

Managing Use of Library and Study Skills Course in University of Nigeria, Nsukka: An Enervating Dance to Rhythmless Music

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ABSTRACT

This paper argued that the library and its resources provide the wheels with which scholarship drives. While the faculty stimulates intellectual curiosity and critical thinking, the library through its resources, provides the intellectual sustenance which can only be found in books. If the library is this important to the user, it is necessary that users should be made to appreciate the need to care, preserve and have access to library materials. This is the need for library user education. The broad objective of this paper is to highlight the challenges the Nnamdi Azikiwe Library, University of Nigeria, Nsukka (UNN) has been going through since it negotiated with the Use of English Unit of the School of General Studies, UNN to teach Use of Library as part of Use of English course. Four specific objectives were considered. The study is an exploratory opinion paper which relied on historical research design to elicit information from correspondence between University administration, University Library and School of General Studies. It is a review paper meant to fill the gap that has existed from the discussions of S.C. Nwoye & J. C. Anafulu published in LIBRI in 1973. Issues were clarified, challenges discussed and strategies to overcome the challenges proffered. The significance and practical implications of this study lie in the fact that it is not only novel but will serve as a reference reader to university libraries, especially in Nigeria, who it will help to avoid pitfalls and bottle necks encountered in implementing the National Universities Commissions' demand that the Use of Library and Study Skills be taught as a separate General studies course in Nigerian universities.

Keywords: *Use of library; Study Skills; General Studies; University of Nigeria, Nsukka*

Introduction

The importance of the library is underscored in an electronic advertorial at the entrance of Nnamdi Azikiwe Library, University of Nigeria, Nsukka. That advertorial, which was attributed to Ralph Waldo Emerson states "If we encounter a man of rare intellect, we should ask him what books he reads"? A similar quote attributed to H. Vail Deale averred that: "If education is something more than the mere assimilation of information

through classroom discussions and laboratory experiments, then a great deal of our undergraduates today leave our hallowed halls of ivy inadequately equipped to continue the process of exploration and discovery that are a significant part of the on-going educational process" (Nwoye & Anafulu, 1973). These two statements underscore the importance of the library in the development of the human intellect and the grounding of classroom discussions and laboratory experiments with library use. It is also underpinned in the argument of Harle that all aspects of university life depend on strong library services because

libraries exist at the very heart of all institutions, whether steered predominantly towards teaching and research or with strong involvement in both (Imo & Ekere, 2017). To further buttress the fact of the centrality of the library to human education and development Josey (1962) argued that both the faculty and the university library are of equal importance in the education of university students. The faculty stimulates intellectual curiosity and critical thinking while the library, through its resources, provides the intellectual sustenance which can be found only in books.

Evidence from scholarly societies corroborates the argument that the library and its resources provide the wheels on which scholarship drives. This fact is a common sight among the elites in society. People show how knowledgeable they are by exhibiting the number of books they have read. These books are conspicuously displayed in book-racks or shelves behind their working tables in their offices or study rooms, sometimes referred to as their (private) libraries. Also, in the scholarly communication process, citing sources is an important aspect of research findings. It shows the depth of research done and the number of books, journals and other information sources consulted. The more authentic sources that an individual cites in her work, the more credibility it has. Most importantly, scholars prefer making their publications and research findings available in the library where it can be integrated with others in the same field for readership and citation (Canuthers, 2017). Fundamentally, libraries are put in place to improve the quality of each user's learning experience and to provide opportunities for users to learn to appreciate literature and other art forms. If the library is this important to the user, it is necessary that users should be made to appreciate the need to care and preserve library materials. This is done through user education/library instruction programs.

Statement of the Problem

User education program for academic libraries is conducted for the benefit of library users. It is aimed at enabling them get maximum benefit from the resources of the library. Fundamentally, the library is concerned with increasing the use made of the

resources acquired not necessarily the number of people that registered to use or visit the library. User education for the library has become an important activity where better understanding and exploitation of the library by the user is the goal. It provides the user the opportunity to be acquainted with the rules and regulation applied in a particular library and also makes literate on how to find out documents, pick up particular information from a book, journal, indexes, abstracts etc. It is the responsibility of the librarian to orient its new users to understand the process of information acquisition, processing, storage and retrieval from the library without the frustrating experience that untrained users go through.

