



## **Teaching Methods and Library Resources Utilization as Predictors of Academic Achievement in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria**

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### **Abstract**

*Poor academic achievement of students in Introduction to Library Studies (GSE 112) in colleges of education in Southern Nigeria is the major concern of this study. It may be noted that some final year students in colleges of education were not able to graduate as a result of the poor performance in GSE 112 with other courses. GSE 112 is a compulsory one unit general study course meant to introduce the library and its resources to the students in colleges of education in Nigeria with the aim of making them to be conversant with the use of resources with little or no assistance in library and information centres. The study adopted purposive sampling technique to select five conventional colleges of education in Southern Nigeria. Questionnaire and achievement test were the instruments used for the study. Simple random technique was used to select 1340 Nigerian Certificate of Education (NCE 2) students for the study while all 42 librarians teaching GSE 112 in the institutions were used. Three research questions and two hypotheses guided the study. Descriptive and inferential statistics were used for the analysis. The study found among others that: lecture, discussion, assignment, team teaching, and demonstration were the mostly used teaching methods in GSE 112; human resource, textbooks, computer and reference materials were the library resources utilized by students; and students' academic achievement was on the average. The study concluded that there was strong and positive relationship between teaching methods, library resources utilization and academic achievement of students. The result of this study could benefit educational administrators in tertiary institutions, librarians, Federal and States Ministry of Education in advancing academic achievement of students in GSE 112 and other general study courses in tertiary institutions.*

**Keywords:** Teaching methods; Library; Resources utilization; Colleges of education; Academic achievement; Southern Nigeria.

### **Introduction**

Introduction to Library Studies (GSE 112) is one of the General Study Courses being offered as a compulsory one unit course by 100 level students in all colleges of education in Nigeria.



Teaching GSE 112 is to enable students make adequate use of the library and its resources. This was corroborated by Maduako (2013) who stated that this makes students to be aware of the available and scope of library's resources and services; ensure those students are aware of and can effectively use information resources and retrieval techniques, which can assist in their learning and future careers; contribute to the personal and intellectual development of the student including his ability to continue autonomous learning outside the formal education context; and enable students to control and structure the varied information available and regularly use them to solve academic and later professional problems.

Academic achievement of students in Introduction to Library Studies (GSE 112) in colleges of education in Nigeria is expected to be high if some factors are taken into considerations by the management of the colleges of education. It was observed by the researchers that students' achievement in GSE 112 in some colleges of education in Nigeria is low while in some cases some students are not able to score the minimum of 40% to enable them graduate at the end of their programmes. This worrisome situation may be due to some factors which may include teaching methods, library resources utilisation and students' attitude towards the course.

Teaching methods are very germane in teaching and learning processes in any academic endeavor in educational institutions. Teaching methods are the ways of imparting valuable skills by teachers on the students. Usmani and Dawani (2013) buttressed that teaching method encompasses the principles, policies and methods that could be used for instructing students. The frequently used methods of teaching may include class participation, demonstration, and memorization or could be the blend of these. They further stated that instructors can select from a variety of teaching techniques. The authors went further citing Davis (1993) and Grieve (1995) that the most common in-class styles are lectures, discussions, use of video, audio, computer and other technologies, teacher as facilitator and simulations. In the era of information and communication technology, technology is being utilised in enhancing learning in educational institutions. Rajkoomar (2013) cited Delany et al (2010) averred that some higher educational institutions are applying technology to improve instruction and allocate resources to integrate technological infrastructure into existing classroom facilities.

The use of library resources by students may affect their academic achievement in introduction to library studies. These resources are organized systematically for the use of library users. In teaching introduction to library studies there are library resources that are pertinent to be utilized in understanding the course. Textbooks on library and information science/studies, reference materials, serials, library catalogues etc. are very essential for students to have full grasp of the course. Librarians teaching introduction to library studies are human resources needed to be utilized by students during and after the classroom teaching. Library officers and library assistants in the library can be of good help in assisting students to search the library catalogues, and locate relevant and needed resources on the shelves.

