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EFFECTS OF USER EDUCATION COURSE ON ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS IN USMANU DANFODIYO UNIVERSITY, SOKOTO NIGERIA

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Abstract

This study examines the effects of user education course on academic achievement of undergraduate students in Usmanu Danfodiyo University, Sokoto Nigeria. The course helps the users to develop the necessary skills for research and lifelong learning and to make maximum use of library resources available to them. The ultimate objective is to enable users exploit the resources of the university library to the fullest. The objectives, among others, were to: assess how the user education course guide undergraduate students on using the University Library resources; determine how library resources utilisation influence the academic performance of undergraduate students and to investigate the challenges undergraduate students are facing while offering the user education course. Descriptive survey design was adopted for the study and the population of the study was 1,043, which consist of the entire UG II students registered in the five (5) Departments in the Faculty of Education and Extension Services during the 2021/2022 academic session. Multi stage sampling technique was used in selecting the faculty, while purposive sampling was adopted based on the programmes offered in the different departments. Instrument used was a structured questionnaire with a four-rating scale. It was validated by three senior researchers in the Faculty of Education, Usmanu Danfodiyo University, Sokoto. Frequency and percentages were used in analyzing the data. The average accepted percentage was 50% and any result below the average percentage was rejected. The findings revealed that the user education course has significant impact on undergraduate students' learning activities, the students utilize library resources such as textbooks, journals, research monographs, indexes and abstracts among others. The study identifies some challenges faced by students and these include inadequacy of desired materials, lack of internet access, poor electricity power supply, among others. The study concluded that user education course has significant impact on UGII academic activities. The study recommended that adequate funding, sufficient information resources, full Internet access, constant power supply and functional air conditioners among others should be provided to the library for effective use by the students, among other users.

Keywords: User education, Academic achievement, Undergraduate students

Introduction

Library is an organized collection of sources and information resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both. Ifidon (2012) citing (United Nations, 2003) stated that the role of libraries in learning is only a tip off an iceberg when compared to their overall uses for societal and national development, scholarship, serving as catalyst for economic development, fostering social inclusion and cohesions, promoting concepts of civic centres and community services, encouraging working relationships among democratic institution and advancement of cooperation and understanding.

Thus, university libraries are established within the institution of higher learning with sole objective of meeting the teaching and research information needs of both faculty and students. Ogunsola (2004), reported that university libraries have long been recognized as the hearts of their universities which plays prominent role in information service delivery to fulfil their mission of supporting the educational objectives of their parent body, which include teaching, learning, research and cultural development, the libraries have to develop and maintain standard books, journals and audio-visual collections and services.

Essentially, Nutsukpui and Owusu-Ansah (2017) states that the library contained materials that are systematically organized, which can meet the information needs of both the present and prospective users. Academic libraries acquire, organize, store, retrieve and disseminate information contained in serials for researchers, educators, students and other interested persons in their various disciplines. To further mention the significance of the academic library in a tertiary institution, Badaru (2013) states that the academic library is the heartbeat of any academic institution. He went further to state that the health and effectiveness of any academic institution depends on the state of health of the library in that academic institution.

Therefore, universities are established with the core mandate of values, resources and objectives for teaching, learning, research and services to the host communities. One of such objectives is to provide resources for the running of academic activities of both students and faculty members. Such academic activities are not limited to teaching, research, examinations, assignment, but include conference, workshop and article writing for presentation or publication (Ankamah, Akussah& Adams, 2018)

University library can be regarded as an environment for supporting the actualisation of critical thinking for lifelong learning where Aiyegunle and Moneme (2006) describes a university library as a place where collection of materials is organized to provide physical, bibliographical and intellectual access to a target group with the support of trained staff. Therefore, effective service delivery in the university library is determined by the proficiency level of its staff. As such, Tabs (2003) stated that for a staff to work in the university libraries need to have different set of skills and competencies to deal with both internal and external communications with issues related to both human and material resources. Similarly, Edoka (2004) acknowledged the assertion by saying that a university library is like any other establishment is designed and managed by a special group of people whose job it is to combine and utilize the organisational resources of men, money, information items and other resources to achieve organisational objectives.

Holding similar views, Edoka (1992) and Bernhard (1997) both agree that the library is a collection of materials and made available to users. They agree that the library has the responsibility to ensure that its resources and services are used; so that they explained library in terms of use. This presupposes that the establishment that has a thousand items of

information that are effectively used can be a library while another that has a million documents that are not placed for use may simply be a museum or a storehouse.

