72.0
50-59%	26	8.2
45-49%	1	0.3
Total	**318**	**100.0**

Table 9 reveals the performance pattern of the law students in the LIB 001 assignments. A substantial number of them fell within the 60-69% bracket with a frequency of 229 (72.0%).

Table 10:Reason for poor performance

Reasons	No	$\bar{X}$	SD
Course is not important	318	0.01	0.112
Course has no credit	318	0.02	0.125
Course clashes with major courses	318	0.04	0.191
Absenteeism from the class	318	0.01	0.07
Poor quality of teaching	318	0.01	0.112

In Table 10, the major reason adduced for poor performance by the respondents was that the course clashed with their major courses with ($\bar{x}$ = 0.04; SD = 0.191). The second reason for poor performance was that the course had no credit with = 0.02; SD = 0.125. All other reasons such as course not important, absenteeism from the class and poor quality of teaching had the lowest mean results with = 0.01; SD = 0.112.

Table 11: Reasons for High Performance

Reasons	No	$\bar{x}$	SD
Course is very helpful	318	0.86	0.349
Course is simple to understand	318	0.10	0.305
Course is taken seriously	318	0.10	0.305
Desire to pass all examinations	318	0.08	0.279
High quality of teaching	318	0.03	0.166

As arranged in Table 11, the reason that 'the course was helpful' had the highest response with $\bar{x}$ = 0.86; SD = 0.349. This was followed by 'simplicity of course' and the 'seriousness attached to it with = 0.10; SD = 0.305 respectively. 'The desire to pass all examinations' and 'high quality of teaching however had the lowest mean response of = 0.08; SD = 0.279 and = 0.03; SD = 0.166 respectively.

Objective 3: To determine the adequacy of the course content of the LIP (LIB 001) and the extent to which knowledge required is put into use. (See Tables 12-16).

Table 12: Knowledge and ability to use the card catalogue as a result of exposure to the LIP (LIB 001)

Rating	Frequency	%
Low	11	3.5
Average	19	6.0
High	14	4.4
Moderately high	31	9.7
Very high	243	76.4
Total	**318**	**100.00**

In Table 12, most of the respondents claimed that their knowledge and ability to use the library card catalogue was very high with a frequency of 243 (76.4%). Only 11 (3.5%) respondents admitted to a low knowledge and ability.

Table 13: Extent to which the LIP (LIB 001) positively affected students' literature search.

Rating	Frequency	%
Low	8	2.5
Average	23	7.2
High	12	3.8
Moderately high	35	11.0
Very high	240	75.5
Total	**318**	**100.00**

Table 13 reveals that as much as 240 (75.5%) judged the LIP (LIB 001) as 'having a very high positive influence' on their literature search ability while only 8(2.5%) rated its influence as low.

Table 14:Extent to which the LIB (LIB 001) enhanced students' usage of library facilities such as borrowing of books, use of reading areas, photocopying services etc.

Rating	Frequency	%
Low	0	0.0
Average	0	0.0
High	35	11.0
Moderately high	29	9.1
Very high	254	79.9
Total	**318**	**100.00**

In Table 14, 254 (79.9%) respondents reported that their exposure to the LIP (LIB001) generally enhanced their usage of various library facilities. However, the fact that no scores were recorded for the 'low and average' ratings in Table 14 revealed that respondents probably engaged in more borrowing of books, photocopying, page services etc. than advanced literature search as indicated by the 'low' and 'average' ratings in Table 13.

Table 15: Student's ratings of the quality of content of the LIP (LIB 001)

Rating	Frequency	%
Low	9	2.8
Average	19	6.0
High	17	5.3
Moderately high	31	9.7
Very high	242	76.1
Total	318	100.00

Table 15 depicts students' opinion of the content of the LIP (LIB 001). A greater percentage of the respondents viewed the contents of the programme as very high in quality as indicated by 242(76.1%) responses. Only a minimal fraction of respondents judged the content as low in quality with 9 (2.8%) responses.

Table 16: Topics desired by students for inclusion in the Library Instruction Programme (LIB 001)

Topics for inclusion in content	N	$\overline{X}$	SD
Internet browsing	318	0.41	0.492
Computer literacy	318	0.72	0.448
CD-Rom search	318	0.11	0.317
Use of audio-visual resources	318	0.09	0.293

Table 16 reveals the topics not previously included in the course content of the LIP (LIB 001) but which were desirable for inclusion by respondents in order of preference. Internet browsing was rated highest with ($\overline{X} = 0.41$; SD = 0.492) while the use of audio-visual resources was rated lowest with (= 0.09; SD = 0.293).

Objective 4: To find out students academic performance using the cumulative Grade Point Average (GPA) to date. (See Table 17)

Table 17: Cumulative Grade Point Average (GPA) of Respondents

Grade point average (Range)	Frequency	%
0.00-1.49	3	0.9
1.50-2.39	3	0.9
2.40-3.49	85	26.7
3.50-4.49	219	68.9
4.50+	8	2.5
Total	318	100.00

From Table 17, it is revealed that the greatest number of respondents fell within the 3.50-4.49 Grade Point Average with 219 (68.9%) responses. This was followed by range 2.40-3.49 with 85(26.7%) responses, while only 8 (2.5%) fell within the 4.50+ range. However 3(0.9%) out of the total number of respondents had a poor performance of 0.00-1.49 range for their of Grade Point Averages.