For the library this is a daily routine which was assigned to the Reference Section. The Reference Librarian has the responsibility of making sure that each user of the library is properly taught how to navigate the library to search for and retrieve information without much stress. As the population of users grows in number this activity became cumbersome for the reference librarian hence the need to seek for an alternative mode of executing the assignment, consequently, libraries started to experiment with the classroom mode of instruction. Developments in university pedagogy have shown the need to integrate library user education into the main stream of university curriculum. Nigerian university libraries have been going through frustrating experiences in getting their universities to integrate library user education into the curriculum of their universities. For the Nnamdi Azikiwe Library, University of Nigeria, Nsukka this experiment started since 1973. However, the program has been facing a number of challenges. These challenges which have remained intractable in most Nigerian Universities need to be confronted. Pre-research studies indicated that most Nigerian universities are finding it difficult to confront this challenge.

Objective of the Study

The broad objective of this paper is to review the history of the teaching of 'Use of Library and Study Skills' course as a general studies course in University of Nigeria, Nsukka, highlighting its challenges and

suggesting strategies to overcome them in order to enhance user education program for library users. The specific objectives of this study include to:

1. Examine the rational of moving from face to face lecture (discussions) by the reference librarian to the classroom mode.
2. Review steps taken by the librarians in the Nnamdi Azikiwe library to foster collaborative relationship with the School of General Studies, University of Nigeria, Nsukka on the teaching of Use of Library as a course,
3. Examine the challenges encountered by the Nnamdi Azikiwe Library in teaching Use of Library and Study Skills as a general studies course,
4. Suggest strategies for consolidating the teaching of Use of Library and Study Skills as a general studies course in universities in Nigeria.

Methodology/Research Design

This is an exploratory opinion paper which is intended to narrate the progress made since the collaborative agreement entered into between the Use of English Unit of School of General Studies and Nnamdi Azikiwe Library in 1972 to teach fresh students 'Use of the Library' as part of Use of English course. It relied on historical research design to elicit information from correspondence between University administration, University Library and School of General Studies. Historical research design (document study) is a message analytic research method used across disciplines including Library and Information Science (Neuendorf 2017). This study intends to qualitatively examine documents (reports and memoranda) using it to explain themes and motivations in developments in teaching Use of Library and Study Skill (GSP111) to fresh undergraduate intakes in the University of Nigeria, Nsukka.

Significance of the Study

This study is significant because it is meant to highlight challenges encountered in the collaborative arrangement between Use of English Unit of the School of General Studies and Nnamdi Azikiwe Library. It will equally be of use to other similar institutions to avoid pitfalls and bottle-necks that were encountered

in the process. It will equally help in strengthening the decision of the National University Commission (NUC) to make the teaching of Use of Library and information & Communication Technologies a compulsory and required course for undergraduate students in Nigerian Universities, which the Core Curriculum and Minimum Academic Standards (CCMAS) is trying to abrogate. It may equally provide the basis for a renewed discussion with NUC on the futility of removal of the course by the new CCMAS curriculum for the Universities.

Review of Related Literature

Types of User Education

UNESCO defined library user education as an effort or program which guides and instruct existing and potential users individually or collectively with the objective of facilitating the recognition of their information needs, formulation of these needs into search strategies and being able to have access to the identified information (Borgoham & Neog, 2015). Depending on the different needs of various user groups, 'user education' can be administered to students through four means;

- Library orientation which is concerned with introducing the user to the general techniques of library usages and services available in library and, in particular to the organization, services and lay out of a particular library. Ranganathan preferred to refer to this as initiation of freshmen.
- Bibliographic instruction which concerns itself with introducing users to information resources available in particular subject disciplines and the technique of making use of resources (information literacy).
- User awareness which is an essential component of user education which aims at bringing available information resources in the library to the attention of the user. It presents the library as part of the organization whose responsibility is to solve the information needs of the user (current awareness services).

- Interest profiling which involve the stratification of users based on their information needs and matching these profiles with the documents which will solve the users need. It is used more in selective dissemination of information (SDI).