User education refers to all efforts aimed at teaching library users how to effectively and efficiently utilise library resources and services. It includes activities such as library orientation, bibliographic instruction, library instruction, and information literacy programmes. The ultimate goal is to equip users with skills for identifying, locating, and using information resources independently, fostering lifelong learning habits (Kumar, 2015).

According to Uwakwe, Onyeneke and Njoku (2016), user education is a process whereby potential users to the library are made to learn how to make efficient and effective use of the library and its resources through the acquisition of knowledge and skills in identification, location, retrieval and exploitation of information. User education can be in the form of orientation/training programmes, workshop, and seminar; "know your library programmes" occasionally organized by the library for both new and old library users. These programmes/activities may be packaged in hard copy that is manuals, handout or in soft copies that is compact discs. The fundamental objective of user education is to expose, acquaint and inculcate in the clients, the basic knowledge of understanding and skills which are necessary for effective and efficient use of the library resources and services. User education is, therefore, all about empowering undergraduate students with knowledge and skills to enable them to make judicious use of information resources and services available in a given library.

Availability, awareness, accessibility and utilisations are a sequence of information resources exploration that ought not to be broken if library services must be appreciated (Madu, 2019). As a result, libraries engage different user education programmes aimed at not only creating awareness, but also empowering their user communities with the competence to use their facilities and services.

Statement of the Problem

The user education course is a compulsory one credit unit course taught under General Studies Division in Usmanu Danfodiyo University, Sokoto. It is a compulsory course for undergraduate of the institution particularly the newly admitted students. The course is one of the strategies used by the University Library staff to bring students closer to the library. The course helps them to develop the necessary skills for research and lifelong learning and to make maximum use of library resources available to them. The ultimate objective is to enable users exploit the resources of the university library to the fullest. However, it has been observed that the university library is always full to its capacity during examination periods.

However, the library experience low patronage when the examinations are over. Without proper utilisation of library resources, the university library may not be able to deliver effective and efficient information services that will enhance teaching, learning and research that academic institutions were purposely established for. It is the recognition of these problems that motivated the researchers to examine the effects of user education course on academic achievement in Usmanu Danfodiyo University, Sokoto in order to guides students on using the university library services, to find out the types of information resources in conducting the user education course , to establish the challenges students are facing while offering the user education course and to suggest the strategies that can be adopted to enhance teaching the user education course.

Objectives of the Study

The main objectives of this research were to examine the effects of user education course on academic achievement of undergraduate students of Usmanu Danfodiyo University, Sokoto Nigeria. To accomplish this task, the study sets out to:

1. examine the effects of user education course on academic achievement of undergraduate students in Usmanu Danfodiyo University, Sokoto;
2. find out the types of information resources used by undergraduate students offering the user education course in Usmanu Danfodiyo University, Sokoto;
3. establish the challenges undergraduate students are facing while offering the user education course; and
4. identify the strategies that can be adopted to enhance teaching the user education course.

Review of Related Literature

It is vital to note that there exist a substantial empirical body of literature and researches relating to effects of user education course on undergraduate students of Nigerian universities. Therefore, academic and intellectual discourse relating to those areas has been enormously developed. For instance, a survey conducted by Ahemba and Terwase (2018) on the impact of library user education program on undergraduate students in Benue State University, Makurdi, Nigeria. The main purpose of the study was to find out the impact of user education program on undergraduate students' utilisation of library resources in Benue State University, Makurdi, also to determine the methods employed in teaching the undergraduate students user education.

The study identified some problems that includes over population, lack of instructional materials, poor monitoring of staff, inadequate qualified staff, limited time allocation, inadequate accommodation and space are the major problems preventing students from effective utilising the resources in the library for their information needs. Another investigation conducted by Unuabor and Oseghale (2018) on impact of the use of library course for undergraduates' better usage of library resources in Faculty of Education, University of Ibadan. The main purpose of the study was to find out the exact and comprehensive use of library as a course has actually enhanced the undergraduates' awareness and use of the various information resources and services in the faculty library or not, also to determine the ways use of library as a course has actually improved undergraduate's use of information resources in faculty library or not. The findings adjudged undergraduates as non-frequent users of the library. Failure to accord use of library the status of a full-fledged General Studies (GST) course was found as the most significant factor limiting effectiveness of user education programme through the use of library.

