

Users' Education as Correlates of Library Resources Utilization by Undergraduates' in Selected Universities in Kwara State

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Abstract

Background of the study: This study examines users' education as correlates of library resources utilization by undergraduates' in selected universities in Kwara State. The study identified five (5) research questions and two (2) research hypotheses.

Purpose: The study adopted descriptive where set of questionnaire were used to collect data. Stratified random sampling technique was used for this study, it was a sampling technique considered appropriate because the researcher intend to divide the two universities into strata, that is, faculty and college making a total of 15 and 5 faculties/colleges in University of Ilorin and Kwara State University respectively. Raosoft calculator was used to select sample size of the study at 95 % level of confidence. So, the total population for this study thus 382.

Method: Data collected were analyzed using descriptive statistics of frequency count and percentages while Pearson Product Moment Correlation (PPMC) was used to test the two hypotheses of the study.

Findings: The study revealed that majority of undergraduates' are of opinion that users education has being a major mechanism to effective utilization of electronic information resources in University of Ilorin and Kwara state university

Conclusion: The study also concluded that textbooks, journals, indexes and abstracts, newspapers, CD-Rom and databases, internet are major information resources provision in the selected universities while the provision of Video tapes/cassettes are less provided in the library

Keywords: *User Education, Utilization, Library, Resources, Undergraduates*

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Introduction

The role of library user education cannot be undermined in library setting. This is so because no link can be existed between users and the materials or tools without proper education been given to users who may not have any prior knowledge or ideas on the use of such information. It will be wise enough for the librarians to see every users of the library as a novice, and therefore provide a procedural way of educating or orienting them. However, users education is seen to be instruction that equips library clientele with skills to enable them be independently and sophisticated users of libraries and their resource all the activities involved in teaching users how to make the best possible use of library resources, services and facilities, including formal and informal instruction delivered by a librarian or other staff member one-on-one- or in a group (Chalukha, 2015).

User education programmes is designed to make all users aware of the information resources available, both directly in the library and from external sources and enable users to enjoy the search for information. It is interesting to note that many of the objectives listed by libraries in this study stressed the self sufficiency of users through a successful user education programme. Esse (2014) posited that the need for user education in Nigerian institution of higher learning is even made more urgent as most students come into the higher institution without library background. Even where students are previously exposed to the use of library, the size of the library in the institution, the resources and their organisation are complex so they must be introduced to it and with the expected increase in student.

Gbuushi and Ubwa (2018) observed that user education is a process of making library patrons learn how to make effective and efficient use of the library system through the acquisition of skills in identification, location, search, retrieval and use of information resources. It encompasses all activities undertaken to help the undergraduate student become efficient users of information through library instruction, library orientation, bibliographic instruction, OPAC and information literacy. It is perceived that 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. With thorough users' education, the use of library resources among undergraduates' becomes feasible.

However, the 21st Century has witnessed a sudden increase in electronic resources that have positively changed the library resources utilization among undergraduates in Nigeria. In recent past, electronic resources such as Online Public Access Catalogue (OPAC), databases and internet information resources have been the major sources of information to undergraduates' in academic library which could be assisted by user education. Uwakwe, Onyeneke and Njoku (2016) opined that the advent and advancement of technology as well as the development of computer systems, have given rise to unprecedented increase in volumes of published materials, both in print and non-print forms and compelled modern libraries and the librarianship profession to pursue and adopt new age tools and methodologies in the discharge of its activities.

Nwokocha (2012) observed that libraries have embraced the Digital Age and adopted several electronic methods and devices in the discharge of library services to users. Areas where the adoption has improved include: the Online Public Access Catalogue (OPAC) used for online search and cataloguing, Internet devices also used for information/data search and browsing, e-mail devices used for library registration, browsing. The acceptance and execution of these electronic tools and technologies evidently place on library service providers the

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responsibility of carrying library use along through the design/packaging of quality user education programme to enable library clients at acquiring effective and efficient access and utilization of library services

Utilization of library resources is paramount to information skills and competencies required by users. Library resources usage is influenced by a number of features including availability of library materials, location, the authenticity of databases and user education such as orientation. Meanwhile, utilization of library resources in any university library may be influenced by users' education (Quadir, Adetimirin & Idowu 2014). Maduako (2013) posited that effective use of library by students is expected to be the prime objective of establishing libraries in academic institutions. To achieve this objective, librarians have to instruct the students on how to use the library and to familiarize the students with the techniques to use the library and information retrieval.

