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Library Use Instruction: The Outcome-based Education Approach

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ABSTRACT
It is generally agreed that the university library serves as the hub or focal point of the institution's teaching, learning, and research activities. It offers resources for information. It offers resources for knowledge to meet students' information needs. Between two groups of students, there can be a significant difference if the university library is properly explored, exploited, and used. Because of this, it is deemed crucial to teach newly admitted students how to use the library, and as a result, Nigerian institutions have made this official, examinable, credit-earning teaching essential. Despite the library's education programme, students' attitudes at higher education institution libraries often give the impression that they are still unsure of how to use the facility's resources. It is well known that many students rely more on their lecture notes than they do on really exploring, taking advantage of, and using the library's resources. This vision is what this review is all about- the introduction of the concept Outcome-Based Education (OBE).

KEYWORDS: *Library Use Instruction Programme, Library Orientation Programme, Outcome-Based Education Approach, Learning Outcome*

INTRODUCTION

When we are able to do something that we were previously unable to do, learning is thought to have taken place. Learning entails obtaining new information and sometimes involves combining many types of knowledge to produce new behaviors, skills, attitudes, preferences, or understandings (Bhat, 2018). It is the procedure by which knowledge is produced by transforming experience. Learning outcomes clearly express what a pupil is capable of doing after a learning experience. Learning units can be distinguished as learning experiences in formal higher education programmes. A learning unit might be a few hours of independent study or classroom instruction, a semester-long course, or a formal, two- to four-year programme.

A university's traditional goals are to "encourage the advancement of learning, to provide courses of instruction and other facilities for the pursuit of such learning, to encourage, promote, and conduct research in all fields of human endeavor, and to undertake all other activities

appropriate for a university of the highest standard," according to Onohwakpor (2013) and Yesufu (1973). Aguolu (2002) reiterated and elaborated on this when he further proposed that universities are founded for the pursuit and achievement of many goals, including:
(a) the preservation of knowledge.
(b) the provision of educational programmes and resources for the acquisition and sharing of knowledge through research and instruction.
(c) the promotion, advancement, and encouragement of knowledge through academic, practical, and development-focused activities.
(d) for labour, intellectual leadership must be provided, and
(e) human resources must be made available.
(f) the encouragement of socio-political, economic, and cultural modernization.

With the implementation of the National Policy of Education, the emphasis on the learner and the learning experiences has accelerated. Today, noted Ogumodede, Adio and Odunola (2011) the availability and accessibility of resources on campus, as well as how much students engage with them to become independent, resource-based learners who rely less on mentors, are used to judge the quality of an education. The library can help in this situation

University libraries are crucial because they are designed to support their parent institutions in fulfilling their obligations for generation, conservation, and dissemination of knowledge. Library relation to higher education is directly tied to these roles and responsibilities of universities. Gelfaud (1971) emphasized this significance as follows:
(a) the degree of a country's development greatly depends on the quality of its higher education.
(b) the effectiveness of its higher education institutions has a significant impact on the quality of its higher education.
(c) the quality of its libraries matches that of its higher education institutions.

By implication and extension, this simply means that the library is the best tool to evaluate the caliber of a higher education institution. This is because if the library is strong, the institution as a whole is likely to be exceptional; nevertheless, if the library is weak, then the institution is mediocre (Biswas & Chakrabarti, 2021; Aguolu & Aguolu, 2002).

The better the library, the stronger the faculty the institution will be able to hold, and the higher quality students the institution will draw, of course. Therefore, inadequate libraries have the potential to hinder teaching, learning, and research.

It is understandable why Melenby (1973) the founding principal of the university college in Ibadan (which is now the university of Ibadan), declared in 1968 that "no matter what else we do (here), I am determined that we have, at the very least, an excellent library." Kwepong (1983), a former vice chancellor of the University of Ghana, echoed this significance of the library when he asserted that "the university library may be aptly and fittingly considered the heart, if not the aorta, of any university." An inactive and dormant library equates to an inactive and dormant university. Without an excellent library collection, a quality education is impossible (Chukwusa, 2019).

