

ASSESSMENT OF EDUCATIONAL TECHNOLOGY STUDENTS ON USE OF LIBRARY  
SERVICES AT THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

BY

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## **ABSTRACT**

*The study focused on the Assessment of Educational Technology Students on Use of Library Services at The Federal University of Technology, Minna. Specifically, the study sought to find out the role of library in promoting reading and research; how the services rendered in the libraries affect the students. 150 students were sampled from three classes selected by simple random sampling from the department of educational technology, federal university of technology Minna, Niger State, Nigeria. The method used for the study was survey while questionnaire was used for data collection. Four research questions were formulated to guide the study. Simple percentage and frequency count were used to answer the research questions, correlation coefficient and independent t-test was used to answer the research hypothesis. Findings showed that respondents agreed that libraries provide easy access to variety of books among others. Based on the finding's recommendations were made.*

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## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background to the Study

A library is a collection of materials, books or media that are easily accessible for use and not just for display purposes. It is responsible for housing updated information in order to meet the user's needs on a daily basis (Wikipedia, 2020). The place of the library in the educational programme of any society cannot be underrated. This is so because library provides unhindered access to information needed for academic, economic and social advancement of any nation. Ogayi and Chima (2012) see the library as an organized collection of books and other information materials for study, teaching, research and recreation. The Greek *Bibliotheca* and *Bibliothēkē* which carry the idea of bookcase and the Latin *liber*, all mean 'library' in many modern languages. Wikipedia (2015) posits that a library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. Libraries provide physical or digital access to materials and may be a physical building or room, or a virtual space or both. Wikipedia maintains that a library can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blue-ray Discs, e- books, audiobooks, databases, and other formats.

Academic libraries are libraries attached to tertiary institutions such as universities, polytechnic institutions, colleges of education, colleges of agriculture, colleges of technology and also research institutes (Akporhonor, 2005). Singh and Kaur (2009) stressed that preservation and access to knowledge and information is the main mandate of academic libraries alongside supporting the mission of their parent institutions which is teaching and research. Academic libraries are at the

forefront of providing information services to their respective communities which comprises of students, lecturers, and researchers in order to support their teaching, learning and research needs. Scholars have emphasized on the crucial role of academic libraries in research and scholarship in institutions of higher learning. Many a time's academic libraries are referred to as the heart or nerve centres of institutions of higher learning where all academic activities revolved.

The success of any educational programme in any society can only be made possible if there is a suitable learning environment. In the light of the above, the school libraries at the higher levels of education have been regarded as the 'heart' of school around which all schools' programs revolve. Academic libraries are the libraries established at higher institutions to enhance teaching and learning of both students and lecturers as well as to promote the social activities of the community. Nevertheless, academic library by nature of its establishment is a key ingredient for educational pursuit and academic activities of students in the university and other high institutions at large.

Libraries generally serve as important instrument for the attainment of academic excellence and attainment of the broad and specific education objectives of institution. The Academic library has become an important organ of the educational system. According to Ogunbote and Odunewu (2008), Academic libraries have an important role to play, both in the context of the educational system and in preparing future generation of library users because they provide resources and environment, within the university systems, where students can discover and develop their abilities and talents and where lecturers can improve their skills and locate a wide range of learning resources. Oluwadare, (2007) stated that students will benefit more through the use of library and its resources as it will introduce them to a world of knowledge and inculcate in them the love of reading through developing a reading habit. However, the inadequacy of relevant books in school Academic libraries could contribute remarkably to low levels of outcomes.

Dewey wrote that a broad conception at the end of the century of the work of the schools is simply to teach children to think accurately with strength and with speed. If it is in the school that they get their start then where do they get their education? The year 1920 marked the first effort by the library and education communities to evaluate school libraries with the publication of certain report which provided the first yardstick for evaluating school libraries. Daniel (2000) noted that 1960s marked the practical start of a shift in the function of the school library from an auxiliary service to a vital significant segment of the service to strengthen educational program. A glimpse into the historical past of school library in Nigeria shows that the history dates back to 1954 when, during the conference of West African Library Association (WALA) held in Accra, Ghana, saw the need to develop a school library as an integral part of the education system was discussed.

During the 1960s, the discussion of the 1954 conference was not being implemented as regional governments embarked on the provision of mobile library services to schools. Regional library boards were established in Eastern, Northern and Western Nigeria. The first Nigeria school library conference was held in 1964 with teachers and librarians in attendance and issues affecting the school library are discussed. A major milestone was made in 1972 when the Department of Library Studies of University of Ibadan established Abadina Media Resources Centre.

The 21<sup>st</sup> century has marked the largest advent of Information and Communication Technologies (ICTs), the role and place of libraries has dramatically changed. Etim (2004) cited in Okon (2005) observes that the rapid pace of development in the field of information technology and the advent of networked information services have prompted a comprehensive review of the Library and Information Sciences (LIS) profession. The universal trend is now featured with a fundamental shift from traditional information environment to an e-environment where attention is placed more on the acquisition of e-resources such as e-books, e-journals as well as online databases. Hence,



traditional library and information services and their use are still relevant. Today, the contemporary practice in academic library services in the 21st century is being propelled with an information explosion, and the inclusion of Information and Communication Technologies (ICTs) in all aspects of library services. Kumar (2009) notes that academic libraries are changing dramatically by adopting new means of technology in all activities of print to e-environment where a variety of manual method, are replaced by computerized system which provides opportunity for online accessibility.

## **1.2 Statement of the Research Problem**

Rapid advancements in information transmission technologies have expanded the boundaries of information access by allowing users to retrieve and store data in a variety of formats. The alternatives it provides for obtaining and storing information have the potential to impact users' information seeking behavior (Cullen,2001).The global digital revolution is changing both traditional means of knowledge generation, organization and distribution, as well as the world of postsecondary education. Learners have been inspired to search for knowledge contained in databases thanks to the availability of e-learning materials on the internet. For study and research objectives, many media and from hitherto unimagined locations are available. Students in higher institution have had a reduced interest in the use of library due to many factors. Many others who using the library today have different intentions and reasons for using it, some go to the library basically to have a quiet time while reading their notes others go to use the materials in the library for educational purpose. The utilization of students' use of computers and modems to obtain information on the internet may result in poor patronage of the library. In light of this, there's need to assess how educational technology department students used the school academic library in the Federal University of Technology Minna

### **1.3 Aim and Objectives of the Study**

The aim of this study is to assess the roles of the school academic libraries in the learning activities of educational technology students in the Federal University of Technology Minna.