Folorunso and Njoku (2016) examined the influence of library environment and user education on undergraduates' use of the university central library at the University of Ibadan, Nigeria. The study adopted the survey research design and the population consisted of 18,034 regular undergraduates in ten faculties from which a sample size of 360 respondents was selected using the proportionate, random sampling technique. The research instrument used for data collection was a self-developed questionnaire while data was analysed using frequency distribution, percentages, mean and standard deviation together with regression and correlation analysis. The study revealed that library environment at the University of Ibadan was characterised by vibrant library building (mean=3.75), seating arrangement (mean=3.59), availability of information resources (mean=3.54), and fair electricity supply while there was poor Internet connectivity and Wi-Fi within and outside the library (mean=2.39). Methods of delivering user education were library orientation for fresh students (64.3%) and use of library course (53.4%) with guided library tour. Most undergraduates used the library daily or weekly to study and read for examinations.

The extents to which the library resources are used depend largely on users' skill and knowledge of information search and retrieval. Esse and Ugwumba (2014) are of the opinion that there cannot be a connection between user and materials or tools without proper education given to users who may not have prior knowledge or idea on the use of such materials or tools. However, the uses of ICT in library operation and service have also extended the demand to train the users on how to access needed information in the library. Aliyu (2011) stated that changes brought about by the use of ICT facilities in storing, retrieving and dissemination of information poses challenges on the library users hence the need to instruct them on how use ICT to retrieve information becomes imperative. Against this backdrop, this study examines users' education as correlates of library resources utilization by undergraduates' in selected universities in Kwara State.

The poorly packaged user education has been found to result into low rate of use of library resources and services, which equally runs counter to the design of user satisfaction policy of the library. The standard of any library is determined by the usage of its resources and services. All the efforts of librarians in organizing library resources make available through OPAC and databases for its maximum utilization requires users' education. One of such efforts is the instruction given to library patrons to acquaint them with the library, its resources and services with a view to enabling them retrieve needed information without difficulty is not provided.

Literature has shown that many undergraduates' students do not use the library despite

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the awareness of the existing information materials in the library. It is perceived that undergraduates in Kwara State do not have required awareness to use electronic information resources of the library and those who use the library find it difficult in locating needed materials because poor knowledge of the search tools. As a result, the library resources are underutilized and this seems to account for undergraduates' poor utilization of library information resources. Several studies have carried out on the user education but it is perceived that little has being done in related to utilization of electronic resources in the study area and does leave the gap to fill. Against this background, this study user education as correlate to utilization of resources by undergraduates' in selected universities in Kwara State.

The main objective of this study is to examine user education as correlate of utilization of library resources by undergraduates in selected Universities in Kwara State. The study specific objectives are to:

1. Ascertain various types of user education provided by libraries to undergraduates in the selected Universities in Kwara State,
2. Identify library resources available to undergraduates in selected Universities in Kwara State;
3. Determine the extent to which user education contributes to the usage of library resources among the undergraduates in the selected Universities, Kwara State;
4. Determine the influence of user education on the use of electronic databases by undergraduates' in the selected universities in Kwara State and
5. Identify the challenges influencing the provision of user education programme to undergraduates in the selected Universities, Kwara State.

Research Method

Descriptive survey design was adopted for the study. Nworgu (2009) defined descriptive survey design as a study that aims at collecting data on something, and describing it in a systematic manner. However, the population of this study consists of undergraduate students in University of Ilorin, Ilorin and Kwara State University Malate. According to the report of the academic planning units of University of Ilorin and Kwara State University in 2018/2019 academic session, the population of undergraduate stands at 40,609 and 9,632 respectively. Stratified random sampling technique was used for the study, it is a sampling technique considered appropriate because the researcher intend to divide the population in to strata, that is, faculty and college making a total of 15 and 5 faculties/colleges in University of Ilorin and Kwara State University respectively. From each of the faculty/college, the study had drawn the sample for the study across departments and other units within the selected universities. The total population of the study thus 40,609 and 9,632 respectively (Academic planning, 2019). Therefore, the sample size was determined using Raosoft calculator sample size at 95 % level of confidence. So, the total population for this study thus 382. Questionnaire was used to collect data and descriptive statistics of frequency count and percentages and Pearson Product Moment Correlation (PPMC) were used to test the two hypotheses