Given the current state of academic libraries, it is unlikely that university executives will understand this position of libraries as the pivot of teaching, learning and research. Because of this, efforts must be taken to teach library patrons how to properly and efficiently harness the wealth of the library's resources. This is due to the fact that teaching, learning, research, and scholarship heavily rely on university libraries to make autonomous, self-directed, and resource-based study available to students rather than having them in contact with their lecturers. The secret to successful private study resides in the how, and library practice is what makes the how become a habit (Suleiman, 2012). In private study, what matters is not time spent or goodwill enjoyed, but the approach. The ambition and aspiration of all human beings is to obtain good and standard education, which is the constantly evolving and never entirely realized ideal that the entire human race is gradually working toward. However, no

knowledge can be evaluated in isolation from the library's resources as to whether it is excellent or terrible, accurate or inaccurate, or anything else that matters (Etim, 2007).

THE NEED FOR LIBRARY INSTRUCTION/ORIENTATION

It is now essential to provide education on how to use libraries because of some developments, like the revolution, which we do not yet fully understand but which is transforming everything, the explosion of information. This is a reference to the exponential increase and proliferation of information output and the ensuing effects on information organization, storage, retrieval, and distribution. According to Suleiman (2012), due to the spike in literary growth, knowledge is now available in a broad range of formats (print and non-print) and each form is equally valid and capable of providing information in its own particular way. Each form also complements the others because no single form can ever fully represent or satisfy all of the users' information needs because different users may favor various forms at various times and for various purposes (Starkey, 2012). Furthermore, the amount of knowledge that needs to be acquired—often at the expense of concepts that were once thought to be well-known—has grown so enormous that it can be difficult to decide what has to be learned and how. As a result, patrons of the library—especially students—proceed with their responsibilities there with greater zeal and persistence than with scholarship.

Furthermore, staying educated requires constant learning, unlearning, and relearning. In this environment, remaining inactive would entail not only being out of date but also perhaps being completely incorrect. Because there are so many informational resources available, it is necessary to bibliographically organize them for quick access and usage, so that they provide information rather than creating confusion or obscurity (Biswas, & Chakrabarti, 2021). The expertise for controlling bibliographies and disseminating information belongs to the library as an information system or organization. It is therefore evident that users need to be

instructed and taught the operational principles of information retrieval in the library. As a result, users of libraries require more than ever not only a middleman to choose and feed them information, but also direction and training in the focused, disciplined, systematic, and logical use of library information resources (Onohwakpor, 2014; Onohwakpor, 2013; Chukwusa, 2021b). All facets of education have undergone and continue to undergo change, including the idea, philosophy, and method of instruction. The number of students enrolled has phenomenally increased, and there has been a growth in new, larger academic courses that now make up inter- and sub-disciplines. Changes have been made to instructional techniques as well as subject matter placement levels and topic emphasis.

The current trend in education is to "challenge the minds" through instructional approaches, as stated by and Gelfand (1971). This fundamental shift away from teacher-centered, classroom-based instruction toward student-centered, resource-based learning is the result. This is clear from the way that students write their term papers, assignments, tutorials, seminars, and projects. Many of these cannot be completed efficiently and effectively without the assistance of the library's resources.

It is challenging to use libraries because of their complexity (and labyrinthine layout).The library, which has a vast amount of treasure, may provide several contributions to the education of its users. However, without a solid working knowledge of the library, users' best efforts to use it have not been sufficient and have frequently resulted in feelings of frustration due to stifled aspirations (Chukwusa, (2021b) and Onuoha, 2017); in contrast, users with a good working knowledge of the library have similar abilities to those of Alladin in the classic tale of Alladin and the Magic Lamp, as they can easily navigate the library and exploit and utilize library resources profitably and effectively.