Ahemba and Terwase (2018) found that user education significantly influenced undergraduate students' ability to access and use library resources at Benue State University. The study highlighted challenges such as overcrowding, inadequate instructional materials, and poor monitoring. Similarly, Unuabor and Oseghale (2018) examined the use of library instruction at the University of Ibadan and concluded that its effectiveness was limited due to the lack of recognition of the course as a full-fledged General Studies (GES) subject. However, they acknowledged its importance in raising awareness and utilisation of library services among students. Adding to these findings, Achugbue, Adeyemi, and Adeyemi (2023) conducted a comparative study across selected federal universities in South-west, Nigeria and found that structured user education programmes, covering bibliographic instruction, library orientation, and guided tours, enhanced students' ability to navigate information resources effectively. This supports the integration of user education as a foundational academic component.

Shikali and Muneja (2024) highlighted how access to library information resources became crucial during the COVID-19 pandemic and emphasized the role of digital literacy in sustaining student engagement. This underscores the necessity of updating user education curricula to include training in digital and online resource navigation. Similarly, Agboola and Bamigboye (2011) carried out an empirical study on students' level of study and user of library resources in Nigerian universities: A comparative study. The main purpose of the study was to determine the frequency of library use by the students, to determine the extent of use of library resources by the students, and also to determine the use of library resources by the level of study of the students. The findings showed that there are differences in the extent to which sources of information are used by students in different years of their study. The use of library resources as it was stated by the respondents, increases as they get to the next level in the two universities (UI and UNAAB), this substantiates the study of Whitmore (2001) who reported that library use increases at each successive year but in the case of OOU, only part three students used more resources.

Wada *et al*. (2024) further argued for integrating digital skills and artificial intelligence tools into user education for LIS students, particularly as these competencies become increasingly relevant in navigating complex information environments. Nzang and Awandia (2024) affirmed that service delivery in tertiary libraries directly impacts academic achievement, suggesting that infrastructural investments, like internet connectivity and digital tools, can enhance the outcomes of user education initiatives. Collectively, these studies provide a robust foundation for evaluating the effectiveness of user education at Usmanu Danfodiyo University, Sokoto.

In case of OOU, there was underuse of library resources, this substantiates the study of Agboola (2010), who study the use of print and electronic resources in Agricultural universities and discovered the underuse of library resources at OOU and she attributed it to relocation of the campus and the library was yet to be equipped at the time of the study, and also the study of Tommy (2009), who pointed out that libraries always have low patronage when they are not adequately equipped to effectively provide the range of services entrusted on them.

Methodology

A descriptive survey research design was adopted for the study, because survey research involves the collection of information from a sample of individuals through their responses to questions. Therefore, this design was deemed fit for this study as the study described the actual situation regarding the effects of user education course on academic achievement of undergraduate students in Usmanu Danfodiyo University, Sokoto Nigeria, without interference by the researchers. The population of the study consists of all the UG II students for the 2021/2022 academic session in the faculty of education and extension services of Usmanu Danfodiyo University Sokoto. It is from this population that the samples were selected.

Table 1: Distribution of Undergraduate II Students in the Faculty of Education and Extension Services (2021/2022 Academic Session)

S/N	Name of Department	No. of Programmes	No. of UG II Students
1	Department of Adult Education & Extension Services	2	153
2	Department of Curriculum Studies	4	221
3	Department of Educational Foundation	8	208
4	Department of Library & Information Science	1	70
5	Department of Science & Vocational Education	6	391
	TOTAL	**21**	**1,043**

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Table 2: Population and Sample Size of the Universities Understudy

S/N	Population	Remarks
1	Population of the study	1,043
2	Sample size	273
3	Questionnaire administered	273
4	Return rate	255

Data Analysis and Results

The data collected through the questionnaire was analyzed and interpreted as presented in table 3.