Table 1. Distribution on Study Population and sample size

S/N	Name of the University	Population	Percentage selected	Sample size
1	University of Ilorin, Ilorin	40, 609	81/100*382	309
2	Kwara State University, Malete	9,632	19/100*382	73

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Total	50,241	50,241	382
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Hypotheses

The following null hypotheses were formulated to guide the research and tested at 0.05 level of significance:

- H₀₁ There is no significant relationship between user education and library resources utilization by undergraduates in Kwara State Universities.
- H₀₂ There is no significant relationship between users' education and undergraduates' use of electronic resources in the selected universities in Kwara State.

Result and Discussion

User education refers to the process of making library patrons learn how to make effective and efficient use of the library system through the acquaintance of skills in identification, location, search, retrieval and use of information resources.

Igbo (2008) examined the level/degree of information literacy skills possessed by students of Faculty of Education, University of Nigeria Nsukka. Data collected revealed that the students scored high in the areas of identifying relevant print resources (3.56), getting information on a topic using the Internet (2.63) and citing of authors whose ideas are used. On the reverse, the students scored very low (2.37) in ability to get information using such retrieval tools as catalogues, indexes and abstracts. The situation results from lack of prerequisite skills in library use. Furthermore, Esses (2014) evaluate the effects of library education programme on Undergraduate Students of Southern Part of Nigeria. It attempts to answer questions like how have Librarians positioned the library for effective use of students? Are library users given adequate and impactful user education? The study discovered that although user education programmes exist and users are of the opinion that they helped boost their use of library.

Akalumhe (2012) evaluated the library instructional programme at the Lagos State University, Ojo, Lagos. Data were collected through the administration of questionnaire to 1000 respondents using stratified random sampling technique. Out of this number, only 866 copies of the questionnaire with adequate information were returned. Data collected were analyzed using simple percentage. The findings revealed amidst others that though more than half of the respondents do not attend lectures regularly yet the course has positively influenced the utilization of the library resources.

Folorunso and Njoku (2016) examined the influence of library environment and user education on undergraduates' use of the university central library at the University of Ibadan, Nigeria. The study adopted the survey research design and the population consisted of 18,034 regular undergraduates in ten faculties from which a sample size of 360 respondents was selected using the proportionate, random sampling technique. The research instrument used for data collection was a self-developed questionnaire while data was analysed using frequency distribution, percentages, mean and standard deviation together with regression and correlation analysis. The study revealed that library environment at the University of Ibadan was characterised by vibrant library building (mean=3.75), seating arrangement (mean=3.59), availability of information resources (mean=3.54), and fair electricity supply while there was poor Internet connectivity and Wi-Fi within and outside the library (mean=2.39). Methods of delivering user education were library orientation for fresh students (64.3%) and use of library

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course (53.4%) with guided library tour. Most undergraduates used the library daily or weekly to study and read for examinations.

Ottong (2005) analysed the library instruction programmes in three Nigerian universities to determine how they are related to students' library resources utilization. The research employed the questionnaire approach which was given to 300 level undergraduate students numbering 230. The result indicated that 221 of the responding students claimed knowledge about the purpose and features of the library but only 52 indicated interest in library use. On the reason for their lack of w3s'' interest in library use, 183 of them claimed they did not participate in user education programme during their first year while 47 respondents said they prefer to read their personal books; The researcher, therefore, suggested the need to redesign the library instruction programmes to meet the interest of the students. Another study conducted by Ventura College in 2005 explains that: library orientation is the most commonly used technique of increasing student familiarity with the library and its resources.

Esse (2014) investigated the inability of the students to utilize library facilities after taking a course in the use of library. The outcome of his findings shows that students were allowed few interactions with the library and its staff during the orientation program. Also, they were overloaded with so much information within s a short period of time that the chances of retention and internationalization of the avalanche of new information is quite slim. The study concludes that high enrolment with inadequate physical facilities made effective work difficult. Hamid and Ahmad (2016) evaluated the User Education Programs (UEPs) by university libraries of Islamabad. The study aims were to know, the allotted time limit, methods are being used, the frequency of performing UEPs and library users' perceptions about UEPs. The 361 students in total responded, nominated as sample size using convenient sampling technique from 10 selected universities of Islamabad. The study revealed UEPs are being conducted with 1 hour time length allocated for a class.