Since understanding the layout and purposes of a library does not come naturally, instruction is required. The use of a library necessitates a

number of skills, including study, research, problem-solving, planning, discussion, and interpersonal and communication abilities. As a result, it is a subject that needs to be taught. According to Opera, Njoku, & Okoye (2018), since what people learn independently is more quickly understood, recalled, retrievable, and capable of application in new and future contexts, library users must be educated carefully in order to be extensively informed. The degree to which pupils are able to study independently and really do so is one indicator of educational excellence. Students must therefore learn how to learn, and in order to do this, they need a sense of self-direction. This freedom can be found in libraries because that is where students may learn to find information or to find out for themselves. Therefore, it is essential that students have productive interactions with the library while they are in class. They will be inspired to actively employ their own creativity and initiative, and they will be inspired by the ways in which libraries facilitate learning (Lorenzen, 2003).

WHY INTRODUCTORY LIBRARY TOURS, LECTURES OR USE OF HANDBOOKS MAY NOT BE THE BEST WAYS TO HANDLE LIBRARY INSTRUCTION PROGRAMMES

A greater emphasis has been put on education through the National Policy on Education. In order for students to become independent, self-directed, and resource-based learners who rely less on mentors, quality education is now determined by the materials that are accessible and available on camps as well as the degree to which the students react to or interact with them (Francis, & Mathew, 2014). The library and instruction programmes for library use come into play here. Numerous initiatives and programmes have been implemented throughout the years to teach students, particularly freshmen, how to use library resources effectively. These initiatives and programmes include lectures on library orientation, guided library tours, and handbooks and guides. However, it has become clear that the students cannot be taught the best ways to use the library through introductory lectures, tours, or handbooks (Opera, Njoku, & Okoye, 2018) for the following reasons:

- Orientation lectures are typically ineffectual since they are merely an attempt by the library to welcome the new students and give them the lasting impression that the library will serve as their primary source of academic or educational guidance throughout their time at the institution. The university librarian or his representative instructs the students on what he believes they should know, not necessarily what they believe they should know. Thus, it introduces and familiarizes the students with the library's general layout, its staff, its major departments and their services, its opening times, its search tools (such as the public catalogue), how to use the library — their rights and privileges — and how not to use the library — their responsibilities; the rules and regulations and penalties for offences.

- The orientation lecture at is simply one component of a lengthy induction program for incoming students, and it is completed quickly. Additionally, the lesson is given when the new students have just arrived and have other urgent concerns to attend to such as the time-consuming processes involved with registering for classes under difficult circumstances, paying tuition, and obtaining accommodations. As a result, the students find it difficult to focus on other classes, such library orientation.

- Undergraduate admissions are handled in batches, which makes issues worse. Since the second and third batches of admission are published following the students' orientation, many students arrive at school late as a result. Therefore, there is a need for three to four orientation lectures to accommodate this lapse.

- Orientation lectures not only place a significant time burden on library employees and interfere with other library users' need for a quiet atmosphere, but they have also grown dull, routine, stereotypical, and conventional. The researchers noted further that: batches of pupils, as many as 30 in a group, are herded through a dozen or so stations. In many cases, they are not well designed or successfully carried out. Neither the guide nor his equipment are always those of a librarian. He gestures with his hand to indicate 'that is' and nods his head to indicate 'this is.' Therefore, it comes as no surprise that most students stop listening at the third or fourth station, making them to conclude that

libraries and librarianship is boring and the entire exercise simply a fuss after all. Per se guided tours are not exciting to the students.

- The majority of library manuals can be found in the primary library rules and regulations, which lack in-depth learning resources. The majority of pupils don't read them since they consider them ordinary and unimportant.

Therefore, orientation lectures, guided library tours, and library handbooks have fallen short in teaching students how to effectively use libraries Therefore, the success of library use education programmes has emerged as one of the most crucial challenges in academic librarianship, and it continues to drive librarians to seek a solution (Opera, Njoku, & Okoye, 2018). As a result, a module on formal library use training was included to the standardized and institutionalized General Studies Program at Nigerian universities. This is done to increase the significance and applicability of teaching on library use. The training is not only meaningful and effective, it is handled by professionally qualified librarians, the course is also examinable, and taking it is compulsory.