1. What are the effects of User Education Course on undergraduate students of Usmanu Danfodiyo University, Sokoto?

Table 3: Purpose of User Education Course on the Respondents

S/N	Purpose	N	A	D	Decision
			Freq. (%)	Freq. (%)	
1	acquire skills for independent learning	255	237(92.94%)	18(7.1%)	A
2	acquire skills to cite references and document for my research work	255	197(77.25%)	58(22.74%)	A
3	exposed me to the bibliographical database of the library	255	136(53.33%)	119(46.66%)	A
4	use library catalogue effectively to retrieve information	255	177(69.41%)	78(30.58%)	A
5	develop reading culture	255	201(78.82%)	54(21.17%)	A
6	inculcate the ability to think critically	255	192(75.29%)	63(24.70%)	A
7	increase motivation to use library resources	255	188(73.72%)	67(26.27%)	A
8	enhance my capacity to carry out research	255	226(88.62%)	29(11.37%)	A
9	improve my ability to retrieve needed information from the library	255	241(94.50%)	14(5.49%)	A
10	enhance skills for using index as retrieval tool	255	191(74.90%)	64(25.09%)	A

Key: N= Sample Size, A= Agree, and D= Disagree

Table 3 presents the responses of undergraduate students regarding the purpose of the user education course for their academic development and information literacy skills among the respondents. The data shows that the course has a substantial impact across various dimensions of students' learning and research capabilities. A significant majority of the respondents (94.50%) agreed that the course improved their ability to retrieve needed information from the library, which reflects the primary aim of user education, to equip students with the skills to access and utilise library resources independently. Closely following this, 92.94% of the students agreed that the course helped them acquire skills for independent learning, further confirming its role in fostering self-directed academic engagement.

The impact of the course on research-related skills is also noteworthy. About 88.62% of respondents acknowledged that the course enhanced their capacity to carry out research, while 77.25% reported that it helped them learn how to cite references and document research work properly. This suggests that the course not only focuses on information retrieval but also

emphasizes ethical and scholarly use of information, a key component in academic writing and intellectual integrity. Moreover, 78.82% of the students believed that the course helped them develop a reading culture, and 75.29% noted that it inculcated critical thinking skills. These are essential lifelong learning skills that extend beyond academic performance and demonstrate the broader educational benefits of the user education program. Additionally, 73.72% reported that the course increased their motivation to use library resources, indicating a positive shift in their attitudes toward library engagement.

Interestingly, the lowest percentage (53.33%) was recorded for the item "to expose me to the bibliographical database of the library," suggesting that while the overall impact is strong, there may be gaps in coverage or student comprehension of more technical aspects of library systems. This could signal a need for enhancing the curriculum with practical, hands-on sessions on bibliographic databases and online catalogue systems.

2. What are the types of information resources use by undergraduate students offering user education course in Usmanu Danfodiyo University, Sokoto?

Table 4: Information Resources used the Respondents offering User Education Course

S/N	Items	N	A	D	Decision
			Freq. (%)	***Freq. (%)***	
1	Textbooks	255	219(85.88%)	36(14.11%)	A
2	Journals	255	234(91.76%)	21(8.23%)	A
3	Research momgraphs, indexes and abstracts	255	196(76.86%)	59(23.13%)	A
4	Statutes, laws decrees	255	207(81.17%)	48(18.82%)	A
5	Reference materials	255	199(78.03%)	56(21.96%)	A
6	E-mail facility	255	143(56.07%)	112(43.92%)	A
7	Electronic database	255	211(82.74%)	44(17.25%)	A
8	Projects/theses/dissertations	255	247(96.86%)	8(3.13%)	A
9	Newspapers	255	212(83.13%)	43(16.86%)	A
10	Magazines	255	177(69.41%)	78(30.58%)	A

Key: N= Sample Size, A= Agree, and D= Disagree

Table 4 presents the frequency and percentage distribution of responses from the respondents regarding the types of information resources they use in relation to the user education course at Usmanu Danfodiyo University, Sokoto. The findings indicate a high level of utilisation of a broad range of information resources by the students. The most highly used resources include projects/theses/dissertations with 96.86% agreement, followed by journals (91.76%), textbooks (85.88%), and newspapers (83.13%). This suggests that students prioritise materials that are directly relevant to their academic activities and that support both theoretical understanding and empirical research. The high usage of journals reflects an

appreciation for current and scholarly content, which is critical in academic writing and research development.

Other frequently used resources include electronic databases (82.74%), statutes/laws/decrees (81.17%), and reference materials (78.03%). This shows that students also seek access to authoritative legal documents and supplementary academic aids, which may be emphasized during user education sessions. The substantial use of indexes and abstracts (76.86%) suggests that students are familiar with strategies for locating academic literature, a skill often taught during library orientation or user education programmes. Interestingly, magazines (69.41%) and e-mail facilities (56.07%) were the least utilized resources among those listed, though still above the 50% mark. This may be attributed to the fact that such resources are either not directly relevant to academic coursework or are perceived as informal sources of information. However, their usage indicates some level of diversity in the information-seeking behavior of the students.