Nwokocha (2012) also examined perceptions, problems, needs and suggestions of librarians for the improvement of user education programmes, it was revealed that two major problems confront user education programmes in university libraries in Nigeria namely lack of qualified personnel and lack of professional time for teaching and practical work accounting for 36.36% and 27.27% respectively. Other barriers highlighted by the research include lack of theory and methodology 13.63%, inadequate funds and poor evaluation methods 9.09% each and lack of philosophy 4.54%. After analyzing the number of professional librarians engaged in the teaching of user education, the study concluded that the number of staff was grossly in adequate given the large population of students in each university. The study also suggested that more time should be allocated to teaching and practical sessions in user education programmes.

Okonkwo (2005) investigated the importance of user education for effective utilization of College Education libraries in Anambra State, revealed that 76.4% of respondents affirmed to the helpful nature of user education programmes in their library use and 78.2% indicated that they had a mastery of effective library use after undergoing the programmes. The research further reveals paradoxically that on observation of the students in the library, majority of them were seen launching their search straight from the shelves without going through the library catalogue.

Theory of Active Learning

Active learning is a method of educating students that allows them to participate in class or academic discussion. According to Lorenzen (2009), active learning method takes

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undergraduates' beyond the role of passive listener and note taker and allows them to take some direction and initiative during the class. The role of the teacher becomes to lecture less and instead direct the students in directions that allow them to discover the material as they work with other students to understand the curriculum. A variety of techniques are encompassed in active learning including small group discussion, role playing, hands-on projects and teacher driven questioning; the objective being to bring students into the process of their own education. Lara (2010) views active learning as a dynamic process involving continuous adjustment and restructuring of basic elements (talking, and listening, writing, reading and reflecting), learning strategies (small groups, case studies and teacher resources (outside speakers and homework assignments).

Active learning can be applied to user education programmes of university libraries to make students have knowledge about library education. For instance, hands-on learning is an important component of active learning which university libraries can incorporate in their user education programmes. Passing reference materials around a room and allowing students to look at them is an active learning exercise. It can be upgraded with an opportunity to discuss why the reference materials are useful, coupled with a group assignment to look up some information. Another way of applying active learning in user education is by allowing students to use computers and conduct searches during class or allow the student to evaluate the relevance of materials in answering some referencing questions.

Drueke (1992), Cook, Kunkel and Weaver (1995), and Nwokocha (2012) has articulated nine strategies of incorporating active learning into user education. These are talking informally with students as they arrive for lecture, encouraging students to participate, arranging the classroom to encourage participation including putting chairs in a cluster or circle, using small group discussion, questioning and writing to allow for non-threatening methods of student participation and giving students time to give responses and they should not be rushed. This theory is related to the study under investigation students tends to have better knowledge of library use through user education.

Results

This chapter deals with the presentation, analysis and discussion that were gathered from user education as correlate to utilization of library resources by undergraduate students in Kwara state universities. In the course of the study, three hundred and eighty two (382) copies of questionnaire were distributed and three hundred and sixty nine (369) was duly filled and properly returned. The analysis was done based on the research questions for the study.

Demographic Data of Respondents

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	145	39.3
Female	224	60.7
Total	369	100

Source: Field survey (2020)

Table 2 shows response on demographic information of the respondents with 145(39.3%) of the respondents were male and 224(60.7%) of the respondents were female. This indicated that majority of respondent were female.

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Table 3: Distribution of Respondents by Age

Age	Frequency	Percentage
16- 20 years	230	62.3
21-25 years	130	35.2
26-30 years	9	02.5
30 years and above	-	-
Total	369	100

Source: Field survey (2020)

Tables 3 shows responses on age of respondent with 230(62.3%) respondents were between 16-20 years of age, 130(35.2%) of respondents were between 21-25 years while 9(2.5%) of respondents were between age 26-30 years and 0(00%) of respondents were between 30 years and above. The Table shows that majority of respondents were between 16-20 years age.