The objectives are:

1. To find out if relevant materials are available for use in the school academic library
2. To identify if educational technology students make use of the library.
3. To know the services rendered by the school academic libraries
4. To establish the relationship between gender and the use of school library.

### **1.4 Research Questions**

The following research questions are to be answered in the study:

1. materials available for use in the school academic library?
2. educational technology students make use of the library?
3. What are the services rendered by the school academic libraries?

### **1.5 Research Hypotheses**

HO<sub>1</sub>: There is no significant relationship between Services rendered by public libraries and students use of the library

HO<sub>2</sub>: There is no significant relationship between availability of materials in academic libraries and students use of the library

HO<sub>3</sub>: There is no significant difference between the gender's use of the library

## **1.6 Significance of the Study**

The study is significant in the sense that it will enable the students of the department to have knowledge of the resources most relevant and available for use in order to improve their academic excellence. It will enable the school librarians to know the need for selection of library collections and how to encourage the students to make use of the materials. This study will also go a long way in helping government and school management know and get the most relevant materials of interest to the students and to pay more attention to funding of schools' academic libraries all over the country. Besides, this research work will serve as a reference point to individuals or groups who want to research on related topics in the future. More importantly, the study will particularly afford respective governments the opportunity to be aware of the need to make available and accessible appropriate information resources for advancement of students' learning activities and their cognitive development.

## **1.7 Scope of the Study**

This study focused on the Assessment of Educational Technology Students on Use of Library Services at The Federal University of Technology, Minna. It also focused on the role of the library in promoting academic excellence among educational technology students and on the challenges in promoting reading and research among the educational education students in the university.

## **1.8 Operational Definition of Terms**

**Academic library:** Academic libraries are libraries attached to tertiary institutions such as universities, polytechnic institutions, colleges of education, colleges of agriculture, colleges of technology and also research institutes (Akporhonor, 2005).

**Information materials:** this are the resources found in the library that provides information to the users e.g. books, periodicals, encyclopedia etc.

## **CHAPTER TWO**

### **2.0**

### **LITERATURE REVIEW**

#### **2.1 Conceptual Framework**

Libraries range in size from few shelves of books for private to several million items for either private or public. While private libraries are maintained by the individual persons or bodies that own them, academic libraries are always maintained and financed by the parent institution hosting it, mostly from the budgets of the institution. These funds usually cover only the current expenditure. But sometimes, libraries are supported by government ministries especially ministry of education (Akporhonor, 2005). Students who are not able to meet up with the text demand of their academic work often consult public libraries. Ogayi and Chima (2012) identify six types of library namely; national, public, academic, school, special and private libraries. Books and educative materials required in Libraries differ according to the type, interest and age of the readers for whom they are intended. There are therefore children and adult libraries as there are equally professional libraries. Academic libraries provide a conducive environment for Learning, research and referencing among students and instructors in higher institutions.

#### **2.2 Historical Background of the Library**

Historically, the role and development of library was to provide trustworthy information and to help students distinguish reliable information sources of social, political, economic, scientific, technological, educational, and cultural issues among the community (Campbell, 2006). For hundreds of years, libraries and academic institutions were separate from one another. The teaching approach at the time was based on a professorial lecture and student recitation, albeit a lecture would occasionally be given over to the university to be duplicated and sold to students.

As additional lectures were copied, as well as more copies of prior lectures, a repository for these resources grew.

(Estabrook *et al.*, 2016) stated that, historically, the beginning of library was used to keep the business, legal, historical and religious records of a civilization since the middle of the 20th century. Rapid developments of computers, telecommunications and other technologies have made it possible to store and retrieve information in many different forms easily. Hence the technological and political forces radically reshaped library development.

In African rural areas, the formations of Library were closely related to the need of more organized service to meet the information needs of rural people. Reading a work of Dent, (1961) the idea of library services in rural areas has existed in many African countries for a long time, although documentation process began in recent decades.

Dent (op cit) noted that, as early as 1920s, the communities were able to access record in a place where different people went to keep them as for future reminder. South Africa is one the country with a good history regarding the use of library in rural villages. As to recognize the importance of keeping records, more recent projects have focused on to start village or community library and rooms as for reading like the Book Box services in Botswana, the OSU - initiated libraries in Ghana, the family literally project libraries in South Africa, the village libraries in Tanzania and rural library services in Malawi.

In his paper, Frost (1971) declared that, in 1960 the Hockey report recommended the creation of library boards in each of the three countries covered by the survey of library development which Mr. Hockey had been asked to carry out for the governments of these countries which were Kenya, Uganda and Tanzania. Then in 1963 the act establishing the Tanganyika Library Services Board

to coordinate and develop library services in Tanganyika was passed by the National Assembly and later repealed by the 1975 act. In carrying their responsibilities TLSB was responsible to organize, and distributes books, non-book materials and other forms of information materials to individuals, schools, institutions and public in general.

## **2.3 Empirical Review**

### **2.3.1 Influence of Library Resources on student performance**

Adeniran (2011) has examined the user satisfaction with academic libraries services: Academic staff and students perspectives. The finding of this study reveals that users' satisfaction is a function of the quality of staff and services of a library. The study also revealed that provision of relevant information materials, access point and conducive environment for learning, teaching and research lead to an increase in the use of library. Afebende and Ebaje (2008) reveal that the success of the library depends on the effective exploitation and use of resources by the users and not only depend on collection and facilities provided by library. While the librarian has the responsibility of creating awareness among the users about collection and organization of information materials. Fidzani (1998) specified that the library staff assistance is important in the usage of library services and resources which helps the students to meet their information needs. He came to conclusion that the faculties make the use of library resources for personal research and classroom teaching. They borrow most of these resources for use outside the library. Members of faculty also take advantage of the library's media centre to access materials from the internet. However, most faculties claim they are not aware of all available library resources / services. They also indicated inability to access electronic data bases and materials from the shelves as problems inhibiting library use. The adequate use of libraries impacts high academic success among students.

Kaur and Verma (2006) conducted a survey to explore purpose of using library vary from person to person. Majority of users visit library for issue/ return of books, then for consulting periodical/journals, and many were for photocopying work. Norliya (2009) conducted a study and pointed out that the university libraries need to adopt the direction of the vital planning in creation and delivery of service according to the satisfaction of the users which plays a vital role and also found that the average respondents were fairly satisfied with the collection of the library infrastructure, space, place and library services.