Ibukun, Akinfolarin and Alimi (2011) stressed that utilization of resources in an organization is as important as the achievement of goals and objectives. Students' academic achievement is not likely to be known or observed without using the appropriate resources effectively and appropriately. Utilization of library resources like textbooks, human resources (librarians, library officers, library assistants), reference materials, magazines, journals, newspapers, online databases, internet facility, audio visual materials, government publications, library



catalogue etc may be one of the indicators of students' performing well in the course. Ogunniyi and Nwalo (2015) cited Okemakinde, Adedeji and Ssempebwa (2008) discovered that there was significant relationship between the utilization of resources allocated to the technical colleges and their academic achievement.

Teaching methods and utilization of library resources may be determinant factors affecting students' academic achievement in GSE 112. Therefore, the study focused on teaching methods and library resources utilization as predictors of students' achievement in GSE 112 in federal colleges of education Southern Nigeria.

### **Statement of the Problem**

Poor academic achievement of students in Introduction to Library Studies (GSE 112) in colleges of education in Southern Nigeria is the major concern of this study. It may be noted that some final year students in colleges of education were not able to graduate as a result of the poor performance in GSE 112 with other courses in colleges of education in Nigeria. This in part may be due to inadequate teaching methods and library resources underutilization. Lecturers' use of inappropriate methods in imparting knowledge on students in GSE 112 may result to poor academic achievement of students in the course. That is, there is likelihood of high academic achievement of students if right methods are being used in teaching the course.

Apart from this, observation shows that some libraries of colleges of education in Nigeria do not have sufficient information and human resources. Where they are available but not used it may affect students' academic achievement in GSE 112. It is in the light of this, that this study investigated teaching methods and library resources utilization as predictors of academic achievement in introduction to library studies in federal colleges of education in Southern Nigeria.

### **Objective of the study**

The main objective of the study was to investigate teaching methods and library resources utilization as predictors of academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria. The specific objectives of the study are to:

- i. investigate the teaching methods being used in Introduction to Library Studies in federal colleges of education in Southern Nigeria;
- ii. find out the library resources being utilized in learning Introduction to Library Studies in federal colleges of education in Southern Nigeria;
- iii. ascertain the academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria;
- iv. find out the relationship between teaching methods and academic achievement in federal colleges of education in Southern Nigeria; and
- v. identify the relationship between library resources utilization and academic achievement of students in federal colleges of education in Southern Nigeria.

### **Research Questions**

The following research questions guided the study:

1. What are the teaching methods being used in Introduction to Library Studies in federal colleges of education in Southern Nigeria?
2. What are the library resources being utilized in teaching and learning Introduction to Library Studies in federal colleges of education in Southern Nigeria?



3. What is the academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance in the study:

HO1: There is no significant relationship between teaching methods and academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria.

HO2: There is no significant relationship between library resources utilization and academic achievement of students in Introduction to Library Studies in federal colleges of education in Southern Nigeria.

### **Literature Review**

Ademola (2010) described academic achievement as the results of tests conducted using standard scales got from a comprehensive scheme of work. This test reveals the true picture of the knowledge retention ability of the learners in a particular subject. Academic achievement could be influenced by different factors which include poor self-concept, motive, readiness, emotion, attitude, maturational level of learner, environment, casual factors, individual difference, teaching-learning strategy, family causal factors, academic factor, teacher's attitude, and other factor that could interfere with the performance level of students. By implication, students' academic achievement, therefore means, the achievement or learning outcome recorded by students after they have been tested on a course. The test could be in form of school periodic test, examination or questionnaire test.

In a survey conducted by Ogunniyi (2008), it was discovered that the academic achievement of students from the University of Ibadan and Delta State library schools were at average level. Similar study conducted by Okoroafor (2009) in the University of Ibadan and Babcock University library schools found that the academic achievement of undergraduates in cataloguing courses in the two library schools were average and most of the respondents performed better in other courses than in cataloguing courses. There is therefore need for a study like this to investigate the causes of undergraduates' average academic achievement in introduction to library studies.

Teaching methods could be explained as a plan of organized actions that involves meaningful coordination of available resources to achieve desirable objectives. Oyekan (2015) and Hoy and Miskel (2008) affirmed that factors associated with the choice of any teaching method are maturity of learners, language and communication skills, availability / adequacy of instructional materials, safety / health of the learners, funding, tolerance level of both the teacher and students, time, mode of learning outcome assessment, competence / interest of teachers, ability of teacher to engage in careful planning and suitability of learning environment.