Table 4: Distribution of Respondents by Level of Study

Level of Study	Frequency	Percentage
100 Level	77	20.9
200 Level	142	38.5
300 Level	90	24.4
400 Level	60	16.3
500 Level	-	-
Total	369	100

Source, Field survey (2020)

Table 4 represented the level of study of respondents with 77(20.9%) of respondents were in 100 level, 142(38.5%) of respondents were in 200 level, 90(24.4%) of respondent were in 300 level while 60(16.3%) of respondent were in 400 level and 0(0%) of respondents were in 500 level. It shows that majority of respondent were in 200 level

Analysis of Research Questions**Research Question 1: What are the various Types of User Education?**

Table 5: Distribution of Respondents by Types of User Education

Types of User Education	SA %	A%	N%	D %	SD%
Bibliographic Instruction	108(29.3%)	194(52.6%)	32(8.7%)	26(7.0%)	9(2.4)
Information literacy	126(34.1%)	179(48.5%)	64(17.3%)	-	-
User instruction	142(38.5%)	156(42.3%)	50(13.6%)	13(3.5%)	8(2.2%)
Library orientation	148(40.1%)	140(37.9%)	45(12.2%)	36(9.8%)	-

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Information retrieval skills	154(41.7%)	141(38.2%)	70(19.0%)	4(1.1%)	-
Lectures	162(43.9%)	158(42.8%)	12(3.3%)	37(10.0%)	
Guide tour	132(35.8%)	150(40.7%)	45(12.2%)	42(11.4%)	
One-on-One library use	131(35.5%)	128(34.7%)	56(15.2)	44(11.9%)	10(2.7%)

Source Field survey, (2020)

Table 5 shown response on the various types of users' education with 302(81.9%) of respondents indicated bibliographic instruction as types of user education while 194 (52.6%) of respondents disagreed. It is observed 305 (82.6%) indicated information literacy as user education programme while 64(17.3%) of respondent disagreed. Table 4 shown that respondent 298(80.8%) of respondent indicated user instruction as types of user education while, 71(42.3%) of respondents disagreed.

It is also observed 288(78.0%) of respondents agreed with library orientation as users' education while 81(22.0%) of respondents disagreed. The table also that 295(79.9%) respondents agreed with information retrieval skills as users' education programme while 74(19.0%) of respondent disagreed. The table 5 shown that 320(87.0%) of respondents agreed with lectures as users' education while 49(13.0%) of respondents disagreed. It is also in the table respondents 282(76.4%) agreed with guide tour as user education programme while 87(12.2%) of respondent disagreed. Lastly, respondents 259 (70.1%) of respondents agreed with one-on-one library use as user education programme while 110(29.9%) of respondents disagreed. The implication of this table to the study is that bibliographic instruction, information literary, user instruction, library orientation, information retrieval skills, lectures and one-on-one library use as types of user education.

Research Questions 2: Library Resources available to Undergraduates

Table 6: Distribution of Respondents by Library Resources available to Undergraduates

Library Resources	Yes %	No%
Textbooks	351(95.1%)	18(4.9%)
Journals	311(84.3%)	58(15.7%)
Indexes and Abstracts	297(80.5%)	72(19.5%)
Newspaper	294(79.7%)	75(20.3%)
CD-Rom and Data bases	213(57.7%)	156(42.3%)
Internet	289(78.3%)	80(21.8%)
Video tapes/cassettes	186(50.4%)	183(49.6%)

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Multimedia	200(54.2%)	169(45.8%)
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Source: Field survey (2020)

Table 6 shows response on library resources available to undergraduates' with 351(95.1%) of respondents indicated textbooks as resources available in the library and 18(4.9%) of respondents disagreed. It is also in the table that 311(84.3%) of respondent indicated with journals as available resources to undergraduates' and 58(15.7%) of the respondents disagreed. The table also shown that 297(80.5%) of respondent indicated indexes and abstract as available resources while 72(19.5%) disagreed with indexes and abstracts. It is also that respondent 294(79.7%) of respondent indicated newspapers as resources available to undergraduates' and 75(20.3%) of respondents disagreed.

Moreover, 213(57.7%) of respondents indicated CD-Rom and Data bases as resources available to undergraduates' while 156(42.3%) of respondents disagreed. It is also that 289(78.3%) of respondents indicated internet as resources available and 80(21.8%) of respondents disagreed. The table 5 186(50.4%) indicated video tapes/cassettes as resources available and respondents 183(49.6%) disagreed. Lastly, 200(54.2%) of respondents indicated multimedia as library resources and 169(45.8%) disagreed. This shown that undergraduates indicated that textbooks, journals, indexes and abstract, newspaper, CD-Rom and databases, internet, and multimedia as library resources available.