Her work in AASL showed the value of library resources by noting some of the success brought by the use of library in industrial age. From the work, library determines the school system of read and write, add and subtract and there, our success in the information age depends on a school system that teaches us how to manage information, utilize technologies, innovate and above all think.” eHow (2011) discovered in her survey of the resources for the teaching and learning of Biology in new secondary schools in Lagos, that there was little resources.

Small (2009), opened an interesting line of inquiry that in an age when budgets for school libraries need to be expanded as to ensure access to information technology and databases continues to become more expensive, evidence of a relationship between the library, information resources, and student achievement is critical. Francis *et al.*, (2010) support by saying more students earned proficient or advanced reading scores and fewer students earned unsatisfactory scores where school libraries were better funded.

In his research titled “Status of School Education in Present Tanzania and Emerging Issues” Laddunuri (2012) argued that “pass percentage of the students had been declining continuously from 82.3 percent to 50.7 percent during the last five years, and provided many factors for the



students failure in their Form Four examinations including insufficient books in the school library, and high cost of the books when compared to the students economic situations was another reason. He also found that most of the schools had acute shortages of text books as well as laboratory equipment as well as good infrastructure.

In his research about “The introduction of public librarianship in post-independence Tanzania” Olden, (1968) noted that, 92 percent of the participants agreed that insufficient books in the library did hinder high performance of students, also high cost of the books influenced students’ failure in their Form Four examination in Tanzania. Dent (2006) viewed that classrooms with few scholastic resources and teachers with little access to supplemental reading materials undermined student learning and academic success.

“In recent years the provision of books to the school level had increased dramatically, primarily through the ‘capitation grant’ as argued by Rajani (2006) on the shortage of resources. The pupil: book ratios had improved, though were yet to reach adequate levels, possibly because the full capitation grant had not reached the school level on time. Reading report of Rosenblatt (1998) as cited by Whitmire (2003) argued that a new role of librarians is acts as judge of student performance and academic productivity. On her writing, she concluded that, “as to maintain a significant role the library, relations to the mission of the university should be more clearly articulated and strengthened and its contributions measured and assessed”.

### **2.3.2 Library Experts on Student Performance**

In his research titled “Texas school libraries, standards, resources, services on student achievement” Smith, (2001) investigated that early research generally showed correlation between the presence of library or librarian and higher student achievements. Smith, (*op.cit*) proceeded by saying that most notably in reading – recent research had helped to identify specific functions of school libraries and librarians who most affect achievements. The findings show that, recent studies regarding library systems in Alaska, Colorado, Oregon and Pennsylvania found that professionally trained and credentialed school library media specialists have a positive effect on student achievement. That was because effective librarians performed a variety of tasks including student instruction and staff professional development.

School librarians, guides students reading and research process as well as helping them to choose books that fit their interests Jato (2014). eHow (2011) cited by Jato (2014) noted that there was positive correlation between school libraries with qualified librarians and high student performance. Jato (2014) reported that the study conducted in Ohio revealed that 99.4 percent of student surveyed believed that their school librarians helped them succeeded in school. Smith (*op.cit*) argued that supporting staff was essential if library media specialists were to fully affect student achievement.

The New York Comprehensive Center (2011) identifies that, “through collaboration with meaningful goals, and by providing students with access to technology (coupled with technology instruction), academic libraries had helped to improve students development due to the ease of accessing relevant information. School administrators and government could be more reluctant to cut library spending if they understood the positive impact libraries had on the students and leader

effectiveness, and, in turn, student growth.” Spinks (2009) stressed the value of library experts when he said “achievement was higher in schools with higher levels of certified staffing in the library (more certified library media specialists and more hours worked by these professionals). A professionally trained library specialist could optimize the factors (quality of information resources, level of patron usage, and level of instructional collaboration) and maximizing their program’s impact on student achievement. More certified staff hours resulted in greater optimization of these impacts. Library media centers operated solely by uncertified staff did not contribute to achievement”.

In his study named “What Do Faculty Need? Whitmire (2003) Pointed that indicators of quality library are when linked to student performance and must include reference, staff, and budget. Furthermore Francis *et al.*, (2010) argued that more students earned proficient or advanced reading scores and fewer students earned unsatisfactory scores where there was a full-time endorsed librarian.

### **2.3.3 Library Services on Student Performance**

Schools with good library services, students performed significantly better in research and assignments comprehension and in their ability to express effective ideas in relation to their readings Haycock (1995). Lonsdale (2003) in his research titled “Impact of School Libraries on Student Achievement” suggested that the impact of the school library reduced as students moved through high school. He proceeded by saying that in schools with good libraries and full-time librarians, student performed better at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library service. Lonsdale (*op.cit*) revealed that a strong library program that was adequately staffed resourced and funded

could lead to higher student achievement. The presence of a strong computer network connected to the library's resources classrooms and laboratories had an impact on student achievement. Spinks (2009) insisted that test scores were higher when computer networks made high quality information resources available outside the library media center.

There was a body of research supporting the view that school libraries could have a positive impact on academic achievement as noted by Wavell (*op.cit*). Wavell (*op.cit*) continued by saying that such an environment was particularly at primary and early secondary level pronounced. More general views on the need of having a library service in every school were those raised by Francis *et al.*, (2010) who said, school library was an integral part of educational system that could not be ignored without jeopardizing the quality of education in schools.

The school library was an important part of elementary, middle and high school programs without which students would not thrive academically and invariably find it most difficult to conduct academic research before they reached college level. Adefarati (2002) highlighted the aims of school library among them being a source of subject information centre and support the school curriculum. Jato (2014) saying that school library was very important in shaping students habit as regard reading for leisure, to pass examinations and to obtain information on different aspects of life. This means that it prepares students on developing a sense of research and how to use the academic libraries when they find themselves in college.

International Institute for Communication and Development (2005) on its "ICT Policy for Education Tanzania" noted "Students learn more with up-to-date learning materials in their own language". Francis *et al.*, (2010) on the other hand insisted on the needs of students to visit school libraries more often so as to improve themselves in different aspects. Reading the work of Spinks

(2009) “Library Media Programs and Student Achievement” one noted that research has shown student achievement is higher when library media specialists collaborate with students.

Library media centers were staffed at higher levels (more positions, more hours), Library media center had larger collections of better-quality information resources. The resources were used more frequently by students and staff and Library media specialists spent more time collaborating with staff to teach information literacy curriculum standards.