This study is concerned with library orientation complemented with bibliographic instruction. However, it is zeroed into the collective formal instruction of new and potential users through the regular classroom work instead of individual discussions. It is the fundamental requirement of education and knowledge acquisition that students get acquainted with how to find information, use it proficiently and contribute to knowledge development in a specified field. Students therefore, are expected to be conversant with the way information is stored and retrieved from the library. It is the responsibility of the library to ensure that students derive optimum benefit from the information resources stored in the library.

Consequently, academic libraries lay much emphases on user education programs, especially bibliographic instruction. Bibliographic instruction ensures that library users are thoroughly familiar with the information resources and tools available for the attainment of education goals and growth in knowledge acquisition. Okoye (2013) argued that librarians not only lead the user through the baffling flood of literature in the subject of his investigation but, in the process, impact into him a lasting skill in literature search and individual investigation. Borgohan & Neog (2015) opine that user education enables the user to derive maximum benefits from the materials kept in the library. Uwakwe, Onyeneke & Njoku (2016) assert that the object of user education is to inculcate in library users the skill to make use of the library, exploit the information resources and retrieve the needed information with minimum assistance and supervision from library staff. Consequently, the librarian takes seriously the duty of orienting its new users to easily understand the process of information acquisition, processing, storage and retrieval from the library.

Theoretical Assumptions

The basic assumption of the library is that the average user is 'illiterate' in the sense that he should be properly guided in the layout of the library, the resources available, where these resources are kept and how to have effective access to them. No matter how literate a professional is in his chosen carrier the library considers this orientation necessary to aid him execute his information need from the library. The other important assumption of the library on which user education is hinged is that librarians believe that library users need these services to reduce the ambiguity in their environment, since information is used to impose some structure on an unstructured event world. The prevailing theory of library services according to Fine (1984) is that library users come to the library to reduce ambiguity or to increase their ability to cope with a situation.

Transition from face to face instruction in Use of Library to classroom mode

From inception, the librarianship profession has concerned itself with the best way of getting users make effective use of information resources acquired by the library for teaching and research purposes. This is why user education in the library is as old as library history (Okoye, 2013). User education, bibliographic instruction, library instruction or whatever name it is called, is usually an integral part of library function from inception because library managements have always believed that stocking the library without effective use is a waste of lean financial resources available. Therefore, libraries have made sure that users are properly guided to make effective use of resources available. This practice was (and is still) a daily routine in the library (Iyishu & Nkanu, 2013). When users were few and in manageable numbers the reference section undertook this function for the library. The Reference Librarian engages library users with a view to letting the users make maximum use of library resources to satisfy their information needs. However, the transition from engaging the user on one on one lecture by the Reference librarian to classroom and credit earning courses was necessitated by the increased number of users the library has to contend with on daily bases,

most importantly new intakes to the university system. Experience has shown that the ratio of students to Librarians in various universities is not less than 1:800 (Watkins & Morrison, 2015). This number of students could only be handled effectively through classroom teaching methods. University Libraries now experiment with various means of instructing users through classroom mode. Tiefel (1995) pointed out that classroom mode of library instructions started as far back as the nineteenth century, noting that instructions on library use were offered by a number of libraries in the United States between 1876 and 1910.

The introduction of the General Studies Unit in the University of Nigeria, Nsukka in the 1960s gave the Nnamdi Azikiwe library the opportunity to start its program in the early 1970s. This process started in 1972 with the collaboration between the Nnamdi Azikiwe Library and School of General Studies, University of Nigeria, Nsukka (Nwoye & Anafulu, 1973). Fundamentally the addition of Use of Library component to Use of English course changed the focus and structure of the content. In the early 1960s, the contents of the Use of English included; techniques of expression (style), the mechanics of recording (acceptable grammatical usage) and the means of developing a better standard of judgement (critical analysis) (The University of Nigeria Calendar 1965/1966 year). With the addition of Use of the Library to it in the mid-1970s the contents included, acquisition of information, reading, communication of ideas with writing, technical writing, essay writing, speech and criticism (The University of Nigeria Calendar 1978/1981 year). Acquisition of information and reading accommodated the Use of the Library aspect of the course.