Research Question 3: Extent to which User Education Contributes to the Usage of Library Resources

Table 7: Distribution of Respondents by Extent to which User Education Contributes to the Usage of Library Resources.

Extent of Users' Education	GE%	E%	LE%	NE%
Textbooks	285(72.2%)	67(18.2%)	8(2.2%)	9(2.4%)
Journals	126(34.1%)	136(36.9%)	74(20.1%)	33(8.9%)
Indexes and Abstracts	123(32.3%)	126(34.1%)	82(22.2%)	38(10.3%)
Newspaper	178(48.2%)	77(20.9%)	64(17.3%)	50(13.6%)
Reports	137(37.1%)	50(13.6%)	120(32.5%)	62(16.8%)
CD-Rom and Data bases	101(27.7%)	67(18.2%)	99(26.8%)	102(27.8%)
Internet	188(49.1%)	96(26.0%)	52(14.1%)	40(10.8%)
Video tapes/cassettes	79(21.4%)	100(27.1%)	80(21.7)	110(29.8%)
Multimedia	117(37.1%)	79(21.4%)	72(19.5%)	101(27.4%)
Pamphlet	145(39.3)	82(22.2%)	57(15.4)	85(23.0%)

Source: Field survey (2020)

Table 7 shows response to the extent to which users' education contributes to the usage

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of library resources with 352(90.4%) of respondents greatly extent while 17(18.2%) less extent. It is also shown in the table that 262(66.4%) of respondent greatly extent with journal, while respondents 107(33.6%) little extent. The table 7 also shown 249(66.4%) of respondent greatly extent with indexes and abstracts as user education contributes to the usage of library resources, while 120(35.6%) of respondents less extent.

However, respondents 255(69.0%) greatly extent with newspapers to which user education contributes to the usage of library resources while 164(39%) of respondents less extent. It is also in the table 187(37.1%) of respondents greatly extent with reports to which user education contributes to the usage of library resources while 182(32.5%) of respondents were less extent. It is observed in the table that 101(27.7%) of respondents greatly extent with CD-Rom and data bases with users education contributes to the usage of library resources while 268(72.3%) of respondents less extent

Moreover, respondents 284(75.1%) greatly extent with internet to user education contribution to the usage of library resources while 92(14.1%) of respondent were less extent. It is also shown in the table that 179(48.5%) greatly extent with video tapes/cassettes as user education contribution to the usage of library resources, 190(21.7%) of respondents were less extent. The table 7 also shown that 256 (58.5%) of respondent greatly extent with multimedia with user education contributes to the usage of library resources while 173(19.5%) of respondents were less extent. Lastly, 227(61.5%) of respondent greatly extent with pamphletas user education contributes to the usage of library resources while 142 (38.4%) of respondents were less extent

Research Questions 4: User Education on the use of Electronic Resources by undergraduates

Table 8: Distribution of Respondents by Influence of User Education on the use of Electronic

Influence of User Education on the use of Electronic Resources by undergraduates'	Yes %	No%
User education empowers students to have better knowledge on the use of electronic resources.	361(97.8%)	8(2.2%)
Undergraduates' time is saved on the use of electronic resources through user education.	319(86.4%)	50(13.6%)
Expose graduates to alternative sources of information on a particular subject of interest.	332(90.0%)	37(10.0%)
User education creates and sensitizes undergraduates to their library right.	352(95.4%)	17(4.6%)
User education serves as valuable instrument to the librarians who should make genuine efforts to understand its general aspects as well as its general peculiarities.	345(93.5%)	24(6.6%)

Source: Field survey (2020)

Table 8 shows response on the influence of users' education on the use of electronic resources by undergraduates with respondents 361(97.8%) indicated that users' education empower students to have better knowledge on the use of electronic resources while 8(2.2%) of respondents disagreed. The table also shown that respondents 319(86.4%) indicated that undergraduates time is saved on the use of electronic resources through users education while 50(13.6%) disagreed. It is also observed that 332(90.0%) of respondents indicated that users education expose graduates to alternative sources of information on a particular subject of interest while 37(10.0%) of respondents disagreed.