#### **2.4 Information Materials in the School Library**

Information materials available in school library are similar to public libraries in that they contain books, films, recorded sound, periodical, realia and digital media. The quantity of services provided by the school library should be determined by the richness of its collection, school library collection is a depository of knowledge generally with specific emphasis on the curricular. A standard academic library offers a wide variety of materials that can answer the quest of developing the mind of the students. It is important that its resources should extend beyond printed materials to non-printed materials, such as graphic, pictures, films, computer and other audiovisual resources in an effort to make learning an all-inclusive realistic experience for students. It should be noted that information materials in the school library are not only for education, enjoyment, and entertainment of members of the school community, but also to enhance and expand the school's curriculum. Oguntuase (2004) opined that information materials in the library should reflect the diverse needs, experience and exposure that we want the students to have. He opined that adequate library resources play an effective role in secondary education in Nigeria. It is a tool of man's knowledge and experiences store in useful format to aid learning of the academic community.

#### **2.5 The Services Rendered in School Academic Library**

A good library is indispensable if academic excellence is to be achieved in any academic setting. The truth of this statement depends on the types of services that are available in such school library. (Clark, 1999) stated that school library serves students by providing materials to meet their various needs and encouraging reading and the use of library. The quality of school library services will be largely influenced by the availability of human, material and financial resources. Every academic library should be able to provide the following levels of services: selection and acquisition of library materials, organization of stock, circulation or loan services, current awareness, reference services, production of instructional materials and other promotional activities. Identified the core services of academic libraries vital to the development of students and the staff at large. These include: information literacy, teaching, learning and culture.

The goal of academic libraries in Nigerian institution should be the adequate provision of all the core services mention below to support the total education programme for each school. The core services are:

1. Supporting and enhancing goals as outlined in the school's mission and curriculum
2. Offering opportunities for experience in creating and using information for knowledge, understanding, imagination and enjoyment.
3. Providing access to local, state, national and global resources and opportunities that expose learners to diverse ideas, experiences an opinion
4. Organizing activities that encourage cultural and social awareness and sensitivity for teachers and students.
5. Working with students, teachers, administrators and parents to achieve the mission of the school

6. Promoting reading and the resources and services of the library to the whole community and beyond.
7. Serving as the center and coordinating agency for all materials used in the school.

## **2.6 Problems Encountered by Students in the Course of Using School Library**

In Nigeria, it is observed that libraries exhibit inadequacies in personnel (staffing) and the few they have are unqualified library personnel. Aguolu and Aguolu (2002) observed that, a school library, for example cannot be expected to fulfill its role and carry out its responsibilities effectively if its instructional authorities failed to provide it with adequate funds, personnel and physical facilities, and if the libraries cannot collaborate with the teaching staff in building up library collection, it has problems discharging its responsibility properly. As such, learning tends to be at the memory level of intelligence.

In terms of space, (Ayorinde, 2005) argued that space matters a lot in academic libraries. He referred to UNESCO prescription of 10,000 books and journals annually in a standard school library while a typical library must provide sitting facilities for at least a quarter of the population of the community in which the library is located. This standard has, perhaps, not been met in some academic libraries. As such, libraries in Nigeria have relied heavily on foreign book donations which, in many cases, are irrelevant to the needs of students.

Library resource center, in most cases, has some challenges (Obada, 2004). students' attitude, librarians' attitude, irregular opening hours and inadequate and irrelevant materials for the library. For instance, the opening hours may not be suitable for the students to come into the library, the school librarian may be unfriendly to the students and even to the lecturers as well. The materials housed in the library may not be relevant to the school syllabus. All these will go a long way in

discouraging the use of the library by students which may otherwise reflect in their learning activities.

Location of the library is another problem encountered by students in the course of using it. (Yusuf, 2008) observed that the major constraints the academic libraries have in Nigeria are: inadequate funding, paying lip services on implementation of school library development policy as well as poor internet connection, lack of up to date materials and computers.

## **2.7 Related Literatures**

student's come to the library to refer notes kept by the faculty in the library so that they can enhance and improve themselves. since the academic journal are of great importance from the research point of view around 38.8% students refer to these journals so that they can get the required quality information for their assignment and project work. They know that library is the place where they will find accurate and reliable information and also get access to some very rare information which they will not find anywhere else. About 35% of student's do come to the library to complete their projects work and assignments. It can lead to increased understanding of the subject through the process of locating information related to the subject. 25.2% students visit the library for internet browsing. So, from the study it can be determine that around 75% of the students uses their own internet facility for accessing the information. There is a need to increase the ratio of the students towards updating their knowledge which is possible only through information literacy programme (Rodriguez, 2020).

Library is the back bone of functional education without which academic excellence cannot be achieved, (Afolabi et al, 2020). The academic library, thus, stands as a symbol for the truthful



expression of man's knowledge and experiences. The school on its own cannot achieve the laudable goals of Nigerian education without putting in place functional libraries.

(Haycock, 1995) presented a useful overview of the evidence that links academic library and students' achievement. The studies show that

- In school with good library and the service of a school librarian, students perform significantly better on tests for basic research skills.
- The guidance of a librarian appears to exert significant influence on student achievement in information gathering.
- Students perform significantly better in reading comprehension and in their ability to express effectively, ideas in relation to their reading.
- More reading occurs when there is a school library with full of information materials in terms of printed and non-printed materials.

The roles and contributions of school libraries in the provision of education at all levels cannot be overemphasized, especially, when one considers the purposes of library within the school system.

The purposes of library to students are as follows:

- To assist students to become skillful and develop independent reading habit.
- To help students to improve their academic standard by providing relevant books
- To develop reading ability and interest, and inculcate love, enjoyment and pleasure of reading amongst the students,
- To assist the students in the provision of reference services.

➤ To contribute to learning activities of the students in all areas of academic pursuit.

➤ To help in training students in the habit of using their leisure hours more profitably.

More recent research by Williams and Wavell (2009) highlighted the academic library's role in motivating learning, teaching specific skills, fostering independent learning and encouraging collaborative learning. The academic library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner. Another purpose of the academic library is that, it serves as a place for students to do independent work, use computer equipment and research materials, host special events such as visits and book clubs, and for tutoring and testing. A school library functions as an opportunity for educators to work with librarian's in support of a resource center for the students to be able to safely access the internet for both school work and interacting with each other. Also, Obiano DO et al, (2020) stated that academic libraries are set up to achieve the following objectives:

➤ To provide opportunities for further reading and use of materials other than lecture materials.