3. What are the challenges faced by undergraduate students of Usmanu Danfodiyo University, Sokoto while offering user education course?

Table 5: Challenges faced by the Respondents while offering User Education Course

S/N	Challenges	N	A	D	Decision
			Freq. (%)	Freq. (%)	
1	Inadequacy of desired materials	255	193(75.68%)	62(24.31%)	A
2	Lack of internet access	255	211(82.74%)	44(17.25%)	A
3	Poor electricity power supply	255	224(87.84%)	31(12.15%)	A
4	Poor ventilation	255	38(14.90%)	217(85.09%)	D
5	Lack of quiet and conducive environment	255	181(70.98%)	74(29.01%)	A
6	Lack of adequate seating spaces	255	168(65.88%)	87(34.11%)	A
7	Poor library instruction	255	65(25.49%)	190(74.50%)	D
8	Inadequate library staff	255	39(15.29%)	216(84.70%)	D
9	Restricted library opening hours	255	172(67.45%)	83(32.54%)	A
10	Lack of awareness of new arrivals	255	226(88.62%)	29(11.37%)	A

Key: N= Sample Size, A= Agree, and D= Disagree

In Table 5, the data showed the challenges faced by the respondents offering the course to include inadequacy of desired materials, lack of Internet access, poor electricity power supply, lack of quiet and conducive environment, lack of adequate seating spaces, restricted library opening hours and lack of awareness of new arrivals with accepted average percentages

raging between (65.88% & 88.62%), respectively on the 7 items. While the remaining 3 items were below the accepted average percentage (50%) and as such, they were rejected.

4. What are the strategies for enhancing user education course in Usmanu Danfodiyo University, Sokoto?

Table 6: Strategies for enhancing User Education Course among the Respondents

S/N	Strategies	N	A	D	Decision
			Freq. (%)	Freq. (%)	
1	Fund library adequately	255	164(64.31%)	91(35.68%)	A
2	Adequate provision of Internet services	255	184(72.15%)	71(27.84%)	A
3	Provision of alternative power supply	255	215(84.31%)	40(15.68%)	A
4	Provision of air conditioners	255	208(81.56%)	47(18.43%)	A
5	Locate library in a central place	255	158(61.96%)	97(38.03%)	A
6	More departmental libraries needed	255	146(57.25%)	109(42.74%)	A
7	Improve library instruction	255	85(33.33%)	170(66.66%)	D
8	Employ more professional staff	255	66(25.88%)	189(74.11%)	D
9	Extend library opening hours	255	173(67.84%)	82(47.96%)	A
10	Create awareness about new arrivals	255	195(76.47%)	60(23.52%)	A

Key: N= Sample Size, A= Agree, and D= Disagree

In Table 6, the data indicated that the strategies to be adopted to enhance the user education course among the respondents include library should be adequately funded, to provide adequate internet services, to provide of air conditioners among others with accepted average percentages raging between (57.25% and 84.31%) respectively on the 8 items, while the remaining 2 items were below the accepted average percentage (50%) and as such, they were rejected.

Discussion of the Findings

This section discusses the key findings of the study in relation to the research questions and objectives. The study revealed that the User education course significantly impacts the academic achievement of undergraduate students at Usmanu Danfodiyo University, Sokoto. Most of respondents agreed that the course helps them develop critical academic skills, independent learning, effective information retrieval, etc. with accepted average percentage. These findings suggest that the course is instrumental in fostering essential skills for academic success, aligning with the objective of improving students' ability to effectively utilize library resources and perform independent research. Moreover, this aligns with the findings of Unuabor

and Oseghale (2018), which observed that user education programmes increase awareness and usage of library resources among undergraduates. However, in contrast, they highlighted non-frequent library use due to the failure to integrate the course as a full-fledged subject.

Findings indicated that students make extensive use of available library resources like textbooks, journals, and projects/dissertations etc. with accepted average percentages. These findings highlight the library's critical role as a support system for academic activities but also underscore the need to expand access to digital resources to enhance learning outcomes. Ahemba and Terwase (2018) similarly identified inadequate instructional resources and limited library capacity as factors impeding optimal resource utilisation, while Agboola and Bamigboye (2011), noted increased library use with progression through academic levels, they also highlighted variability in usage patterns across institutions, influenced by factors like library quality and student awareness. These findings collectively underscore the need for Nigerian universities to modernize their libraries; ensuring digital tools are better integrated to meet evolving academic needs.