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Moreover, respondents 352(95.4%) indicated that users' education creates and sensitize undergraduates to their library right as influence of users' education on the use of electronic resources by undergraduates while 17(4.6%) of respondents disagreed. Lastly, 345(93.5%) of respondents indicated users' education serves as valuable instrument to the librarians who should make genuine efforts to understand its general aspects as well as its general peculiarities while 24(6.6%) of respondents disagreed.

Research Questions 5: Challenges Hindering Effective Utilization of Library Resources

Table 9: Distribution of Respondents by Challenges Hindering Effective Utilization of Library Resources:

Challenges	Yes %	No%
Few interactions with the library staff during orientation programme	262(71.0%)	107(29.0%)
Inadequate physical facilities made it difficult to use the library	214(58.0%)	155(42.0%)
Lack of qualified library personnel	146(39.6%)	223(60.4%)
Poor patrons relations among library staff	212(57.5%)	157(42.5%)
Poor internet facilities	159(43.1%)	210(56.9%)
Too much of outdated information resources in the library	186(50.4%)	183(49.6%)

Source: Field survey (2020)

Table 9 shows response on challenges hindering effective utilization of library resources with 262(71.0%) of respondents indicated that few interaction with the library staff during orientation programmes hindering effective utilization of library resources while 107(29.0%) respondents otherwise. It is also observed that 214(58.0%) of respondent indicated that inadequate physical facilities made it difficult to use library as challenge to effective utilization of library resources while 155(42.0%) of respondent otherwise. It is also shown that 146(39.6%) of respondent indicated that lack of qualified library personnel are part of challenge to effective utilization of library resources while 223(60.4%) disagreed.

Moreover, respondents 212(57.5%) indicated that poor patrons relation among library staff as challenge that hindering effective utilization of library resources while 157(42.5%) of respondents disagreed. Lastly, 159(43.1%) of respondent indicated that poor internet facilities challenges effective utilization of library resources while 210(56.9%) of respondents disagreed. This shown that inadequate physical facilities, lack of qualified library personnel, poor patrons relation, poor internet facilities and too much of outdated information resources in the library.

Test of Hypotheses

H₀₁ There is no significant relationship between user education and library resources utilization by undergraduates in Kwara State Universities

Table 10. Analysis of Responses on Significant Relationship between User education and Library Resources Utilization by Undergraduates in Kwara State Universities

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		User education	Library resources utilization
Users' education	Pearson Correlation	1	-.063
	Sig. (2-tailed)		.357
	N	369	369
Library resources utilization	Pearson Correlation	-.063	1
	Sig. (2-tailed)	.357	
	N	369	369

Source: Field survey, (2020)

Table 10 shows the distribution correlation of significant relationship between user education and library resources utilization by undergraduates in Kwara State Universities. Therefore, the hypothesis that “there is no significant relationship between user education and library resources utilization by undergraduates in Kwara State Universities is accepted.” this is because, the both variables correlated at -0.63 and higher than 0.05 level of significant.

H₀₂ There is no significant relationship between users' education and undergraduates' use of electronic resources in the selected universities in Kwara State.

Table 11: Analysis of responses on significant relationship between user education and undergraduates' use of electronic resources in the selected universities in Kwara State

		Types of users' education	Use of Electronic resources
Users' education	Pearson Correlation	1	-.057
	Sig. (2-tailed)		.423
	N	369	369
Use of Electronic Resources	Pearson Correlation	-.057	1
	Sig. (2-tailed)	.423	
	N	369	369

Source: Field survey, (2020)

Table 11 shows the distribution correlation of significant relationship between users' education and undergraduates' use of electronic resources in the selected universities in Kwara State. Therefore, the hypothesis that “There is no significant relationship between users' education and undergraduates' use of electronic resources in the selected universities in Kwara State is accepted.” this is because, the both variables correlated at -0.57 and greater than 0.05 level of significant.