The purpose of library use instruction programmes is to enable students to gain the knowledge and skills required for competency in using libraries (Chukwusa, 2021c). Consequently, library usage instruction, according to Fjallbrandt (1977), has four main goals:
(a). to help users grasp the pattern of communication and the routes for information flow, as well as to become aware of the various methods in which information can be received.
(b). to make users aware of the information sources that are accessible and available to them in their institutional and other libraries.
(c). to teach users how to use the various information-searching tools accessible in the library so they can find information relevant for their academic work at the university and for their future employment.
(d). to foster a favorable attitude toward information.

According to Starkey (2012) library use instruction is primarily concerned with the task of introducing students to those fundamental research techniques and resources that would enable them to use a variety of sources in their research, assess the authority and appropriateness of materials, and competently and confidently explore and exploit the complex library system (Chukwusa, 2021a).

Also, Iorver (2015) stated that the idea of library use instruction is to help users recognize their own information needs, to close any gaps between information services and potential users, to provide instruction on how to effectively and efficiently use libraries and information services, to help users develop the skills necessary to competently and confidently apply information retrieval, and to assist in the evaluation of libraries and information services.

Knowledge, comprehension, application, analysis and synthesis, and evaluation were the five categories that Suleiman (2012) used to categorize library use objectives while, Tocatlian (1978) proposed that the goals of library use instruction should be the identification of their own (users') information needs, formulation of these needs, efficient and effective use of library and information services, and assessment of these services.

The ultimate goals of library use training, according to Etim (2007), are to help users use libraries and their services more effectively and efficiently to satisfy their information needs and to instill realistic attitudes and expectations about libraries and their accessibility. As a result, learning how to use libraries is primarily focused on acquiring the skills and information necessary for competent use of libraries and their resources.

The library is one of the best places to get trustworthy facts and important information on the largest number of topics, as well as quickly and simply. It is stated that knowledge comes in two forms: either we know the answer, or we know where to find information about it. It stands to reason that, according to Aguolu and Aguolu (2002), "this is an age where the knowledge of a subject has become no longer more important than the knowledge of where,

and how, to find information upon the subject," an educated person is not one who knows everything, but rather one who can find out about most topics.

No knowledge can be judged as good or harmful because it cannot be quantified in isolation of the library. The pupils' acquisition of the abilities is so important for study, investigation, research, scholarship, functional education, and permanent literacy may be hampered by its neglect (Bhat, 2018). Therefore, learning how to use the library properly and correctly is a critical phase in the development of study abilities, and it is too important to be left to whim, caprice, or coincidence. It entails enhancing the pupils' ability to recall information, read critically, think creatively, articulate their ideas, and learn lifelong learning abilities. It requires a lot of direction and training, as well as practice and expertise. So, it is a subject that has to be taught.

THE NEED FOR CONSTANT EVALUATION OF LIBRARY INSTRUCTION PROGRAMMES

Academic libraries offer more than just the fundamentals of successful and efficient services; they also offer periodic examination of their function and services to make sure that the libraries remain functional, relevant and stable. Programmes to teach people how to use libraries are no exception; they are designed to be living, evolving organisms that must undergo ongoing evaluation and revision in order to make the necessary improvements (Chukwusa, 2021b).

Any educational program must include evaluation because it is a crucial tool for assessing an activity's efficacy. A programme's strengths and weaknesses are highlighted in evaluation, as well as any shortcomings that can be fixed right away and changes that may be implemented to ensure the programme's success. A programme can be improved, upgraded, and promoted through evaluation. Therefore, in accordance with Alegbeleye (1989), user opinion, which necessitates a user research, is the most logical means of collecting the feedback on a library's usefulness and relevance.

