# Influence of Library Education Programme (LEP) and Availability of Information Resources on Users' Patronage of Academic Libraries in Ekiti State, Nigeria

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**Abstract** The research work focused on the influence of library education programme (LEP) and availability of information resources on users' patronage of academic libraries in Ekiti State, Nigeria. The research design used for the study is descriptive research design of survey type. The population of the study consists of all the first year full-time undergraduate students in the selected universities, faculties and departments for 2018/2019 academic session. They are 9,860 altogether. The total number of respondents was 428. The two universities selected are Ekiti State University, Ado-Ekiti and Federal University, Oye Ekiti. The research instrument used for the study is a self-designed questionnaire. Data collected were analysed using tables, frequency count and percentages to determine the items on the questionnaire. The findings of the study revealed that there is significant relationship between the LEP and undergraduates' patronage of academic libraries. Findings also revealed that there is a positive correlation between the availability of information resources in the academic libraries and patronage of undergraduates. It was recommended, based on the findings, that the LEP's curriculum should be reviewed to embrace more topics in the area of Information and Communication Technology (ICT), and that the teaching of user education to undergraduates should be intensified and that more funds should be made available to academic libraries to enable them subscribe to more e-resources and other relevant information materials.

**Keywords** Library, Education, Availability, Information, Resources, Users Patronage, Academic Library

## Introduction
The hallmark of libraries and information centres is to provide information services and resources that will satisfy the information needs of users. This means that users occupy a very important place in the library establishment, services and operations. The rate at which people make use of a library can be a yardstick to determine the currency, effectiveness and efficiency of a library and the extent to which a library is satisfying the information needs of its patrons. The concept of library is changing with time and the mission and purpose are also changing. Academic libraries are the nerve centres of academic excellence of all educational institutions, and they provide relevant information resources necessary for sustaining and supporting teaching, learning and research which are the three pivotal functions, aims and objectives of every academic institution. The academic wellbeing, intellectual vitality and effectiveness of educational institutions in providing high quality graduates into the labour market depend largely on the quality of information resources available in the libraries attached to them. According to Fabunmi and Folorunso [1] quoting Ogunleye [2], institutions of higher learning are as good and as bad as their academic libraries.

It is therefore axiomatic to say that the roles of libraries in teaching, learning and research processes cannot be overemphasized. Academic libraries provide an alternative that can make available the information sources and resources for the intellectual growth of both the students and lecturers of the academic community [3]. Academic libraries, like other libraries, exist to provide information resources and services to users so as to further the academic mission of learning, teaching and research. Library services include provision of materials for undergraduates' instruction, term papers and projects as well as supplementary reading; provision of materials in support of post- graduate research and materials in support of faculty, external and collaborative researches. With the sporadic growth of new information providers such as cyber cafes, on-line book dealers, the internet community, consultants and individual customers, libraries cannot continue to assume that they are the only source of information that people will consult. Librarians and other information professionals have to adopt marketing as a tool if they are to exist in the tomorrow information and business environment.

The Library Education Programme (LEP) is an omnibus term which had been given several names in different institutions. Such names include Library Instruction (LI), Library Education (LE), Bibliographic Instruction (BI), Users' Education (UE), Library Orientation (LO) and Use of Library (UoL). Reitz [4] affirmed that Bibliographic Instruction (BI) is synonymous with Library Instruction (LI), Library Orientation (LO), Library Education (LE) and User Education (UE) and that it is an instructional programme designed to teach library users how to locate the information they need quickly and effectively. Library Instruction, Bibliographic Instruction, Library Education, Users Education or Use of Library as the case may be is an academic programme purposely designed by higher institutions in collaboration with their academic libraries to educate library users on how to effectively and maximally utilize library resources and services for maximum satisfaction.

According to Odu and Edam-Agbor [5], the Library Instruction, Bibliographic Instruction or Library Skills consists of "instructional programmes designed to teach library users how to locate the information they need quickly, efficiently and independently. It also involves tutoring the library users on the basic information literacy skills and knowledge they need on information retrieval and utilization. The LEP syllabus usually covers practical knowledge of the access tools to available information resources, the system of organizing the information resources, digital resources, reference materials, and resources, library rules and regulations and so on. The LEP therefore helps to adequately prepare individual library users on how to make effective, efficient, immediate and lifelong use of information resources by teaching them (users) the concepts and logic of information access and evaluation, and by fostering information independence and critical thinking [5].