➤ To promote the development of reading skills

➤ To encourage long term learning habits through reading, listening and viewing of a variety of learning materials.

➤ To encourage research and independent study by students and staffs.

## **CHAPTER THREE**

### **3.0**

## **RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter is concerned with the methodology used in this research and it is discussed under the following sub-heading; Research Design, Population of the study, Sample and Sampling Techniques, Research Instrument, Validation of Research Instrument, Reliability of Research Instrument, Method of Data Collection, Method of Data Analysis.

### **3.2 Research Design**

The design of this study is descriptive research design of survey type. This method allows the researcher to have a description of “Assessment of educational technology students on use of library services at federal university of technology Minna”. Descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why (USC, 2021). Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation.

### **3.3 Population of the Study**

The population for this study consists of educational technology students in the Federal University of Technology, Minna, Niger State. The target population of the study consists of 100 level to 300 level students of educational technology department of the federal university of technology,

Minna, Niger State. The educational technology department students have been exposed to the academic library and have received full orientation of the functions of library.

### 3.4 Sample and Sampling Techniques

The researcher sampled three classes through purposive sampling and made use of random sampling technique to sample one-hundred and fifty (150) students of the educational technology department of the Federal University of Technology, Minna, Niger State.

**Table 3.1** Demographic Distribution of the Sample

S/N	Class	Male	Female	Total
1	100 level	19	31	50
2	200 level	22	28	50
3	300 level	21	29	50
	<b>Total</b>	<b>62</b>	<b>88</b>	<b>150</b>

### 3.5 Research Instrument

The research instrument used for the study was the researcher developed questionnaire titled “Assessment of educational technology students on the use of library services at federal university of technology Minna”. The questionnaire was divided into four (4) sections (A, B, C and D).

Section A consists of the demographic information of the respondents while section B, C and D consists of the items that will elicit response from the respondents on the role of academic library services.

### **3.6 Validity of Research Instrument**

The face and content validity of the instrument was done on each section of the research instrument on “Assessment of educational technology students on the use of library services at federal university of technology Minna”. The instrument was face and content validated by two experts in the field of Educational Technology, School of Science and Technology Education (SSTE), Federal University of Technology Minna and from the library of the Federal University of Technology, Minna, Bosso campus.

### **3.7 Reliability of Research Instrument**

In order to obtain the reliability of “Assessment of educational technology students on the use of library services at federal university of technology Minna”, the researcher adopted the test-retest technique, by carrying out a pilot study on 500 level students of the educational technology department; which was not part of the research sample. The responses of the students were analyzed and using the Cronbach Alpha, an internal consistency index of 0.78 was found for the instrument and was considered to be reliable as noted by (Schrepp, 2020).

### **3.8 Method of Data Collection**

A letter of permission was obtained from the Head of Department (HOD) Educational Technology and then submitted and acknowledged by a Librarian of federal university of technology, Minna, Bosso campus. The researcher administered the designed questionnaire directly to the respondents.

The questionnaire was administered personally to the respondents by the researcher and with the aid of a research assistant. The questionnaire was collected back immediately after it has been completed by the respondents to avoid loss and then gathered for data analysis.

### **3.9 Method of Data Analysis**

The data were subjected to descriptive statistics, coded and analyzed. Using frequency counts and percentage tables. The null hypotheses were also tested using correlation coefficients and t-test using statistical package for social science (SPSS) version 25.00 for the data analysis.

## CHAPTER FOUR

### 4.0 Presentation and Discussion of Result

#### 4.1 Presentation of results

**RESEARCH QUESTION ONE:** Are there materials available for use in the school?

**Table 4.1: Summary of responses of students on availability of materials in academic libraries**

s/n	Availability of materials in libraries	SA (%)	A (%)	D(%)	SD(%)	No response
1	There are text books in libraries	84.0	15.3	0	.7	0
2	There are newspapers and magazine article in the libraries	38.0	46.0	12.0	4.0	0
3	Computers are available in the academic libraries	37.3	33.3	9.3	18.0	2.0
4	Internet connectivity is available in the academic library	14.0	9.3	30.0	46.7	0
5	Journals and conference papers are made available in the library	19.3	24.0	39.3	17.3	0
6	Periodicals, encyclopedias and reports are available in the library	26.0	16.0	21.3	35.3	1.3

Table 4.1 assesses the availability of materials in academic libraries, it captures the responses of students on the availability of materials in libraries, 6 questions were prepared to assess this research question and was administered to 150 students spread across 100 level, 200 level and 300 level.

**RESEARCH QUESTION TWO:** Do educational technology students make use of the library?

**Table 4.2: Summary of responses of students on use the of library by student.**

s/n	Use of the library by students	SA(%)	A(%)	D(%)	SD(%)	No response
1	Students make use of textbooks in libraries	61.3	34.7	3.3	0.7	0
2	Students make use of newspaper and magazine articles in the libraries	32.7	39.3	15.3	12.0	0.7
3	Students visit the library regularly	44.0	40.7	9.3	5.3	0.7
4	Students make use of the computer facilities in the library	30.0	28.7	18.7	15.3	7.3
5	Students utilize the internet resources in the library	17.3	8.0	21.3	49.3	4.1
6	Students make use of journals and conference papers in the library	23.3	25.3	26.0	24.0	1.4



7	Students make use of periodicals, encyclopedias and reports in the library	27.3	26.0	22.0	24.0	0.7
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“Do educational technology students make use of the library?” Is the second research question that is going to be interpreted here. Seven questions are used in order to assess this research question. 150 respondents were assessed with these questions

**RESEARCH QUESTION THREE:** What are the services rendered by the academic libraries?

**Table 4.3: Summary of responses of students on services rendered by academic libraries.**

s/n	Services rendered by academic libraries	SA(%)	A(%)	D(%)	SD(%)	No response
1	The library provides relevant and helpful information for students	82.7	14.0	2.0	0	1.3
2	Materials and resources are made available by the academic library	45.3	39.3	9.3	4.7	1.3
3	The library makes provision for reading venues	48.7	39.3	5.3	4.0	2.7
4	The library offers internet services to source for online materials	26.0	25.3	30.7	16.7	1.3

5	Materials and reading materials can be photocopied in the public library	21.3	24.0	32.7	20	2.0
6	The public library allows for collaboration and group study	66.0	20.7	3.3	8.7	1.3

The above table discusses questions design to assess research question three. The responses were obtained from a sample size of 150 students where 148 responded to the questions and 2 students did not.