Several challenges were identified that hinder students' effective utilisation of the library and the benefits of the course. These include poor electricity supply, lack of internet access, and inadequate seating spaces. These findings highlight infrastructural and environmental limitations as key areas requiring intervention, while Ahemba and Terwase (2018) as well as Tommy (2009) attributed low library patronage to infrastructural deficits. However, issues like inadequate staff or poor instruction, were not significant challenges at Usmanu Danfodiyo University, this indicates that infrastructure remains a universal challenge.

To address the identified challenges, several strategies were proposed and supported by the respondents. These include improving funding for library services, providing alternative power supply, and enhancing Internet services. Provision of air conditioners, and extended library hours were also identified as effective measures with average accepted percentages, while challenges noted in earlier studies like those by Tommy (2009) and Urquhart and Rowley (2007) emphasized on improving instruction or hiring more staff, but Usmanu Danfodiyo University has already addressed these areas effectively.

Conclusion

The findings of this study have demonstrated that user education courses have a significant positive effect on the academic achievement of undergraduate students at Usmanu Danfodiyo University, Sokoto. Students who actively participated in the user education programme exhibited enhanced library usage, research skills, and a greater information literacy which contributed to better academic performance. Moreover, the course played a pivotal role in orienting students to the university's academic resources and information system, thereby fostering an independent learning and effective study habits.

Recommendations

To improve the effectiveness of the user education course and address the challenges faced by undergraduate students, the following strategies were proposed:

1. Government should ensure the library is sufficiently funded to provide necessary resources, including books, journals, and modern facilities.
2. Library management should provide reliable Internet access within the library to facilitate access to electronic resources and online databases.
3. Curriculum experts in the field of library and information science should update the curriculum to reflect modern library resources and digital competencies, providing students with up-to-date skills for effective resource usage.

4. Alternative power supply should be provided by the library to address the issues of inconsistent electricity by investing in alternative power sources such as solar panels or generators.

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AUTHORS' PROFILES



Kasim Abdullahi is a distinguished librarian, information scientist, and academic devoted to advancing the frontiers of knowledge organization, scholarly communication, and library development in Nigeria. His academic journey commenced at Bayero University, Kano, where he obtained a Bachelor's degree in Library and Information Science/Economics, followed by a Postgraduate Diploma in Public Policy and Administration (PGDPPA). He further deepened his expertise at the University of Nigeria, Nsukka (UNN), where he earned a Master of Library Science (MLS) and is presently pursuing a Doctor of Philosophy (Ph.D.) in Library and Information Science. A Certified Librarian of Nigeria (CLN), Kasim brings to the profession over 15 years of post-qualification experience in librarianship and academia. He began his career as a Librarian II at the Federal Neuropsychiatric Hospital, Kaduna, where he gained foundational experience in specialized information services. He subsequently joined the Abdullahi Fodiyo Library Complex, Usmanu Danfodiyo University, Sokoto, serving diligently for eight years before his redeployment to the Department of Library and Information Science, UDUS, where he currently holds the position of Lecturer I. Kasim has published numerous scholarly articles in reputable peer-reviewed journals, contributed to festschrifts, chapter contribution in an edited books and actively participated in national conferences and workshops in the field of Library and Information Science. His research interests span library management and the application of ICT in librarianship, reflecting his lifelong commitment to harnessing the transformative power of libraries for education, research, and sustainable development.



Iyal Usman is a dedicated librarian and information scientist with a passion for empowering academic communities through knowledge organization and access. With over 15 years of post-graduation experience, he has become a cornerstone of the Abdullahi Fodiyo Library Complex at Usmanu Danfodiyo University, Sokoto (UDUS), where he has shaped the way resources are managed and shared. Iyal's academic journey began at Bayero University, Kano, Nigeria, where he earned a Bachelor's degree in Library and Information Science/Sociology. He further honed his expertise with a Master's degree (MLIS) from Kenyatta University, Kenya. These experiences ignited his lifelong commitment to advancing the role of libraries in education. Beyond his technical expertise, Iyal is known for his unwavering dedication to fostering intellectual growth and collaboration. Through his work, he has helped transform libraries into dynamic spaces for learning and innovation and a desire to leave a asting impact on the academic world.