Teaching methods include lecture method, assignment method, demonstration method, team teaching method, discovery method, field work, project, storytelling and play (Oyekan, 2015). Notably, the choice of method to use in teaching introduction to library studies depends on the philosophy behind the topic to be taught. Also, two, three or more of teaching methods could be applied in such courses. However, observation shows that the mostly used method is lecture or traditional method of teaching in Nigeria.

Li (2005) discovered that library courses depend on the traditional classroom instruction assisted with some hands-on practice in China Library Schools. Most of the teaching facilities relatively are outdated and need to be enhanced with computer and multimedia equipment.



Traditional teaching method is no longer enough to prepare the students for the competitive labour market. In Bangladesh library schools, Rahman, Khatun and Mezbah-ul-Islam (2008) found that the lecture remains the predominant teaching method; the departments or institutes do not organise any seminars, colloquia, or workshops to supplement lecture classes. The report on the teaching method used in Bangladesh Library Schools may not produce the best hands needed for their library and information personnel.

Sowunmi (2007) citing Adegbile (2002) and Adepoju (2002) discovered that the choice of teaching strategies in the classroom have significant effect on students' achievement. Tonog (2012) found that teaching and learning styles affect students' achievement. On the premise of these findings, it is very important to conduct a study to find out whether teaching methods being used by lecturers in library schools have any relationship with academic achievement of undergraduates.

Library resources could be subdivided into human (librarian, library officers and library assistant), information materials (books, newspapers, journals, e-resources and so on) and the physical facilities (building and infrastructure). With the move toward creating stronger curriculum standards, many teachers and school systems rely on textbooks to ensure that curriculum content is covered. While textbooks have their place, teachers need to use them wisely to ensure students' academic achievement. On the relationship between information resources utilization and academic achievement, Owoye and Yara (2011) found that a textbook is an important tool for academic achievement.

Equally, Dahar and Faize (2011) discovered that there was a significant correlation between the use of textbooks and the academic performance of both arts and science students in Punjab (Pakistan). In the study of secondary school students' performance in mathematics from Zimbabwe by Wadesango and Dhliwayo (2012), it was discovered that 10 (100%) of the teachers indicated that textbook availability enhances pupils' performance. The implication is that if teachers and pupils have an adequate supply of textbooks, there is likely to be an improvement in students' achievement in Mathematics. Furthermore, Wadesango and Dhliwayo (2012), citing Lance (2002) stated that availability of textbooks is one of the most important factors that influence academic achievement. It is worthy of note that textbooks should not only be available but must be utilised by students before any meaningful changes could be achieved in their academic achievement.

Ogunniyi and Nwalo (2015) found that there was significant, positive and very strong relationship between resource utilisation and undergraduates' academic achievement in cataloguing. However, Ajayi (2013) found that there was no relationship between utilisation of science laboratories, school classrooms and secondary school students' academic performance. Ajayi's finding was based on the utilisation of physical resources in isolation of human and material resources, which are germane to academic achievement of the secondary school students.

## **Method**

Descriptive research design of correlational type will be used for this study. The study adopted purposive sampling technique to select five (5) conventional federal colleges of education across Southern Nigeria. Simple random sampling technique was used to administer questionnaire to the students in each of the five colleges of education being investigated which is 1339, while total enumeration sampling technique was used to distribute questionnaire to all the 42 lecturers teaching Introduction to Library Studies. Therefore, the study sample size was 1382. Research instruments that were used for data



collection in this study are questionnaire for students and librarians and achievement test for students. Spearman Brown formula and Kudar Richardson formula 20 were used to test the reliability coefficient of the questionnaires and achievement test respectively. The reliability coefficient for students revealed the following values: teaching methods scale 0.75; library resources utilization 0.92; while achievement test in introduction to library studies was 0.52. Lecturers' questionnaire has the following value: teaching methods 0.96 and adequacy of teaching methods 0.85. These values that were obtained revealed that the instruments were reliable. Descriptive statistics, including frequencies, percentage, mean and standard deviation were used to answer research questions, while, inferential statistics such as Pearson's Product Moment Correlation Coefficient were used to analyze data for hypotheses.