The Library Education, Library Use Education, Users Education or Library Instruction are therefore  viewed as various programmes of instruction, education and exploration provided by libraries (librarians) to library users to enable them (users) make effective, efficient and independent use of information sources and services to which the libraries have provided access. A library as an information agency is not only saddled with the responsibility of creating access to available information resources and services for the users' community but to, as well, educate or instruct the users on how best to utilize the resources and services effectively and independently [5]. Stressing the importance of the LEP, the Library Instruction Round Table News (LIRTN) (2017) argued that the Library Instruction or Users' Education is the single most important task that librarians should engage themselves in apart from keeping the library running. It should be noted that the information handling and literacy skills and competences embedded in syllabus of the LEP are not only essential but necessary as the first step towards effective accessibility and utilization of the available library information resources and services. It is axiomatic to say that no matter how large and well equipped a university library is, everything therein is useless and meaningless if the resources and services cannot be accessed and utilized because what ultimately determine users' satisfaction are availability, accessibility and utilization of the resources and services [5].

A successful marketing programme through the LEP can create awareness of and desire for library services, build understanding of the value of the services, increase the level of usage and expand the client base. Through organizational alignment and client focus, the information centre becomes an integral part of the organization. Library clients recognize how library products and services add value to their work, and they refer others to the library from both outside and within the organization. They have faith in the librarians' ability to deliver and trust librarians to give them correct, authoritative and context-relevant information. Client-focused marketing

will improve the satisfaction of the library products and services to current and prospective customers. Greater organizational awareness can also result in higher visibility to senior management and ultimately support higher budgets based on demand.

It is observed that there is a competition; among other things for customers and that libraries are no longer the only information outfit in town. There are information consultants, the internet and online book dealers. Student's reliance on the web and online resources continues to rise at a rapid pace. Recent studies confirm that students' usage patterns are shifting and students' preference for using online resources is becoming predominant in many universities worldwide. However, students search the Web for other reasons than teaching, learning, and research. Aina [6] posited that for any category of library to fulfill its role adequately, its information resources must first be accessible and then effectively utilized. Therefore, easy accessibility to the relevant information resources is very necessary, and non-negotiable. Accessibility has thus been identified and recognized as a prerequisite of utilization of library information resources and users' satisfaction [7].

## Review of Literature
## The Concept of Library

Library is an organized collection of published books, periodicals, and other reading and audio-visual resources in print or electronic formats, and the services of a professional capable of providing and interpreting such resources to meet the informational, research, educational or recreational needs of it users. Library, in other words, is the organization of information resources or documents in a way or ways that could facilitate easy identification and retrieval by users for their maximum satisfaction.

Corroborating the views above, Folorunso and Adepoju [8], submitted that a library is an organized collection of books, reference materials, periodicals, and non-book media like films, filmstrips, slides, CDs, tape recordings, microfilms, microfiches and other audio-visual resources. In a conventional library, the resources are kept in a designated building for reading, study, consultation, reference, research, etc. Professional librarians and other staff are available to assist the users in accessing and utilizing the information resources in order to satisfy their varied information needs—learning, research and teaching needs

## Academic Library

Libraries are generally into several categories depending mostly on their users, purposes, ownership and the kinds of information resources contained therein. Academic libraries are libraries that belong to or attached to institutions of higher learning. The institution of higher learning include Universities, Polytechnics, Monotechnics, Colleges of Education and other institutions or academy of equal standing. Academic libraries are the ones established to support teaching, learning, research and for community development. They are established to give intellectual supports to the academic programmes and activities of their parent bodies. According to Ogunleye [2], an academic institution is as good or bad as its library. In other words, an academic library cannot be rated over and above its library. An academic library is deemed, therefore, to be the heart and the "life wire" of its parent body. As the heart of its parent body, the academic library pumps the necessary academic strength and vitality to its parent body. In essence, the primary function of academic libraries is to address and satisfy the information needs of members of the academic communities. The academic library, therefore, is the "heart" of the learning community and Institutional Repository that provides intellectual platform for students and faculty members. University libraries, therefore, by their nature are expected to acquire, process into retrievable form, and make available the much needed information sources and resources to the university community and the public at large who may require them for their various teaching, learning and research activities. The fulfillment of the above-mentioned functions however, depends on the availability and accessibility of the information resources in the University Libraries. The information resources include textbooks, periodicals, indexes and abstracts, monographs, theses, dissertations, serials, government publications, research and technical reports, reference materials, patents and standards, instructional materials etc [3, 9].

**Library Education Programme (LEP)**

The primary purpose of any library is to support the parent institution with the provision of adequate and current information resources. With the growth in library collections and technological advancement in the organization of information resources, information handling and retrieving techniques, it is necessary to guide students and other library users on the accessibility and retrieval of those information resources.