Steps Taken by Nnamdi Azikiwe Library to Forster Collaborative Relationship with the School of General Studies

Nnamdi Azikiwe Library management utilized the opportunity of the General studies program of University of Nigeria, Nsukka to design a program for the first-year students where 'Use of the Library' will be taught as a course. The course, which is meant for new intakes in the University, was affiliated to the Use of English Unit because Use of English

course was compulsory for all first-year students. The idea was first contemplated in 1966, but was postponed because of the Nigerian civil war (1967 – 1970). In July 1970, after the cessation of hostilities in Nigeria, a committee was constituted by the library administration to examine the “desirability for the course and draw up a syllabus” (Nwoye & Anafulu, 1973). Negotiations for the course (Use of the Library) to be part of “Use of English” course took two years. This indicated that it was not an easy process. Some important highlights of the agreement included:

- Twelve (12) professionally qualified librarians were to teach the course at both Enugu and Nsukka campuses of the University. (These Librarians were to be paid honoraria for teaching the course. This was to compensate them because they were not academic staff).
- The course was supposed to be examinable
- Three out of the 9 credit units in the Use of English was turned over to the Use of the Library.
- The first nine weeks of lectures for the term was devoted to formal lectures and the 10th week was reserved for revision.
- The course was a total ten ‘one hour’ contact between instructor and student.
- There were two-hour sessions for library tour but there were no practical sessions.
- One lecture session was practical in nature and was held in the reference section of the library.
- There were no seminar sessions, but it was stressed that students could meet informally with their instructors or other library staff to discuss specific problems of individuals or small groups.

From the highlights above it was evident that the teaching of Use of the Library was accepted as part of Use of English course in General Studies Division of the University. It was supposed to take one third of Use of English course and it was examinable. Most importantly it was taught by qualified librarians from the University library.

However, this arrangement ran into murky waters because the librarians had to pull

out of the program due mainly to the fact that the honoraria paid to them was dwindling to the point that they could no longer bear it. The Use of English Unit had to take proactive measures to cover the void created by the exit of the librarians. They supposedly trained their staff to teach the content of Use of Library aspect of the course. Given their limited experience and practical exposure, the result of the exercise did not have the desired effect on the students and their use of the University Library. This was the situation until 1992 when the employment status of the librarians was changed to academic with a proviso that they will be required to teach at no extra cost to the university. It should be pointed out here that the pulling out of librarians from the arrangements made with the School of General Studies on account of non-payment of honoraria was a very wrong decision on their part. The School of General Studies did not invite the librarians to teach that aspect of Use of English rather the University Library negotiated and got the space because it was important to them that the library aspect of the course should be taught. The overriding need for negotiating and getting the space would have made them to continue teaching the course even without pay.

When it was obvious that proper use of library by students was at its lowest ebb and library ethics were disregarded by students, due mainly to ignorance, which led to rampant mutilations and theft of library materials coupled with the fact of the academic status of the librarians, the library management went back to the Use of English Unit of School of General Studies to ask for a restoration of the abandoned arrangement, they were rebuffed by the unit. This led to another round of negotiations which never yielded any fruitful result but rather created some bottle necks for the teaching of the course when the National Universities Commission eventually made the program a full course in the School of General Studies.

While this lock jam was the status quo, the National Universities commission (NUC) was already working to make the course not only independent but also compulsory for all first-year students. Through its Benchmark Minimum Academic Standards (BMAS, 2007)

for undergraduate programs in Nigerian Universities released to Nigerian Universities in April 2007 the NUC listed the course GST 121, Use of Library, Study skills and Information Technology (2 Credit Unit) as one of the ten General Studies courses approved to be taught in Nigerian Universities. The universities were required to take steps to formalize this directive through their various senates. The University of Nigeria Senate in November 12, 2008 ratified and approved the recommendation of its curriculum committee that 'Use of Library and study Skill' be a new addition to the courses thought in the School of General Studies (Senate Paper 338/20 of 12/11/08). The board of School of General Studies has, for more than ten years, been battling with ways to implement this Senate decision. Ironically, most universities in Nigeria have been finding it difficult to implement this directive from the National Universities commission (NUC). The experiences of Nnamdi Azikiwe library, University of Nigeria, Nsukka may provide a guide for other University Libraries to navigate the difficult process. Herein lays the significance of this review.

The Challenges of Administering Use of Library and Study Skills as a course in the School of General Studies.