## Results

**Table 1: Students' Questionnaire Distribution and Response Rate**

S/N	Name of College	No. Administered	No. Returned	No. Valid	Percentage
1	Alvan Ikoku College of Education, Owerri, Imo State	124	100	100	80.6
2	Federal College of Education, Eha Amufu, Enugu State	174	139	139	80.0
3	Federal College of Education, Obudu, Cross River	446	399	399	89.5
4	Adeyemi College of Education, Ondo	251	230	230	92.0
5	Federal College of Education, Osiele, Abeokuta Ogun State	346	319	319	92.2
<b>Total</b>		<b>1341</b>	<b>1187</b>	<b>1187</b>	<b>88.5</b>

Table 1 reveals that out of 1341 copies of the questionnaire administered to the students offering Introduction to Library Studies in the Federal College of Education in Southern Nigeria, 1187(88.5%) were retrieved and used for the analysis.

**Table 2: Lecturers' Questionnaire Distribution and Response Rate**

S/N	Name of College	No. Administered	No. Returned	No. Valid	Percentage
1	Alvan Ikoku College of Education, Owerri, Imo State	7	7	7	100.0
2	Federal College of Education, Eha Amufu, Enugu State	10	9	9	90.0
3	Federal College of Education, Obudu, Cross River	13	13	13	100.0
4	Adeyemi College of Education, Ondo	6	6	6	100.0
5	Federal College of Education, Osiele, Abeokuta Ogun State	6	6	6	100.0
<b>Total</b>		<b>42</b>	<b>41</b>	<b>41</b>	<b>98.0</b>

Table 2 shows that out of 42 copies of the questionnaire administered to the librarians in the Federal College of Education in Southern Nigeria, 41(98%) were retrieved and found usable for the analysis.

## Answer to the Research Questions



**Research Question 1:** What are the teaching methods being used in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria?

**Table 3: Teaching Methods in Introduction to Library Studies: Students**

S/No	Item	VHU	HU	OU	NU	Mean	Std. D	Remark
1	Lecture; talk and chalk	443	288	164	292	2.73	1.20	Used
2	Discussion	153	825	209	0	2.95	.55	Used
3	Assignment	770	417	0	0	3.45	.47	Used
4	Field-trip	316	78	376	417	2.20	1.18	Not Used
5	Team teaching	206	508	230	243	2.56	.99	Used
6	Library visit	265	173	517	232	2.39	1.04	Not Used
7	Questioning	485	702	0	0	3.40	.49	Used
8	Demonstration	452	735	0	0	3.37	.48	Used
9	Multimedia	135	334	380	338	2.22	.98	Not Used
10	Power point presentation	250	302	321	314	2.42	1.09	Not Used
11	Online discussion	192	297	419	279	2.34	1.00	Not Used
12	Practical online assignment	143	290	435	319	2.21	.97	Not Used

N= 1187

**Key:** 4 = Very Highly Used, 3 = Highly Used, 2 = Occasionally Used, 1 = Not Used

**Decision Value:** Not Used = 0.00-2.44, Used = 2.45-4.00

Table 3 shows the teaching methods used in Introduction to Library Studies. The result from this table shows that the following teaching methods are highly used: lecture; talk and chalk ( $\bar{x}$  = 2.73), discussion ( $\bar{x}$  = 2.95), assignment ( $\bar{x}$  = 3.45), team teaching ( $\bar{x}$  = 2.56), questionnaire ( $\bar{x}$  = 3.40) and demonstration ( $\bar{x}$  = 3.37). The table further shows that the teaching methods that are occasionally used are field trip ( $\bar{x}$  = 2.20), library visit ( $\bar{x}$  = 2.39), multimedia ( $\bar{x}$  = 2.22), power point presentation ( $\bar{x}$  = 2.42), online discussion ( $\bar{x}$  = 2.34) and practical online assignment ( $\bar{x}$  = 2.21). Meanwhile, based on the result from this table and in line with the decision value it can be inferred that the teaching methods being used in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria are: lecture; talk and chalk, discussion, assignment, team teaching, questioning and demonstration method.

The next table is the response of lecturers on the use of teaching methods adopted in teaching Introduction to Library studies.