This notion was restated by Edem and Lawai (1996) when they noted that continuing and immediate assessment methods should be employed in order to scrutinize library use instruction programme in our universities. In the field of information retrieval and distribution, user studies are a prominent topic of study for librarians and information scientists. London Metropolitan University (2013) suggested that in general, a user study serves a similar purpose as market research for businesses. It takes effort to detect usage patterns and awareness levels in order to evaluate the success or failure of services and determine what changes should be made to the service plan.

Starkey (2012) stated the following regarding the effects of library usage instruction on students' research; evaluation based on library use offer on objective impression of the overall success or failure of an instruction. The scholar further stated that additionally, evaluation emphasizes the benefits of such review, including: determining the parts that have succeeded or failed. Such evaluations offer the means to acquire insight into the motivation and practical aspects of student behavior displayed in uncontrolled library scenarios when utilized in conjunction with perceptual evaluation techniques. Evaluations of library use teaching according to Lorenzen (2003) paints a picture of the impact of instruction in relation to the behavioral goals of a programme. Only by showing through evaluation that instruction truly changes how students utilize the library can the value of library usage instruction be justified.

WHY OUTCOME-BASED EDUCATION (OBE) IS THE ANSWER

This review critically examine one contemporary teaching strategy that hasn't had the respect it deserves from librarians or been given the spotlight it deserves in library instruction programmes. This approach is the Outcome-Based Education approach - OBE - which has not just long term aims but also clear pedagogical logic.

According to Bhat (2018), William G. Spady proposed outcome-based education (OBE) as a way to guarantee excellence in the American educational system in the early 1990s. OBE was eventually expanded to include higher education as well. OBE implies centering and arranging an institute's entire programmes and instructional efforts around the clearly stated out comes we want all students to display when they leave the institute (Spady & Marshall, 1994). OBE is a method of teaching that places emphasis on goals, objectives, successes, and outcomes. It is a practical strategy that is being used globally as part of the quality assurance strategy, in which choices about the curriculum and instruction are made based on the learning objectives that students should demonstrate at the end of a programme or course (Bhat, 2018). The terms intended learning outcomes, educational objectives, instructional objectives, behavioral objectives, terminal objectives, performance objectives, subordinate skills, subordinate outcomes, specific learning outcomes and competencies and general instructional objectives are also used to describe learning outcomes. What a student should be able to do after successfully completing a programme, course, or instructional unit is known as an educational result. The explicitness of its relevance, the possibility for discourse, the inherent clarity, accountability, self-direction, flexibility, and an integrated framework for teaching, learning, and assessment are some of the key benefits of OBE (Davis & Winch, 2015). OBE allows for instructional innovation and supports various learning styles.

In fact, the OBE primary technique actually entails the following:
- Top down curriculum design
  As per top-down learning design, after getting explicit knowledge from an instructor, the student applies and broadens that knowledge to acquire associated implicit knowledge. Deductive reasoning is employed here to get from a general rule or theory to particular applications or observations.
- Bottom up delivery and assessment
  Explicit operational feedbacks from students
- Engaging stakeholders in the process by using appropriate teaching and learning methods,

appropriate assessment and evaluation methodologies (Bhat, 2018).

To help people develop the skills and competency needed to access information, librarians are still looking for a solution to the enduring issue of the effectiveness of library usage teaching. What is required is a fundamental rethinking of the purpose and design of library skills training courses as they proceed in their efforts to enhance library use instruction methodologies.

Iheonunekwu, Nwamuo, and Ukpabi (2011) acknowledged that the conditioning view on teaching and learning presupposes that learning must have occurred only when tangible and observable behavioral changes have taken place. To put it another way, learning happens when the learners' visible behavior changes (students). According to this conditioning theory, all learning can be divided into more basic components. Patra, Jain, Verma, and Samal (2021) asserted that this learning perspective's presumptions are that anyone can learn and anything can be taught under desirable learning conditions. An individual learns best when given the reinforcement that is most appropriate for him. In contrast to the cognitive framework, whose mental structures are in-born with built-in capacities, nurture is more essential than nature.