The courses approved for the School of General Studies (SGS) were Communication in English, The Use of Library and Study Skills, Logic Philosophy and Human Existence and Nigerian Peoples and Culture. In line with this approval the SGS listed and described all nine general studies courses taught and administered by the School. These courses were GSP 101 (Communication in English I), GSP 102 (Communication in English II), GSP 105 (Natural Science I), GSP 106 (Natural Science II), GSP 111 (Use of Library and Study Skills), GSP 201 (Basic Concepts and Theories of Peace and Conflict), GSP 202 (Issues in Peace and Conflict Resolution Studies), GSP 207 (Logic, Philosophy and Human Existence) and GSP 208 (Nigerian Peoples and Culture). All the listed courses had two credit load units attached to each of them. GSP 111 had a note attached to it which stated that the course should be taught by Library Academic Staff.

It is our belief in the Nnamdi Azikiwe Library that this document emanated from the Board of School of General Studies and that it was on the strength of its decisions that the Dean of General Studies in 2009 invited the Library to teach the course. The serving Dean then gave all the administrative and logistics support that aided the effective and smooth teaching of the course for the 2008/2009 Session. Unfortunately, she died before the end of the session when results for the course was ready for the signature of the Dean of School of General Studies. The next Dean was not favorably disposed towards the Library and made the administration of the course difficult for the library.

The initial administration of the course (GSP 111) had some fundamental flaws in its design that created and had continued to create stumbling blocks to the progress and development of the course. Though the academic staff of the University Library was approved to teach the course, the course was domiciled in the Use of English Unit of the School of General Studies. Recall that the Use of English Unit has been averse to admitting the library staff to teach the course. The use of English Unit was to provide all logistic support for the teaching and examination of the course. This turned to be the Achilles' heel of the course.

On the death of the Dean who inherited 'Use of Library and Study Skills' as a fully fledged credit course and gave it the necessary support (Professor M. Ikejiani-Clark), the new Dean, who was from the Use of English Unit was hesitant in supporting the course (Use of Library). This was evident from the frustrating experiences encountered in administrating the course which included, frustrations in all efforts by the Library to teach and publish the results of the course; cut in logistic help from the School of General Studies for the teaching of the course, refusal to sign and release the results of the course with the claim that the course was illegally mounted by the University Library and indirectly re-integrating the course back to Use of English by insisting that the result be signed by the Coordinator Use of English as the Head of Department. The Dean's refusal to sign and release the results of GSP111

attracted a lot of complaints from concerned students and departments. As a result of the complaints, the then Acting Coordinator of Use of Library and Study Skills (Dr. M. O. Okoye) had to write a memorandum on March 04, 2010 requesting for the release of the results. In reaction to this memorandum the Dean, wrote explaining that the results were not released because the Examinations Unit of the office of the University Registrar rejected them as result of the course not listed as a university program. This excuse for not signing and releasing the results were frivolous because there was no reason while the course would not be listed while other courses that got senate approval the same date were listed. Secondly, it is not administratively possible for the Examinations Unit of the Registrar to reject a result that has not been officially sent to it. It took the intervention of the then Vice-Chancellor to enforce signing and release of three years (2009 – 2011) results which were in the Dean's custody. When eventually the results were released, some of them were not found which created problems of going to compile the results again for her signature. However, for the University Library, signing and releasing the results was an acknowledgement that the course was official.

Having surmounted the obstacle of the release of examination results, the University Library had to face the challenge of the course being administered (Coordinated) from the Use of English Unit. This created two layers of challenges, first, the Dean who was a core staff of Use of English Unit was more interested in making sure that the course (GSP111) was re-integrated back to the Use of English. Lots of administrative mechanisms were activated from the School of General Studies in liaison with the Academic Planning Unit of the University to make this possible. Secondly, the Use of English Unit was creating lots of administrative bottle necks which made the smooth administration of the course a herculean task. These challenges were exacerbated by the muddles created because of the long delay in signing and releasing the initial result by the Dean.