Discussion of Findings

The finding of the study revealed that undergraduates indicated that bibliographic instruction, user instruction information literacy, library orientation, information retrieval skills, lecturers, guide tour and one-on-one library use as major user education provided to undergraduates' in the selected universities in Kwara state.. This is supported by Uwakwe, Onyeneke and Njoku(2016) that bibliographic instruction, user instruction, information literacy

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and library orientation as users' education for undergraduates in Nigeria universities. Iheaturu (2012) also concurred that user education can be in the form of orientation/training programmes, workshop, and seminar; "know your library programmes" occasionally organized by the library for new and old library users

Finding on resource available to undergraduates in selected universities in Kwara state by respondent revealed that textbooks, journals, indexes and abstracts, newspaper, Cd-Rom and data bases, internet, video tapes/cassettes and multimedia are available resources. It is the opinion of majority of respondent about the resources available in the library i.e. all the aforementioned resource is available in the library for use. Adeoye and Popoola (2011) revealed that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms.

Moreover, Halsey (2006) also supported that academic libraries acquired different information resources into the library for preservation and use of the library patrons. These information resources include not only traditional print-on-paper media like books, journals, newspapers, and maps, but also audiovisual materials like records, audiocassettes, video cassettes and projectors. Libraries also maintain collections that include not only printed materials but also art of reproductions, maps, photographs, microfiches, CD-ROMs, computer software, online databases, Internet, electronic books and e-journals and other media. In addition to maintaining collections within library buildings, libraries often feature telecommunications links that provide users with access to information remotely.

The finding of the study revealed that users' education were greatly contributed to the usage of textbook, journals, indexes and abstract, newspapers, internet, multimedia and pamphlets while not quite large number of undergraduate indicated that user education greatly contributed to the usage of CD-Rom and databases, reports and videotapes/cassettes. This is supported by Ogunmodede and Emeahara, (2010) that user education contributes to usage of library resources as it encompasses all types of activities designed to teach users about library services, facilities, organization, resources, and search strategies to equip users with the basic skills to enable them to make optimal, efficient and independent use of information resources and services available in a given library.

Based on the finding related to the influence of users education on the use of electronic databases undergraduates that users education empower students to have better knowledge on the use of electronic resources, undergraduates time is saved on the use of electronic resources through users education, expose graduates to alternative sources of information on a particular subject of interest, users education creates and sensitize undergraduates to their library right and users' education serves as valuable instrument to the librarians who should make genuine efforts to understand its general aspects as well as its general peculiarities as influence of users education on the of electronic databases. This is supported by Folorunso and Njoku (2016) that effective user education programme helps to create a friendly atmosphere where the users and the librarian see themselves as partners in progress. User education is of immense benefits to both the user and the library.

The finding of the study revealed that poor interactions with the library staff during orientation programme, inadequate physical facilities made it difficult to use the library, lack of qualified library personnel, poor patrons' relations among library staff, poor internet facilities and too much of outdated information resources in the library as challenges that hinder the provision of users education by undergraduates in the selected universities in Kwara state.

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This is supported by Akhalumhe (2009) identified the following as problems of user education programme in some Nigerian academic libraries; over dependence on one day orientation programme, lack of collective curriculum for user education in Nigerian tertiary institutions and lack of examinable library instruction. It further pointed to over concentration (on the part of Librarian) on library technical services like acquisition, cataloguing and classification and shelving of books.

Conclusion

It is established in the study that users' education is germ to the information resources utilization of undergraduates in various university libraries and it has being a major mechanism to effective utilization of electronic information resources in University of Ilorin and Kwara State University. The study concluded that users' education programmes such as bibliographic instruction, information literacy, users' instruction, library orientation; information retrieval skills are have being successful instruments to the utilisation of electronic information resources of selected universities libraries.

The study also concluded that users' education serves as valuable instrument to the librarians who should make genuine efforts to understand its general aspects as well as its general peculiarities, users' education empower students to have better knowledge on the use of electronic resources and time is saved on the use of electronic resources. The study also concluded that majority of respondents agreed that lack of qualified personnel; bad internet facilities; poor patrons' relations and outdated materials are the challenges that affect effective utilization of information resources

Based on the findings of the study, the following recommendations were made: The study recommended that universities library should improve in the teaching of user education programme and electronic information resources utilization; The study recommended that library management should provide better services that would greatly influence user education programme; The study recommended that qualified staff should be employed by universities who are capable of providing user education programme to undergraduates for effective utilization information resources; Special fund should be available for uses education programme for effect utilisation of information resources; The study recommended that outdated resources should be reviewed and replaced for effective utilisation of library resources.

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