Outcome-based education focuses on what the pupils can actually do once they have been taught. As a result, all decisions regarding the curriculum and the delivery of instruction are centered on how best to achieve the goal. Therefore, the targeted objective is produced or chosen first, and the curriculum is then developed to support it. The outcome-based education system, according to Towers (1996), is a learner-centered and results-oriented approach built on the conviction that everyone can learn. The scholar outlined four requirements that must be met for the OBE system to function properly and successfully:
- the students' advancement must be based on their demonstrated achievement;
- the material they are expected to acquire must be clearly identified;

- to fulfill the requirements of the children, a variety of teaching and assessment methodologies must be offered.
- Enough time and support must be given in order for each student to perform to their full potential.

Because the emphasis is on learner-centered outcomes, librarians should concentrate on those. Comprehending this educational system requires understanding the meaning of outcome. Outcomes are obvious, verifiable indications of students' learning that occur following a major collection of learning activities (Spady & Marshall 1994). They are not in their attempts to enhance library use instruction tactics; instead, a fundamental reevaluation of the purpose and design of library skills instruction programmes is required. In light of this, they further suggested that:

(a). there needs to be "clarity of focus" so that educators and planners could have a distinct idea of what they want the students to be able to perform successfully;

(b). the curriculum must be developed from the desired existing objectives, or "design down," with all instructional plans built from that point.

Results are "future-oriented, publicly defined, learner-centered, focused on life skills and circumstances, characterized by high expectations of and for all learners, and the sources from which all other educational decisions flow (Dulle, 2004). In line with Webster (1994), "Students who are learning using an outcome-based approach must put in a lot of effort to become proficient in using libraries. This strategy improves learning and retention while decreasing failure among pupils. Because it is outcome-based and OBE places emphasis on outcomes, teaching library skills has historically been one of the most outcome-based curriculum objectives ". Starkey (2012) stated that outcome-based education has a significant impact on librarianship and that the increasing interdisciplinary teaching that follows from it is prompting teachers to reevaluate how to incorporate libraries into their lessons.

According to Ogunmodede and Emeahara (2010), the integration of library skills lessons with normal classes is one effect of OBE approach. The shift from "isolation" to "integration" as the "method of teaching" is one of the most important effects of OBE library instruction programmes. If we anticipate that these abilities will be employed on occasion, we can no longer teach library skills in isolation. Chukwusa (2021c) also noted that it is more likely that abilities taught in tandem with direct application will transfer to other applications more readily than skills taught separately. Increased exposure of library skills in the curriculum will benefit librarians by forcing instructors to concentrate on results. Because the majority of library usage teaching programmes are built on OBE ideas, they are OBE friendly. Therefore, the curriculum calls for more incorporation and integration of library use teaching for concepts that already exist in library use education programmes, expanding them, and using them in the library classrooms.

The initial point of contact and area of emphasis in the OBE library curriculum is the choice of what the students are to learn. Spady and Marshall (1994) refer to this as "clarity of focus." In order to determine the desired results of their training and what they want the students to be able to achieve successfully, librarians should know what the desired results of the instruction are; and as a rule make a list of outcomes that must be demonstrable by the students.

Additionally, noted Lorenzen (2000) the curriculum must be "planned down," meaning that all other suitable instructional modules can be created after the desired exit outcomes have been decided (a case of "seek ye first... and all other things shall be added ... "). Since the curriculum supports the results, it should be created with the outcomes in mind rather than just using the existing curriculum and trying to force the outcomes into it (putting new wine in an old wine skin or patching old garment with a new cloth). This is the area, reason, and method where OBE excels at enhancing instruction in library use.