### **Hypotheses Testing**

### **Correlation Analysis**

This session presents the correlation result of the variables represented by the “availability of materials in the library”, “the use of library by students” and “services rendered by academic libraries”. The presentation was followed by the analysis of the relationship between the variables.

If  $p\text{-value} > \alpha$

We accept the null hypothesis **H<sub>0</sub>**

**Conclusion:** “there’s insufficient evidence to conclude that there’s a relationship between the two variables say X and Y because the correlation coefficient is **NOT** different from zero”

If  $p\text{-value} < \alpha$

We reject the null hypothesis **H0**

**Conclusion:** “there’s sufficient evidence to conclude that there’s a relationship between the two variables say X and Y because the correlation coefficient is different from zero”

$\alpha=0.05$ ;  $\alpha$  is the level significance.

**Table 4.4** below was used to test for the hypothesis one ( $H_0$ ). We want to know if there is a relationship between “Services rendered by academic libraries and how students use the library” and if there is a “significant relationship between availability of materials in academic libraries and students use of the library”.

$H_0$ : There is no significant relationship between Services rendered by academic libraries and students use of the library.

**Table 4.4a correlation coefficient for hypothesis one.**

		The use of library by students	Services rendered by the library
The use of library by students.	Pearson Correlation	1	.027**
	Sig. (2-tailed)		.001
	N	150	150

The correlation coefficient between services rendered by academic libraries and students' use of the library is at 0.27 which is presented in Table 4.4a, a positive coefficient indicates a positive relationship meaning that as one variable increases, in this case availability of materials, the other variable in this case, students usage of the library increases too, the result was tested at a significant level of 0.05, the p-value is less than  $\alpha$  which implies that the observations are statistically significant at  $p < 0.05$  and that "there's sufficient evidence to conclude that there's a relationship between the two variables i.e. "availability of materials and students tendency to use the library" because the correlation coefficient is different from zero". Hence, we reject the null hypothesis and accept the alternative (there is a significant relationship between services rendered by academic libraries and the student's usage of the library).

**4.4b**

		The use of library by students	Availability of materials in academic libraries
The use of library by students.	Pearson Correlation	1	.451**
	Sig. (2-tailed)		.000
	N	150	150

For  $H_{02}$ , the correlation coefficient between "Availability of materials in academic libraries and students use of library is 0.451 indicating a relatively strong relationship between the variables. A positive coefficient indicates a positive relationship say "the more materials are made available in

the library; the more students tends to use the library. The hypothesis was tested at a 95% confidence level which means that the alpha ( $\alpha$ ) is at 0.05. The p-value for this relationship is 0.001 which is  $p < 0.05$  means that the observations are statistically significant. Hence, we reject the null hypothesis because “there’s sufficient evidence to reject that there’s no relationship between the two variables “services rendered by public libraries” and “availability of materials in the library” and accept its alternate form which is “There is a significant relationship between availability of materials in academic libraries and students use of the library” because the correlation coefficient is different from zero.

### Independent T-Test

**H<sub>0</sub>3: there’s no significant difference between male and female’s use of library**

**Table 4.5**

#### Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
X	Male	62	2.3180	.54100	.06871
	Female	88	2.2273	.48946	.05218

**Table 4.6**

Group	N	Df	Mean	Standard deviation	t.cal	p-value
Male	62		2.32	0.541		

		122		1.132	0.289
<b>Female</b>	88		2.23	0.490	

Table 4.5 and 4.6 above are used to test for hypothesis three which states; “there is no significant difference between male and female’s use of library”.

## 4.2 Discussion of result

### Research question one

responding to the first question, majority of the students, 126 (84%) strongly agreed that there are textbooks in the library 23 (15%) agreed and only 1 person (0.7%) disagreed, this means that out of the 150 students that responded to the question, 149 of them which is 99% of the respondents are positive about the availability of books in the library.

57 (38%) and 69(46%) respondents “strongly agreed” and “agreed” respectively that there are newspapers and magazine article in the library making a total of 126 (84%) confirming the availability of newspapers and magazine articles in the library, only 4% that is about 6 people disagree.

Computers too are available in the academic libraries according to the responses on the question where 56 (37.3%) and 50 (33.3%) strongly agree and agreed, which make a total of 106 (70.6%) positive confirmations on the availability of computers for use by students of educational technology department federal university, Minna.

When asked if Internet connectivity is available in the academic libraries, 14 which are 9.3% and 21 which is 14.0% responded positively with “agree and disagree” respectively, this make up a

total of 23.3% of the respondents. On the other hand, majority of the respondents disagree with that, where 45(30%) and 70(45%) does not agree with that. From the overall responses, we can say that there is little or no internet connectivity in academic libraries in the Federal University of Technology, Minna, Bosso campus.

Also, responses from the population indicates how few Journals and conference papers are in the academic libraries because a total of 85 (56%) respondents disagrees with that and 65 (45%) agrees.

26% of the respondents which is 39 students and 16% which is 24 students agrees to “Periodicals, encyclopedias and reports are available in the library” 21.3% which make up 32 students and 35.3% making 53 students disagrees, 2(1.3%) people did not answer the question. Hence, majority about 56.6% did not agree to the question. The mean score for the questions assessing the research question one is 2.24 which indicates a positive response which answers the research question one “Are there materials available for use in the school?” as yes there are materials available in the library but many things are lacking.

### **Research question two**

92 students which make up 61.3% of the respondents and 52 making 34.7% said they make use of textbooks in the library, 3.3% which is 5 students and 1 student (0.7%) only did not use textbooks in the library.

49 respondents which is 32.7% and 59 making 39.3% of the respondents makes use of newspapers and magazine articles in the libraries while 23 (15.3%) and 18 (12%) say they don't, one questionnaire was not answered.

66 out of the 150 respondents which is 44% and 61 (40%) making a total of 84% visits the library regularly while 14 (9.3%) and 8 (5.3%) students does not visit the library regularly, 1 person did not respond to this question

The few available computer facilities available in the academic libraries were put to use by about 45 students that is 30% and 43 (28.7%) totaling up to 88 (58.7%) of students making use of the computer facilities in the library while 28 (18.7%) and 23 (15.3%) do not, 11 (7.3%) did not answer the question.

