
**Instructional Guide and Regulatory Signage as Predictors of Student's Utilization of
Information Service in University of Calabar Library**

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ABSTRACT

The study examined library signage and students' utilisation of information services in the university of Calabar library. Analytical survey research design was used for the study. The population of the study was 4,220 registered undergraduate students in faculty of education, University of Calabar library. The sample of the study was 422 registered undergraduate students in faculty of education, University of Calabar library. The sampling technique was simple random sampling. The researcher developed instrument entitled "Library Signage Questionnaire" (LSQ) and "Students' Utilization of Information Services Questionnaire" (SUISQ) was used in collecting data for the study. Hypotheses were tested at .05 level of significance using F-Value of simple linear regression. The findings of the study revealed that instructional guide and regulatory signage predict student's utilization of information services in the university of Calabar library. It was concluded that library signage ensures coordination in any university libraries. Therefore, it was recommended among others that Federal government of Nigeria should increase budgetary allocation to universities to ensure adequate fund for provision of library signage in academic libraries. This will contribute to effective wayfinding and utilization of information services by students and other library users.

**KEYWORD: Signage, student utilisation, information service, instructional guide
regulatory signage**

Introduction

The university library is an important element in supporting learning process, Library signage is an indispensable tool in enhancing utilization of information service in the library. Signage is the methodology of arranging indicators to guide people to their destinations. A successful signage system is intuitive and self-navigable, and it protects the overall visual integrity of the site (Ahn, 2011). Like other media employed to educate the library user, they derive their importance and usefulness from the needs that users experienced as they search for information.

Instructional guide is a signage required or used in university library. According to Reitz (2004) instructional guide, also referred to as bibliographic instruction (BI), user education and library orientation, consists of instructional programs designed to teach library users how to locate the information that they need quickly and effectively. It usually covers the library's system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the academic discipline, and specific resources and finding tools. It prepares individuals to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation, and by fostering independence and critical thinking. Becker (2013) opined that some university libraries offer specialized instructional signage. Lecturers when incorporating instructional signage into information literacy instruction, instructional signs can teach students how to succeed through long, complex, and difficult tasks, while still keeping the learning experience engaging. Library instructional signage is evolving to adapt to the changing concepts of information use and understanding.

Johnston and Mandel (2014) described regulatory signage as signs that explain rules like emergency and fire signage or internal regulations about library specific policies. Regulatory signs include "library rules," "No Talking with cell phone in the library", or "Emergency Exit" signs. Bassey (2006) posits that regulation signage restricts certain behaviors for the maintenance of security and order and bookshelf signage: classifications signs, front label, sign or phrase in the end of shelf. While information signs are there to put people in the know, it is the regulatory signs that tells them what they can and cannot do. Regulatory signage refers to signs in university libraries required to restrict unwanted behaviors and a measure to ensure compliance to library rules and regulations. Therefore, university libraries require regulatory signs to guide against theft of physical materials, which will invariably protect the library resources and enhance utilization of information services by students in university libraries.

Statement of the Problem

While research on user wayfinding in all library types is beginning to emerge, university library manuals pay little or no attention to library signage and support that students need to increase usability of their services. When students are not given adequate directional cues in university libraries, disorientation will hinder wayfinding performance. Recent observations have shown that most librarians and libraries are not aware of students' frustration in terms of haphazard arrangement of materials and confusing library signage. Some librarians interviewed admitted to the inadequacy of signage in libraries, while others are of the opinion that these signs are usually put in place but not adhered to by users. It is therefore based on this contradiction that the researcher attempts to examine instructional guide and regulatory signage as predictors of student's utilization of information service in university of Calabar library.

Objective of the Study

The main objective of the study is to examine instructional guide and regulatory signage as predictors of student's utilization of information service in university of Calabar library. Specifically, the following objectives were drawn:

1. To examine the extent to which instructional guide predict students' utilization of information services in university of Calabar library.

2. To examine the extent to which regulatory signage predict students' utilization of information services in university of Calabar library.

Research Question

1. What is the extent to which instructional guide predict students' utilization of information services in university of Calabar library?
2. What is the extent to which regulatory signage predict students' utilization of information services in university of Calabar library?