To ameliorate these challenges, the University Library resorted to self-help. Firstly, administrative works of the course

were done in the library and copies of actions taken sent to the Dean. Secondly, most communications (discussions) on the course were done informally because all channels of formal (written) communication had been hindered because of mistrust. This was the state of affairs till about September 2012 when a new Dean was appointed for the School of General Studies. The new Dean, from the Department of Sociology tried to handle issues of GSP111 from the perspective of the briefing he got from his predecessor. He raised several complaints with the University management and Senate, but it seemed that the Deputy Vice-Chancellor then who had been privy to the challenges of this course played down on the complaints. In September 09, 2012 the Dean wrote a memorandum to the Vice-Chancellor titled "Absurdity in the handling of GSP111". This memorandum is so instructive that it may be necessary to quote a substantial portion of it:

"For some reasons which are still unclear to me the Chief Librarian (sic) has insisted on taking over and mounting GSP111 as a course in the library in spite of the fact that it bears a General Studies course code. I have reported this situation severally to the Deputy Vice-Chancellor (DVC) Academic. On one occasion, the matter came up on the floor of the University Senate where distinguished members of the Senate recommended that the Librarian should be stopped from handling the course. On that day the DVC (Academic) who chaired the session asked for powers to handle the case. My take on the proceedings is that there is a lot of confusion on the implementation of the course as prescribed by the National Universities Commission (NUC), despite the fact that it carries a General Studies code" (UNN 2012, 1-3)

Reactions to this memorandum provoked a flurry of activities which culminated in the University management setting up a committee comprising the Dean of School of General Studies for that session, (Professor J. C. Agbakoba), the University Librarian (Prof. C. O. Omekwu), the Director Academic Planning (Rev. Fr. Professor H. E. Ichoku) and the Deputy Registrar/Secretary to the School of General Studies (Mr. T.

Ugwueze) to clarify the status and streamline the management of the course GSP111. The terms of reference for the committee were stated to be:

- How to incorporate the library staff (experts) teaching the course (GSP111) into the staff of the School of General Studies;
- Where the course should be domiciled
- How to manage GSP111 (The Use of Library and Study Skills) administratively;
- Whether there should be a separate Coordinator for GSP111.

After due deliberations the committee, on March 12, 2013 concluded that GSP111 (Use of Library and Study Skills) has been approved as a separate two-unit course by the University Senate. They thereafter made the following recommendations:

- The University Library academic staff, as experts, shall teach GSP111 (The Use of Library and Study Skills)
- The academic staff who will teach the course should have parallel appointment with the School of General Studies.
- As a General Studies course, the GSP111 should be domiciled in the School of General Studies and the School will manage the course alongside other General Studies courses.
- A Coordinator should be appointed for GSP111. The Coordinator to be so appointed shall be one of the Library academic staff on parallel appointment with the School of General Studies. The committee also felt that not less than ten academic librarians should be offered parallel appointment with the School of General Studies (UNN 2013, 1-3).

The library believed that this committee's report settled all the dispute and rancour associated with teaching Use of Library and Study Skills as a course in the School of General Studies. However, the management of the School of General Studies whose Dean was the chairman of the committee could not find it convenient to implement the decisions of this committee.

Suggestions for consolidating the teaching of Use of Library and Study skills as a General studies course.

It should be noted that beyond the rhetoric of teaching and learning, knowledge development is a serious exercise of problem solving in the process of surmounting obstacles to life. People learn when they are able to develop instruments to overcome one life obstacle or the other. This therefore means that the best teachers are those who have seen the need to move from one level of development to the other. Teaching of Use of Library and Study Skills is not an exception. The industrial revolution made possible rapid increase in generation of information and knowledge. Consequently, more books, journals and other knowledge materials were generated. This made information acquisition, processing and access more cumbersome both for the librarians and the library users. Information seeking became more difficult for students who are expected to cope with the information retrieval process in the library in addition to their class assignments. This situation has been exacerbated by developments in information and communication technologies.

Use of library instructions is librarians' contributions to overcoming the frustration encountered by library users in having access to information from the library. It was developed to teach library users access skills and bibliographic tools that will help them navigate their respective University libraries. The initial title of the program was "Use of the library". The article 'the' indicates the specificity of the library being studied. It therefore goes that no other person can teach library users how to effectively use a library except the professional librarian who stocks and process information materials in the library. This may have informed the insistence of National Universities Commission that academic librarian working in university libraries should teach the course.