26 students making 17.3% 12 students making 8.0% of the respondents said they utilize the internet resources in the academic library, but majority of the students i.e. 34(21.3%) and 76(49.3%) of the population said they don't and 6(4.1%) of the respondents did not respond to the question.

In responding to "Students make use of journals and conference papers in the library" 23.3% and 25.3% of the population did agree to that while 26% and 24% did not agree that they make use of journals and conference papers in the library. These percentages represent 35, 38, 39 and 36 students responding with "strongly agree", "agree", "disagree" and "strongly disagree" respectively. Hence, 50% disagree and 48.6% agree. The remaining 1.4% i.e. 2 persons did not respond to the question.

In a similar manner, responses concerning "Students make use of periodicals, encyclopedias and reports in the library" shows that a total of 80 students making 53.3% of the respondents agree to the use of periodicals, encyclopedias and report in the libraries while a total of 69 students (46%) of the respondents said they don't make use of periodicals, encyclopedias and reports. 1 person (0.7%) did not respond to this question.



Looking at the 7 questions used in assessing the research question two, the mean response is 2.26 implying that education technology students makes use of the academic library.

### **Research question three**

Responses to the first questions indicates that 145 students representing 96.7% of the respondents agreed that the library provide them with relevant and helpful information, only 3 students (2%) of the respondents disagree with that and 2 students i.e. 1.3% did not respond.

127 students representing 84.6% of the respondents jointly agree and strongly agree that “Materials and resources are made available by the academic library” while a total of 21 students representing 14% of the responses disagree, 2 people representing 1.3% did not answer the question.

The library makes provision for reading venues, this was accepted by 132 students representing 88% of the total responses, only 12 of the respondents disagree that’s 9.3% of the total responses, 4 did not respond which represent 2.7% of the total responses.

The provision of internet services in the library is somewhat experienced by students in educational technology department of the Federal University of Technology, Minna, Bosso camp since 77 of the students agrees to experiencing such provision, this number make up about 51.3% of the total responses, meanwhile 71 of the responses disagree with that, only 2 did not respond.

The library offers the little liberty of photocopying reading materials in the library, this is based on the responses gotten from the 150 respondents where 147(98%) responded to the question and 3(2%) did not. 68 which represent 45.3% of the respondents responded in support and 79 which is 52.7% of the respondents responded in disagreement.

Another important service provided by the libraries is the room for collaborative workflow and group work study, 130 respondents agree that libraries provides this service. This number represents about 86.7% of the total responses while 18 students which represent about 12% of the respondents disagreed with the availability of this service by school libraries. 2 people did not respond to the question.

### **Hypotheses one**

The correlation coefficient between services rendered by public libraries and students' use of the library is at 0.27 which is presented in Table 4.4a, a positive coefficient indicates a positive relationship meaning that as one variable increases, in this case availability of materials, the other variable in this case, students usage of the library increases too, the result was tested at a significant level of 0.05, the p-value is less than  $\alpha$  which implies that the observations are statistically significant at  $p < 0.05$  and that "there's sufficient evidence to conclude that there's a relationship between the two variables i.e. "availability of materials and students tendency to use the library" because the correlation coefficient is different from zero". Hence, we reject the null hypothesis and accept the alternative (there is a significant relationship between services rendered by academic libraries and the student's usage of the library).

### **Hypotheses two**

For  $H_{02}$ , the correlation coefficient between "Availability of materials in academic libraries and students' use of the library is 0.451, indicating a relatively strong relationship between the variables. A positive coefficient indicates a positive relationship say "the more materials are made available in the library; the more students tends to use the library. The hypothesis was tested at a 95% confidence level which means the crouchback  $\alpha$  is at 0.05. The p-value for this

relationship is 0.001 which is  $p < 0.05$  means that the observations are statistically significant. Hence, we reject the null hypothesis because “there’s sufficient evidence to reject that there’s no relationship between the two variables i.e. “Availability of materials in academic libraries and students’ use of the library” because the correlation coefficient is different from zero” and accept its alternate form which is “There is a significant relationship between availability of materials in academic libraries and students use of the library.

### **Hypotheses three**

The mean of the responses from male and females was compared at a significant level  $\alpha = 0.05$ . Based on the result from the tables 4.5 and 4.6 above, we accept the null hypothesis and we conclude that:

- There is no significant difference in the mean responses on the use of library between the male students and their female counterparts ( $t_{148} = 1.070$ ,  $p > 0.05$ ).
- The average response for female students was 0.0907 greater than or different from the response of the male students. This means that their responses are not up to one response away from each other, since we coded the responses with 1, 2, 3, 4 to represent “strongly agree”, “Agree”, “Disagree”, and “Strongly disagree” respectively.



## **CHAPTER FIVE**

### **5.0 SUMMARY, RECOMMENDATIONS AND CONCLUSION.**

#### **5.1 Introduction**

This section presents a recap of the study and its findings, draws conclusions based on the responses from the questionnaire, makes recommendations on how to improve on the existing state of academic libraries which as we've seen improves students academically as well as making suggestions on further study.

#### **5.2 Summary**

The aim and objectives of this research work was to find out if relevant materials are available for use in the academic library, to identify if educational technology students make use of the libraries, to know the services rendered by academic libraries, to establish the relationship between gender and the use of academic library.

It is clear from our findings that academic libraries have a very good number of textbooks, newspapers and magazine articles which are the most available materials in the academic libraries. However, computers and internet services which is arguably where the world's knowledge is hanging is lacking in academic libraries. It's been shown from the research that student makes the most use of the materials available in the libraries, hence; improving on the aspect of computers and internet services will have a greater effect on the users. Both the male and female students make use of the library almost at the same frequency and their views towards the availability of materials and services rendered in the libraries hangs around the same view point because the mean of their responses is not significantly different.

### **5.3 Conclusion**

The major reason for which the public libraries were set up was to cater for the information needs of the community which they serve. This objective has to a greater extent been achieved by the academic libraries through the provision of various information resources and services to meet the needs of their diverse users (including educational technology students). The academic libraries provide services like lending, reference, extension, internet, reading materials and library use instruction services to meet the needs of the educational technology students. The educational technology students and other numerous users rely on the academic library services in order to support their academic activities, prepare for examinations, recreation and entertainment, personal development, current affairs and decision-making processes. However, in this process, they also face certain impediments like inadequate information resources, limited access to internet services, limited number of computer sets, inadequate power supply to access the internet, and inability to get useful information from the library which the libraries must do all things possible to provide solutions to, in order to make the services provision very effective and also satisfy users' needs.