Research Hypothesis

- Ho₁. The extent to which instructional guide predict students' utilization of information services in university of Calabar library is not significant.
- Ho₂. The extent to which regulatory signage predict students' utilization of information services in university of Calabar library is not significant.

Literature Review

Theoretical Frame Work

Orr's Theory of Library Evaluation, Richard Orr (1973).

Orr's theory of library evaluation, otherwise known as "Orr's Schema" was propounded by Richard Orr in 1973 and is often used for the evaluation of services in libraries. The basic assumption of the theory is that library resources utilization is paternalistic in the sense that they are ordinarily provided for others. Orr assumes that if utilization is increasing, then the beneficial effects are increasing. Richard Orr created an evaluation theory. The theory has six components which are; resources, capability, utilization, beneficial effects, quality and demand. Resources, capacity, and utilization measures are all inward looking (that is, they reflect activities within the library) while beneficial effect measures focus on the impact or benefits of the library service in the life of the students. With time, the benefits derived by the individual may accrue to a larger organizational or community setting. Historically, university libraries have relied upon resources measures (for example, the ARL Index) and size of collections to demonstrate quality. At the same time, libraries have relied on capacity measures (typically annual circulation) by equating use with value. If libraries wish to demonstrate the value of their services, their collections, and of the library itself, they need to focus much attention on the resources, the quality of the resource, as it will increase their demand and the beneficial effect their resource and services.

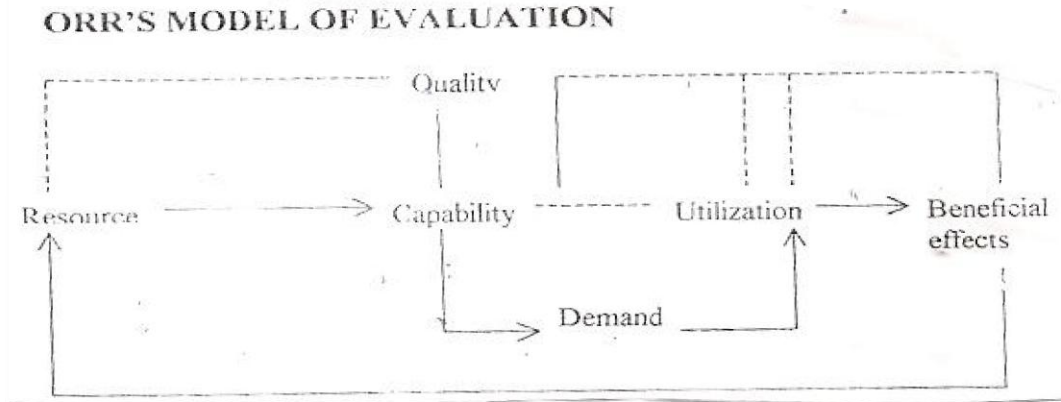


Figure 2.1. Orr's Evaluation Model (Orr, 1973)

The figure above represents the adaptation of this theory in this study of library signage and students Utilization of Information services in university of Calabar library. The relevance of the model to this study is that the model shows library resource, capacity, utilization and, and beneficial effects. Resource, process, and output measures are all inward looking (that is, they reflect services including signage within the library) while outcome measures focus on the impact or benefits of the library service in the life of the students. It shows how library services through effective signage influence, promote, and enhance utilization of library resources by students, which in turn promote the quality of academic libraries. The theory also shows that without improve library services through proper signage to direct users of what is housed by the library, the utilization and beneficial effects cannot be achieved by library users (students).

Conceptual Frame Work Library Signage

Library signage is one of the many touch points which a library user needs to navigate through the library confidently and independently. Stempler and Polger (2013) opine that signage is an important wayfinding aid strategy for all libraries, but is all the more important in the academic library which needs to support students who are still learning about the organizational scheme of the library and developing spatial thinking skills.