The first step to overcoming the challenges of teaching use of library by librarians in University of Nigeria is the realization that this course was initiated to solve the one-on-one instructions which they

have with their users. The academic board of Use of English in particular and the School of General Studies must come to terms with the fact that this program was designed by the University library, the same university library negotiated its integration with the Use of English and taught it from the beginning. Therefore, no other group of persons can claim better competence to teach the course better than the librarians. So, the argument by the Use of English Unit that they used the period of withdrawal and absence of librarians from teaching the course to develop competence among their lecturers cannot stand.

Secondly, it must be understood that 'Use of the Library' as a program could have been hosted by any other unit of the School of General Studies. The library chose to negotiate with the Use of English Unit because their program was compulsory to all first-year students. To capture the entire first year students, it has to affiliate the course to the Use of English. Use of English Unit should disabuse their minds of the claim that Use of Library is an integral part of Use of English. Thirdly, the School of General Studies must address itself to the facts and decisions that have emerged as a result of discussions of various committees that have been set up by the University to look into aspects of the program. Arising from this, the Board of the School of General Studies must come to terms with the recommendation of Senate (of University of Nigeria) curriculum committee on new programs for the School of General Studies (Senate Paper 332/20 of November 12, 2008, 1-3). It must also be noted that the library was properly invited by the Dean of School of General Studies to teach the course after senate approval. The Dean then (Prof. M Ikejiani-Clark) must have acted on the decision of the school's board or the senate. This argument could be gleaned from a document that listed all courses taught in School of General Studies. Lastly, and most importantly, the School of General Studies should act expeditiously on the recommendations of the committee which had its former Dean as chairman, the University Librarian, Director Academic Planning and a Deputy Registrar as members. This committee had recommended viable solutions to the challenges confronting

the administration of GSP111 as a course in the School of General Studies.

Summary/Conclusion

This study has been able to establish the importance of the library to the faculty and students of the university. It argued that libraries are put in place to improve the quality of each user's learning experience. User education is therefore aimed at enabling the user get maximum benefit from the resources of the library. Due to the importance attached to this by the library, the Reference Librarian is usually assigned the responsibility of making sure any user that has the need for user education is given the education that will enable him derive maximum benefits from the materials kept in the library. However, as the number of users (especially the fresh intakes) increased, libraries decided to change the mode of this education from one-on-one to classroom lecture. For the Nnamdi Azikiwe Library, University of Nigeria, Nsukka which started this program since 1972, a number of achievements and challenges have been recorded. This paper has been able to chronicle the achievements to include:

- Establishing a collaborative teaching arrangement with the School of General Studies for the teaching of use of library to all fresh students admitted into the university. The negotiations for this collaboration were done between 1970 and 1972.
- Successful integration of Use of Library content with that of Use of English course.

□ Approval granted by the University of Nigeria Senate for Use of Library course to be one of the new courses to be taught as a General Studies course in the University of Nigeria. This approval was sequel to the National Universities Commission's approval for Use of Library, Study Skill and Information Technology as a course that will be taught in General Studies program of Nigerian Universities.

Some of the challenges include:

□ The pulling out (withdrawal from teaching) of librarians from teaching on grounds of poor remunerations.

□ The unsuccessful re-negotiations of the agreement with the School of General Studies for Librarians to come back to teach Use of Library course as part of Use of English when librarians were made academic staff with the proviso that they will teach for the University when need arises without extra cost to the university.

□ The inability of the Board of School of General Studies to implement decisions and recommendations of committees set up to look into aspects of incorporation of GSP111 as a course in the school.

Some of the strategies suggested for the solution to the problems include;

□ The University and the School of General Studies must come to terms with the fact that Use of Library and Study Skills course is the librarian's contribution towards overcoming the frustrations users encounter while trying to have access to information through the library. This will go a long way in helping them understand the need to facilitate the teaching and administration of the course by the Librarians.

□ The ability of the stake holders to come to terms with the fact that this course was designed negotiated and taught by the staff of Nnamdi Azikiwe Library.

□ The school of General Studies must address itself to implementing the decisions reached by various committees on this program. These decisions have gone a long way in prescribing solutions to major challenges of having GSP111 as a full-fledged course in the University.

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