### **5.4 Recommendations**

The following recommendations were made based on the findings of this study:

1. Adequate computer with internet facilities and other electronic resources should be acquired and be made more readily available for use in the academic libraries. This is to complement the printed resources which are already available in the library as well as to enable the users to have access to online resources and databases.
2. The academic libraries should endeavor to increase their bandwidth in order to solve the problem of poor internet/network connectivity as well as reduce the fluctuations in the network.

3. The academic libraries should ensure that relevant, current and adequate information resources in the various formats like prints and electronic are made available in the libraries so that the educational technology students and other users can have access to them and help them meet their various information needs regularly.

4. The public libraries should device means of creating the user's awareness to the library resources and services. This will help increase the level of awareness to the users of the libraries especially students.

5. The academic libraries should endeavor to teach the student library use skills to enable them exploit the richness of the library resources and services so that they can be able to meet their information needs.

## **5.5 Suggestion for Further Studies**

Further study could be carried out in the following area of study:

1. Effect of ICT on students use of library at the Federal University of Technology Minna.
2. Effect of library services on students' achievement.

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**APPENDIX**

**QUESTIONNAIRE ON THE ASSESSMENT OF EDUCATIONAL TECHNOLOGY  
STUDENTS ON USE OF LIBRARY SERVICES AT THE FEDERAL UNIVERSITY OF  
TECHNOLOGY, MINNA**

**Section A: BIODATA**

**Instruction:** Tick (✓) the appropriate spaces and columns

**Gender:** Male [ ] Female [ ]

**Kindly tick (✓) the appropriate option of your selection that corresponds with your view**

**Section B: Availability of materials in libraries**

<b>S/N</b>	<b>Availability of materials in Libraries</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	There are textbooks in the libraries				
2	There are newspaper and magazine articles in the libraries				
3	Computers are available in the library				
4	Internet connectivity is available in the library				
5	Journals and conference papers are made available in the library				

6	Periodicals, encyclopedias and reports are available in the library				
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### **Section C: Use of the library by students**

<b>S/N</b>	<b>Use of the library by students</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	students make use of textbooks in the libraries				
2	Students make use of newspaper and magazine articles in the libraries				
3	Students visit the library regularly				
4	Students make use of the computer facilities in the library				
5	Students utilize the internet resources in the library				
6	Students make use of journals and conference papers in the library				

7	Students make use of Periodicals, Encyclopedias and reports in the library				
---	---	--	--	--	--

**Section D: Services Rendered by academic Libraries**

<b>S/N</b>	<b>Services Rendered by academic Libraries</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	The library provides relevant and helpful information for students				
2	Materials and resources are made available by the academic library				
3	The library makes provision for reading venues				

4	The library offers internet service to source for online materials				
5	Materials and reading materials can be photocopied in the academic library				
6	The library allows for collaboration and group study				



FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA  
 SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION  
 DEPARTMENT OF EDUCATIONAL TECHNOLOGY

Dear Sir/Madam,

Instrument Validation Form

The bearer is a student of the above named University and Department. She/he is conducting a research and you have been selected as one of those with requisite expertise to validate his/her instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her research instrument. We therefore crave for your assistance in validating the instrument. The completion of the form serves as evidence that the student actually validated the instrument

Thanks for your anticipated assistance.

GENERAL  
 Dept of Educational Technology  
 Fed. University of Technology  
 P.M.B. 65 Minna, Niger State

Sign

Official Stamp

Dr. C.S. Tukur

15 JUN 2021

Head of Department (Signature, Date & Official Stamp)

Student's Surname: Imexe

Other Names: Harrison Nnaemeka

Registration Number: 2015158767RT

Programme: Educational Technology

Title of the Instrument: The role of A.M.S. Library Services to Secondary Schools Students in Niger State Nigeria

ATTESTATION SECTION

Summary of the Remark on the Instrument: Effect corrections identified on the instrument to enhance its usage for the research.

I hereby attest that the above named student brought his instrument for validation

Name of Attester: Dr. ANTHONY A. UKH

Designation: SENIOR LECTURER (SL)

Name and Address of Institution: F.U.T. MINNA

Phone Number: 08036195385

E-Mail: anthonyamah@fufminna.edu.ng

Please comment on the following

1. Appropriateness of the instrument for the purpose it's design for... Fairly good
2. Clarity and simplicity for the level of the language used... Moderately good for the research
3. Suitability for the level of the targeted audience... good
4. The extent in which the items cover the topic it meant to cover... into factory
5. The structuring of the Questionnaire... Fairly good
6. Others (grammatical errors, spelling errors and others)... There are few errors
7. General overview of the instrument... good

Suggestions for improving the quality of the Instrument

1. Effect all corrections pointed out in the questionnaire

Name of Validator... Dr. Ashish Awasthi  
Area of Specialization... Educational Technology  
Name of Institution... FUI, MINNA Designation... Lecturer  
Signature... [Signature] Date... 09/07/2021

Thank You





FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA  
 SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION  
 DEPARTMENT OF EDUCATIONAL TECHNOLOGY

Dear Sir/Madam,

Instrument Validation Form

The bearer is a student of the above named University and Department. She/he is conducting a research and you have been selected as one of those with requisite expertise to validate his/her instrument. Kindly grant him/her all necessary assistance to make the exercise a success.

Your competency and expertise was considered as factors that will serve to improve the quality of his/her research instrument. We therefore crave for your assistance in validating the instrument. The completion of the form serves as evidence that the student actually validated the instrument

Thanks for your anticipated assistance.

GENERAL  
 Dept of Educational Technology  
 Fed. University of Technology  
 15 JUN 2021  
 P.M.B. 65 Minna, Niger State  
 Sign  
 Official Stamp

Dr. C.S. Tukura

Head of Department (Signature, Date & Official Stamp)

Student's Surname: Omeye

Registration Number: 20151158767RT Other Names: Harrison Nnaemeka

Title of the Instrument: The role of Public Library Services to Secondary School Students in Niger State, Nigeria Programme: Educational Technology

ATTESTATION SECTION

Summary of the Remark on the Instrument: There are so many services rendered by public library in schools you should make more research and improve on it

I hereby attest that the above named student brought his instrument for validation

Name of Attester: RUKAYYA MUSA

Designation: G.I.A

Name and Address of Institution: FEDERAL UNIVERSITY OF TECH MINNA

Phone Number: 08138822748 E-Mail: Tukura@suleja@gmail.com