Ahn (2011) maintains that the roles of signage are divided into two, first as a visually delivery of necessary information and second as a composition of exterior and interior designs. The former roles permit or restrict certain behaviors of users and to help them find their destinations. The later roles maximize the harmony of spaces by displaying signs on walls, stairs, hallways, and floors of libraries. The library signs, therefore, not only provides easier ways of access for visitors, but also visually express the nature of organizations and the function of areas, and worked as an image marketing strategy of library. It can be specified with pictogram, which is being used in real-sized figures, directory maps, numbering signs in offices and conference rooms, toilets, parking spaces, elevators, drinking fountain and stairs emergency lightening, classified tables on bookshelves, and labels on books.

Instructional Signage and Students' Utilization of Information Services

Ahn (2011) maintains that the roles of signage are divided into two, first as a visually delivery of necessary information and second as a composition of exterior and interior designs to give instruction to library users. The instructional role maximizes the harmony of spaces by displaying signs on walls, stairs, hallways, and floors of libraries. The library signs, therefore, not only provides instruction for easier ways of access for visitors, but also visually express the nature of organizations and the function of areas, and worked as an image marketing strategy of library. Johnston and Mandel (2014) opine that instructional signage may include sign as "Checkout Your Books Here".

Reitz (2004) postulates that library instruction, also called bibliographic instruction (BI), user education and library orientation consists of "instructional programs designed to teach library users how to locate the information they need quickly and effectively. It usually covers the library's system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the [academic discipline](#), and specific resources and finding tools ([library catalogue](#), indexes and abstracting services, [bibliographic databases](#), etc.)" (Reitz, 2004). It prepares individuals to make immediate and lifelong use of information effectively by teaching the concepts and logic of information access and evaluation, and by fostering information independence and critical thinking.

Grassian and Kaplowitz (2010) maintain that during the 1970s and 1980s, prior to widespread public use of computers, library instruction went far beyond teaching the mechanics of identifying and locating materials in the physical library. It also included critical thinking, active (participatory) learning, and the teaching of concepts, such as controlled vocabularies. It focused on the physical library, as for the most part, that was all that users could try out during instruction. Perhaps, the goal was always teaching so that users would transfer what they learned to new situations, reference tools, and environments new to them. Library instructional signs occurs in various forms such as formal class settings, small group sessions, one-on-one encounters, written guides and brochures, audiovisual presentations, and computer-assisted instruction (CAI)".

Regulatory Signage and Students' Utilization of Information Services

Studies have been carried out by several authors on use/non-use of library and its resources by undergraduate students of higher institutions (Omosekejimi, Ojeme and Eghworo, 2015). Many of such studies are documented in library science literature while some are not published (Onwubiko, 2005). With the increasing number of students gaining admission into higher institutions in Nigerian, libraries are likely to face a number of problems, one of which is the increasing number of non-compliance attitude occurring in the library. This implies that most libraries in the developing countries are behind in the modern trend of library operation, utilization, security, and continuous restructuring of library space. One issue that needs to be addressed is compliance to library rules and regulation by the students in academic libraries is collection security. Hence, library regulatory signage is indispensable in academic library and is required to provide regulatory signs to guide against student misconduct and ensure collection security.

Ogbodo (2004) suggests a need for library rules and regulations on the behavior of library patrons. Reactions to situations such as theft or mutilation of materials, or disruptive behavior, should not be left to an individual staff member's judgment. Regulatory signage plays significant role in checking unlawful acts in academic libraries. Bassey (2006) posits that regulation signage restricts certain behaviors for the maintenance of security and order and bookshelf signage. Such signs include; classifications sign, front label, sign or phrase in the end of shelf. While the informational signs are there to put people in the know, it's the regulatory signs that tell them what they can and cannot do. This implies that regulatory signs in academic libraries are those signs required to restrict unwanted behaviors and a measure to ensure compliance to library rules and regulations. Library regulatory signage helps to checkmate student's misconduct and violation of collection security in academic libraries.

Research Method

Design of the Study

This study adopted survey research design. The designed is considered appropriate for this study because the study will collect first-hand data through the use of questionnaire and the data collected will be organize, analyze and described as they exist without any interference.

Area of the Study

The study was conducted in University of Calabar library located in South-South geopolitical zone of Nigeria.