**Table 4 Lecturers' Teaching Methods in Introduction to Library Studies**

S/No	Item	VHU	HU	OU	NU	Mean	Std. D	Remark
1	Lecture; talk and chalk	4	29	3	5	2.78	.79	Used
2	Discussion	5	29	7	0	2.95	.54	Used
3	Assignment	24	15	0	2	3.60	.49	Used
4	Field-trip	12	3	12	14	2.31	1.23	Not Used
5	Team teaching	15	19	5	2	3.14	.82	Used
6	Library visit	10	2	21	8	2.34	1.06	Not Used
7	Questioning	15	22	3	1	3.41	.49	Used
8	Demonstration	12	20	6	3	3.36	.48	Used
9	Multimedia	5	11	13	12	2.21	1.01	Not Used
10	Power point presentation	10	8	10	13	2.36	1.17	Not Used
11	Online discussion	7	10	16	8	2.39	.99	Not Used
12	Practical online assignment	5	11	15	10	2.26	.97	Not Used

N= 41



**Key: 4 = Very Highly Used, 3 = Highly Used, 2 = Occasionally Used, 1 = Not Used**

**Decision Value: Not Used = 0.00-2.44, Used = 2.45-4.00**

The result from the Table 4 reveals that the lecturers indicated the following as the teaching methods used in teaching Introduction to Library Studies: lecture; talk and chalk, discussion, assignment, team teaching, questioning and demonstration which is similar to the response of their students to the same question.

**Research Question 2:** What are the library resources being utilized in learning Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria?

**Table 5: Library Resources Utilization in Learning of Introduction to Library Studies**

S/No	Library Resources	VHU	HU	OU	NU	Mean	Std. D	Remark
1	Librarians	425	608	0	153	3.10	.93	Utilized
2	Library Officers	0	928	106	153	2.65	.69	Utilized
3	library Assistants	197	763	74	153	2.84	.84	Utilized
4	Catalogue cabinet/Online Public Access Catalogue	394	334	228	231	2.75	1.11	Utilized
5	Computers	400	480	154	153	2.94	.99	Utilized
6	Textbooks on Introduction to Library Studies	368	306	289	224	2.68	1.09	Utilized
7	Magazines	259	260	306	362	2.34	1.12	Not Utilized
8	Journals	253	306	154	474	2.28	1.19	Not Utilized
9	Newspapers	259	306	0	622	2.16	1.27	Not Utilized
10	Government publications	224	232	425	306	2.31	1.05	Not Utilized
11	Reference materials	456	276	149	306	2.74	1.21	Utilized
12	Internet facility	224	290	367	306	2.36	1.06	Not Utilized
13	Online databases	306	78	303	500	2.16	1.22	Not Utilized
14	CD-ROM	150	213	377	447	2.05	1.02	Utilized
15	Audio visual resources	241	293	347	306	2.39	1.07	Not Utilized
16	Others,	106	301	471	309	2.17	.91	Utilized

**Key: 4 = Very Highly Used, 3 = Highly Used, 2 = Occasionally Used, 1 = Not Used**

**Decision Value: Not Utilized = 0.00-2.44, Utilized = 2.45-4.00**

Table 5 shows the resources being utilised in teaching and learning of Introduction to Library Studies. Based on the result from this table and in line with the decision value it can be inferred that the library resources being utilized in teaching and learning of Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria are: librarians, librarian officers, librarian assistants, catalogue cabinet/online public access catalogue, computers, textbooks on Introduction to Library Studies and reference materials.

An attempt was made by the researchers to examine the library resources that are available in the federal colleges of education in southern Nigeria. The result is presented in Table 6.

**Research Question 4:** What is the academic achievement of students in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria?

**Table 6: Level of Academic Achievement of Students in Introduction to Library Studies**





Score	Frequency	Percentage	Mean	Std. Deviation
0 – 39	206	17.4		
40-49	127	10.7		
50-59	148	12.5	59.36	21.13
60-69	212	17.9		
70 and above	494	41.6		
<b>Total</b>	<b>1187</b>	<b>100</b>		

N = 1187

**Highest Mark Obtainable =100**

**Decision Value: Low 0.00-39.00. Average 40.00-69.00, High 70.00-100.00.**

Table 6 shows the level of academic performance of students in tertiary institutions. The result from the above table shows that 17.4% of the students scored between 0 and 39, 10.7% scored 40–49, 12.5% scored 50–59, 17.9% scored 60–69 while the remaining students who constituted 41.6% scored 70 and above. The overall mean score of the students is 59.36 (a value within the range of decision value for average) with standard deviation value of 21.13. Based on this result and in line with the decision value, it can be inferred that the level of academic achievement of students in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria is average.