Therefore, librarians must reevaluate how they impart knowledge of the library and shift their attention to what users actually want. Information literacy is fully integrated into the university curriculum thanks to outcome-based education. The practicality and usefulness of the results must be presented to the pupils if information literacy is to be demonstrated in them. For students and academic librarians, this is critical and important because, as Onuoha (2017) stated, library skills are, ultimately, a need to know activity. Students may disregard content offered if there is no immediate use for it, leading them to believe that teaching in library use is nearly useless.

It makes sense, as Spady and Marshall (1994) suggested that in contrast to this content and time-based method of approach, OBE approaches specify the "exit outcomes" that the students should be able to demonstrate. Traditional approaches have focused on "in puts" exposing students to curriculum segments over a set period of time, at the conclusion of which time exams are given and grades are assigned, regardless of whether the students have mastered the material content and skills. The curriculum for the program is thus "designed down" from the outcomes in that it focuses on, emphasizes, asserts, and makes sure that students master those outcomes that are demonstrable, observable, and measurable and based on the challenges and opportunities that the students will face after instruction."

This was reinforced by Starkey (2012) who argued that while gaining little in the way of knowledge or skills, a sizable percentage of students had previously amassed enough grades to pass the GST use of library course, and as a result, their knowledge base had represented little genuine learning. OBE, however, is a good alternative that pushes even the lowest achievers and stops such students from passing without achieving a pre-set mastery level of competency in library use. This is due to the focus of OBE, which is on performances that are distinct, observable, measurable, and demonstrative after a substantial number of learning experiences ". These results essentially represent three things:

1. What students know;
2. What they do with their knowledge; and
3. The ability, assurance, and drive of the students to carry out the demonstrations.

CHALLENGES

One of the main reasons working against the effectiveness of the programme and making its success challenging is the time frame of library use teaching (Francis & Mathew, 2014). Librarians' (teachers) spend less hours during the semester (only one semester) working with a group of students that have different learning styles and rates. The best the librarian could do in this situation was to provide information to the students about the library's search tools, particularly the public card catalogues, the circulation, issue, and loan system, as well as the references desk and the services it offers. From there, the students are forsaken to the detriment of their educational being. It goes without saying that this is not advantageous for the teacher, the students, or the programme. The programme's incorporation and integration into the institution's established curriculum will motivate and arouse faculty interest, which would result to allocation of adequate time and provision of facilities to the programme by the school authority (Chukwusa, 2015). .

The workload of teachers, poor curriculum execution, unstable system implementation, and inadequate administrative support are the challenges that impede OBE implementation in vocational colleges, according to Damit, Omar, and Puad's (2021), study of issues and challenges of OBE implementation among Malaysian vocational college teachers.

CONCLUSION

The purpose of a library skills course or education in library usage is to develop students' competence and confidence, effectiveness and efficiency in using library resources. In order to improve library usage instruction courses or programmes in Nigerian universities generally, this review emphasizes and strongly suggests using the OBE system approach. Because of its tight ties to the library skills courses offered in Nigerian colleges, the

OBE system is extremely relevant to programmes that teach library use. It serves the program's objectives for library usage education both during and after the planning and teaching phases. Because librarians want students to use the library, it matches library usage instruction very well.

The planning step is arguably where the ideas of OBE (OBE) are most crucial. This is due to the adage "terminus ad quem, terminus a quo," which states that if one knows where they are going, they can profitably search for the path that will take them there. In other words, "concentration" and "design down" are essential. Library use training suits OBE so well, and it has a lot to gain from it in terms of growth and success.

OBE enables librarians to concentrate on teaching the skills that are most important to the students and to the library by focusing on outcomes rather than grades. Librarians may design a curriculum that teaches the outcomes by being very explicit about what they want the students to learn and by developing observable outcomes to measure them by.

OBE forces librarians to reevaluate their subject matter, target audience, motivations for teaching, and delivery methods. As a result, libraries will be better planned, more narrowly focused, and more assiduously carried out than they currently are using the customary patchwork, incomplete, flimsy, and cosmetic methods.

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