Population of the Study

The population of the study was 4220 registered undergraduate students in faculty of education, University of Calabar library.

Sample and Sampling Technique

The sample of the study was 422 registered undergraduate students in faculty of education, University of Calabar library made up 260 females and 162 males. The simple random sampling technique was used in the study.

Instrumentation

The researcher developed instrument entitled "Library Signage Questionnaire" (LSQ) and "Students Utilization of Information Services Questionnaire" (SUISQ). It was used in collecting data for the study. The instrument was divided into two parts (A and B). Part 'A' contained the personal data of the respondents. Part 'B' contained the statements on the variables to be grouped into two sections (A-B). Section 'A' elicited information from respondents on instructional signage while Section 'B' requested information from the respondents on regulatory signage. Responses were made on a four-point rating scale: Strongly Agree (SA)-4 points, Agree (A)-3 points, Disagree (D)-2 points and Strongly Disagree (SD)-1 point.

Validation of the Instrument

The research instrument passed through face, content and constructs validation by two experts, one in the Department of Education Foundations and the other from Library Science Unit of the Department of Educational Technology and Library Science, both in the University of Uyo Test, Measurement and Evaluation.

Reliability of the Instrument

A reliability test was conducted with Crombach Alpha as technique correlation, using 30 registered students who were not selected to participate in the main study. The instrument had reliability coefficients ranging from 0.86 and was considered highly enough to justify the use of the instrument.

Administration of the Instrument

The instrument was administered personally in collaboration with two trained research assistants who were carefully selected and trained for the exercise by the researcher. 422 copies of the questionnaire were distributed within two weeks. The respondents were given one day to complete the questionnaire. Out of the number, 396 copies were correctly filled and returned, while 26 copies were not retrieved, which means 93.84% rate of return.

Method of Data Analysis

The Regression Coefficient Analysis was used to answer research questions (i.e. R and R² - value) of Simple Linear Regression Analysis. While the F-value of the Simple Linear Regression Analysis was used to test null hypotheses at .05 alpha level.

Result and Discussion

Research Question One

What is the extent to which instructional guide predict students’ utilization of information services in the university of Calabar library.?

Table 1. Simple linear regression analysis for the extent to which instructional guide predicts students’ utilization of information services in the university of Calabar library.

Variable	R	R Square	Extent of prediction	Remark
Instructional Guide				
Students Utilization of Information services	.107	.011	1.1%	Low Extent

The outcome in Table 1 indicates the R for the strength of the relationship and R² for the determination of the extent to which instructional guide predict or determine students’ utilization of information service in the university of Calabar. The R- Value of .107 indicates a low extent of relationship between the two variables. The calculated R² of .011 which is the coefficient of

determinant indicates that only 1.1% of students’ utilization and information service is predicted by instructional guide. This reveal that instructional guide to a low extent predicts students’ utilization of information service in the university of Calabar library.

Research Question Two

What is the extent to which regulatory signage predict students’ utilization of information services in the university of Calabar library?

Table 2: Simple linear regression analysis for the extent to which regulatory signage predicts student’s utilization of information services in the university of Calabar library.

Variable	R	R Square	Extent of prediction	Remark
Regulatory Signage				
Students Utilization of Information services	.305	.093	9.3%	Low Extent

The result in Table 2 indicates the R for the strength of the relationship and R² for the determination of the extent to which regulatory signage predict or determine students’ utilization and information service in the university of Calabar. The R- Value of .305 indicates a low extent of relationship between the two variables. The calculated R² of .093 which is the coefficient of determinant indicates that only 9.3% of students’ utilization of information service is predicted by regulatory signage. This indicate that regulatory signage to a low extent predicts students’ utilization and information service in the university of Calabar library.

Hypothesis Testing

Hypothesis One

The extent to which instructional guide predict students’ utilization of information service in the University of Calabar library?

Table 3: Simple linear regression analysis for the prediction between instructional guide and students’ utilization of information service in University of Calabar library.