### Hypotheses Testing

**Ho1:** There is no significant relationship between teaching methods and academic achievement of students in Introduction to Library Studies in Southern Nigeria.

**Table 7: Relationship between Teaching Methods and Students’ Academic Achievement**

Variable	Mean	Std. D	N	R	Sig(p)	Remark
Teaching Methods	32.54	3.08				
Academic Achievement	59.36	21.13	1187	.406	.016	Significant

Table 7 shows the relationship between teaching methods and students’ academic achievement in Introduction to Library Studies. The table shows that there was a strong, positive relationship between teaching methods and academic achievement of students in Introduction to Library Studies which was statistically significant. (N = 1187; r = .406; p<0.05). Hence, hypothesis 1 is not accepted.

**Ho2:** There is no significant relationship between library resources utilization and academic achievement of students in Introduction to Library Studies in Southern Nigeria.

**Table 8: Relationship between Library Resources Utilization Students’ Academic Achievement**

Variable	Mean	Std. D	N	r	Sig(p)	Remark
Library Resource Utilization	40.00	6.69				
Academic Achievement	59.36	21.13	1187	.410	.033	Significant

Table 8 shows the relationship between library resources utilization and students’ academic achievement in Introduction to Library Studies. The table shows that there was a strong, positive relationship between library resources utilization and academic achievement of students in Introduction to Library Studies which was statistically significant. (N = 1187; r = .410; p<0.05). Hence, hypothesis 2 is not accepted.



## **Discussion**

The study found that talk and chalk (lecture method) and discussion constituted the teaching methods in teaching and learning introduction to library studies. In her research, Sowunmi (2007) observed that students in higher institutions do not benefit maximally again from lecture method of teaching. Discussion method as one of the methods being used is good and allows students to benefit from the knowledge been imparted on them.

The library resources being utilized in teaching and learning introduction to library studies are librarians, library officers, library assistants and textbooks. Human and information resources being utilized by students and lecturers are very important in teaching learning introduction to library studies.

The study found that there was strong, positive relationship between teaching methods and academic achievement of students in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria. This major finding corroborates the findings of Sowunmi (2007) citing Akinsola (1995), Hood (2000) and Aremu (2002) that the more recurring factor for students under achievement in secondary school subjects is insufficient teaching method used by school teachers. The finding also, confirms the discovery of Tonog (2012) that teaching and learning styles affect students' achievement.

The study discovered that there was positive relationship between library resources utilisation and academic achievement of students in Introduction to Library Studies in Federal Colleges of Education in Southern Nigeria. In line with this finding, Ogunniyi and Nwalo (2015) found that there was significant, positive and very strong relationship between resource utilisation and undergraduates' academic achievement in cataloguing. The finding of this study is in line with Okemakinde, Adedeji and Ssempebwa (2008) that there was significant relationship between the utilisation of resources allocated to the technical colleges and their academic achievement but contrary to that of Ajayi (2013) on the resource utilisation as a predictor of students' academic performance in Ilorin Local Government Areas, Kwara State. Ajayi (2013) found that there was no relationship between utilisation of science laboratories, school classrooms and secondary school students' academic performance. Ajayi's finding was based on the utilisation of physical resources in isolation of human and material resources, which are germane to academic achievement of the secondary school students.

## **Conclusion**

The study established that teaching methods and library resources have positive and significant relationship with academic achievement of students in Introduction to Library.

Based on the findings of the study, the following recommendations are made to improve students' academic achievement in Introduction to Library Studies in colleges of education in Nigeria:

1. Lecturers should use appropriate methods in imparting knowledge on students in introduction to library studies in Federal Colleges of Education in Nigeria; this may enhance academic achievement of students in the course. It may be recalled that this research found that teaching methods determines academic achievement of students in introduction to library studies.
2. Practical classes should be arranged for the use of library catalogue in accessing information resources in the library.
3. The use of microphone and power point presentation of lectures should be enforced by the colleges of education management in teaching large classes.



4. Current and relevant information resources should be provided and made available in the library for students' use; since utilization of library resources determines academic of students in introduction to library studies in this study, utilization of information resources may enable students to have high academic achievement in the course.

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