Objective 5: To determine the relationship between independent variables (demographic characteristics – sex, age, marital status and qualification; knowledge of Library Instruction Programme (LIB 001), content of Library Instruction Programme (LIB 001)) and the dependent variable- student academic performance (cumulative Grade Point Average). (See Tables 18-20).
      The objective 5 stated above was measured by determining the following:
   (1)   The composite effect of independent variables to the law students' academic performance.
   (2)   The relative effects of the independent variables on the law students' academic performance.

Table 18: Composite effect of independent variables on the law students' academic performance

Multiple R	R square	Adjusted R square	Standard error of	F	Sig. F	Remark
0.880	0.774	0.769	0.52482	177.378	.000	Sig.

Sig at pd□0.05

Table 19: Analysis of variance

Source of variance	Sum of squares	Mean square	df	F	Significant
Regression	293.133	48.856	6	177.378	0.000
Residual	85.659	.275	311		
Total	378.792		317		

Sig at pd"0.05

Composite effect
      Adj. R^2 x 100
      = 0.769 x 100
      = 76.9%

Tables 18 and 19 indicate the composite (joint) effect of all the independent variables on the dependent variable. Again, Table 18 shows that the

independent variables had a significant positive correlation with the law students' academic performance with R = 0.880 and the sig. F less than the set 0.05 level of significance.

Table 19 however, shows an F. ratio of 177.378 significant at 0.05 alpha level. This implied that the multiple R value of 0.880 was not due to chance. The adjusted R^2 value of 0.769 also showed that the independent variables (sex, age, marital status and qualification; knowledge of Library Instruction Programme and content of Library Instruction Programme) contributed 76.9% to the variance of the dependent variable while the remaining 23.1% could be due to error or other factors not considered in the study.

Table 20: Relative contributions (beta weights) of the independent variables to the law students' academic performance

Independent variables (Predictors)	Unstandardised coefficients		Beta weight	Rank	T	Signifi cant
	B	Standard Error				
Constant	-1.513	0.450			-3.363	0.001
Sex	0.185	0.065	0.085	3rd	2.856	0.005
Age	3.847 E-02	0.011	0.120	2nd	3.416	0.001
Marital Status	-149	0.120	-0.035	5th	-1.237	0.217
Qualification	2.025E-02	0.035	0.017	4th	0.579	0.563
knowledge of LIP (LIB 001)	-9.752 E-02	0.028	-0.106	6th	-3.494	0.001
Content of LIP (LIB 001)	0.280	0.013	0.761	1st	22.154	0.000

Significant P = d"0.5

Table 20 above shows the contribution of the predictor variables to the law students' academic performance. Results showed that the various independent variables made contributions to the prediction of the dependent variable in the following order: Content of LIP (beta weight = 0.761) > age (beta weight = 0.120)> sex (beta weight = 0.085) > qualification (beta weight = 0.017)> marital status (beta weight = -0.035)> knowledge of LIP (beta weight = -0.106).

However, inference could be drawn that only four out of the six independent variables made significant contributions to the prediction of the dependent variable (academic performance). The four established predictors therefore

were sex, age, knowledge of LIP (LIB 001) and content of LIP (LIB 001) at the set significant alpha level of 0.05.

Conclusion and Recommendations
The study has contributed to the literature of user education in general. It has also broadened and enriched the frontiers of knowledge in the area of Library Instruction Programme. More specifically, the findings also proved the teaching of the Library Instruction Programme as a worthwhile exercise that will always make positive contributions to learning and furtherance of research in universities. The various variables in the study were innovative in the area of research on Library Instruction Programme on the Nigerian scene.

The study concluded that all the independent variables namely – sex, age, marital status, qualification, knowledge of LIP and content of LIP were positively correlated with students' academic performance. However, the study was able to come out with four predictors of academic performance namely: sex, age, knowledge of LIP and content of LIP. In addition it should be noted that findings on sex and age could serve as adjunct useful information for education planners as well as a boost to works on gender studies.

However, in view of all the observations made from the results, the following recommendations are desirable:

1. Since clashes with major courses was the strongest reason given by respondents for poor performance in the Library Instruction Programme, the University's Time-Table Office should make a proper allotment of time for the Library Instruction Programme on the university time-table to avoid such clashes. The contact hours with the students should also be increased.

2. It is observed that the percentage of poor performance could further be reduced if the course is made credit-earning. This recommendation is in line with previous studies such as that of Edem and Lawal (1996) and Akindojutimi (2000).

3. The curriculum of the Library Instruction Programme in all universities and tertiary institutions should be broadened to take care of the information needs of the students. The course should be tailored towards enhancing students' access to all forms of information (electronic and non-electronic) particularly in line with the 21st century worldwide standards. This recommendation is also in tune with Edem and Lawal's (1996) submission on the need to keep abreast with recent developments in the area of library instruction on the international scene.

4. There is also the need to carry out periodic library user surveys (particularly of the students) and the findings geared towards the development of the programme.

5.   This study should be replicated in other major subject groupings to elicit more information in order to render more user-friendly teaching and services.

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