Variables	Source Variation	Sum of Squares	df	Mean Square	F-Cal	F-Crit	Decision @ p< .05
Instructional Guide	Regression	07.551	1	07.551	4.556	3.89	*
Students Utilization Information Service	Residual	47.283	396	23.604			
	Total	54.834	397				

*Significant at p< .05

The entries in Table 4.8 show that the calculated F-value of 4.556 is greater than the critical-F value of 3.89 at .05 level of significant with 1 and 397 degrees of freedom. The result is significant; therefore, the null hypothesis which states that the extent to which instructional guide predicts student’s utilization of information service in the University of Calabar library is not significant is rejected. The result implies that instructional guide significantly predicts students’ utilization of information services in University of Calabar library.

Hypothesis Two

The extent to which regulatory signage predict students’ utilization of information service in the University of Calabar library.

Table 4: Simple linear regression analysis for the prediction between regulatory signage and students’ utilization of information service in University of Calabar library.

Variables	Source Variation	Sum of Squares	df	Mean Square	F-Cal	F-Crit	Decision @ p< .05
Regulatory Signage	Regression	78.527	1	78.527	40.565	3.89	*
Students Utilization Information Service	Residual	76.307	396	21.657			
	Total	54.834	397				

***Significant at p< .05**

The entries in Table 4.9 show that the calculated F-value of 40.565 is greater than the critical-F value of 3.89 at .05 level of significant with 1 and 397 degrees of freedom. The result is significant; therefore, the null hypothesis which states that the extent to which regulatory signage predicts student’s utilization of information service in the University of Calabar library is not significant is rejected. The result means that regulatory signage significantly predict students’ utilization of information services in University of Calabar library.

Discussion of the Findings

The result of findings in Table 3 showed that all the identified items on regulatory signage predict students’ utilization of information services in the university of Calabar library. What account for the result is the fact that regulatory signs explain rules and can be external regulations like emergency and fire signage or internal regulations about library-specific policies. Regulatory signs include library rules and regulations and precautionary and safety signs. Regulation signage restricts certain behaviors for the maintenance of security and order and protection of bookshelf signage. Such signs include; classification signs, front label, sign or

phrase in the end of shelf. The finding is in line with Bassey (2006) maintained that regulation signage restricts certain behaviors for the maintenance of security and order and bookshelf signage. Such signs include; classification signs, front label, sign or phrase in the end of shelf. This implies that regulatory signs in academic libraries are those signs required to restrict unwanted behaviors and a measure to ensure compliance to library rules and regulations. Library regulatory signage helps to checkmate student's misconduct and violation of collection security in academic libraries.

Similarly, the result of the data presented in Table 4 showed the extent to which regulatory signage predict students' utilization of information services in the university of Calabar library is significant. The reason is that students are bound to obey library rules. Nobody is exempted from rules; hence regulatory signs inform students what they can and cannot do. Library regulatory signage helps to checkmate student's misconduct and violation of collection security in academic libraries, thereby ensuring availability, accessibility and effective utilization of information resources. This is in line Ogbodo (2004) who agreed that reactions to situations such as theft or mutilation of materials, or disruptive behavior, should not be left to an individual staff member's judgment. Regulatory signage plays significant role in checking unlawful acts in academic libraries.

Conclusion

From the result of the findings, it was concluded that Instructional guide and signage predict students' utilization of information services in the university of Calabar library. It solves wayfinding problem in unfamiliar environment, it helps library user to use the appropriate data, tools and facilities of the library, bringing about coordination in academic libraries and aid students in wayfinding and effective retrieval of the needed information. Hence, library signage has great influence on students' utilization of information services in the university of Calabar library.

Recommendation

From the findings, it was recommended that:

1. Federal government of Nigeria should increase budgetary allocation to universities to ensure adequate fund for provision of library signage in academic libraries. This will contribute to effective wayfinding and utilization of information services by students and other library users.
2. The designers of library signage should ensure that the color combination of signs do not result to color blindness. Color combination should be attractive to aid wayfinding and special navigation. This will enhance visual stimulus and aid students' utilization of library and information services.
3. Librarians should ensure that signs should contain clear and precise information and instructional signs should conform to the arrangement of materials on the shelf units to avoid confusion and frustration in accessing information and other library services.

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