In order to ensure that students have the intellectual abilities and skills to retrieve information as well as construct a framework for learning, the academic library makes provision for library instruction, which is also referred to as "library education programme", "user education", "instructional program", "bibliographic instruction", "library orientation", "library course", "information literacy for users" among others. Thus, effective library instruction will enhance information retrieval and use of library information resources. With the influx of scholarly and scientific publications, libraries and librarians are involved in the acquisition, processing, preservation and dissemination of information resources in various formats. Literature however, showed that the amount of information available today is too large to be accessed easily. Users therefore, must be able to sift and select relevant information. Thus, user instruction or education is necessary for the best use of information resources in libraries and information centers.

Bhatti [10] submitted that library education arose within an assumption that the information environment is complex and dynamic. Individuals have to learn critical thinking and research skills in the evaluation of information in their fields of interests. User education, according to Igbena [11], is a process of making or allowing library patrons learn how to make effective and efficient use of library resources and information through the acquisition of skills in identification, location, search, retrieval and exploitation of information. Ojasaar [12] identified user education as an instruction which equips library users with the skills to enable them to be independent and sophisticated users of libraries and their resources.

According to Fidzani [13], improving user's skills in exploiting library resources and services can lead to greater use of the library. Library skills include using the catalogue and other bibliographic tools, selecting information from these resources, and physically locating them on the shelves. Thus the LEP refers to user education, instructional programme, user orientation, teaching the use of library and information sources, instructions in the use of reference sources, library use presentations, and bibliographic instructions. Though with different nomenclatures, they are all aimed at equipping the library users with the necessary skills and knowledge that will facilitate their utilization and patronage of the library and the resources therein.

**Users' Patronage of Academic Library**

Library patronage according to Adeyomoye [14] is the extent to which library users visit the library to use or consult the information resources or for any other relevant activities in order to satisfy their information need(s). Library patronage is an essential factor for justifying the value and existence of libraries to the university communities. Adedokun, Magaji and Makinde [15] in their study on internet Use and Library patronage among students in selected senior secondary schools in Lagos State argued that the use of the library is inevitable for students' learning, academic pursuit and self-development. The results of their study revealed a marginal preference for internet use as complement to library patronage.

According to Perera [16], satisfying users' information needs is essential to the management of libraries and also a strong factor for library patronage. A user is likely to patronise a library if he perceives that his information needs will be met by visiting such library in terms of the availability and accessibility of the information materials. Popoola [17-18] affirmed that the information resources and services in the institutional information systems must be readily available, accessible, balanced and capable of supporting research activities among the students and faculty members before users could patronise.

But in spite of the fact that many university libraries have relatively large volumes of electronic and non-electronic information resources and services, research has shown a steady decline in the patronage of libraries in Nigerian academic libraries [19]. According to Aladeniyi and Owokole [20] despite the several efforts made by many university libraries to address the continuous fall in the rate of users' patronage, the gate counts have continued to fall in many university libraries. This declining state of users' patronage in the academic libraries

could be traced to a number of factors ranging from non-availability and inaccessibility of balanced information resources, gender, users' discipline, lack of proper users' education or instruction and so on.

**Availability of Information Resources**

The relevance of a library lies on the accessibility of its information resources. A library with abundant and current information resources that could not easily be accessed amounts to a geographical place having no map and roads for its linkage. Such library is as good as the one not existing. Therefore, for a library to fulfill its objective of meeting the information needs of users, the information resources should not only be made available but should as well be accessible to the users at the right time in its appropriate format because accessibility of the library resources creates an enabling and friendly environment for the utilization of the resources [21].

Accessibility of information resources, according to Reitz [4], is the quality of being able to be located and used by a person. Emasealu and Popoola [22] in their studies on information needs, accessibility and utilization of library information resources as determinants of psychological well-being of prison inmates in Nigeria argued that the accessibility to library information resources is crucial and central to the fulfillment of the goal of any library which borders on having easy access to the abundant information resources of the library for users' satisfaction. Ogunesan [23] believed that in order to guarantee meaningful participation by the citizens in economic, political, social and cultural life, access to available information resources must be ensured because inaccessibility to library information resources by any group of clientele could totally prevent and defeat the overall goal of the library which is users' satisfaction. The success or otherwise of every research effort made in any type of libraries lies largely on the ability and ease with which users are able to gain access to the library's intellectual contents.

Emasealu and Popoola [22] viewed information accessibility as the state or circumstance which allows a student or user to reach and obtain with freedom library information materials for use. Similarly, information access, according to Jaeger and Burnet [24], can be understood as the presence of a robust system through which information is made available to users. The concept of information accessibility can be facilitated through the recognition and examination of access in terms of physical, intellectual, and social aspect [25]. Adepoju [26] in her study on the availability and utilization of Information and Communication Technology by undergraduate library users in selected Nigerian universities found out that the ICT facilities were only averagely available but inadequate. Aina [6] posited that for any category of library to fulfill its role adequately, its information resources must first be accessible and then effectively utilized. Therefore, easy accessibility to the relevant information resources is very necessary, and non-negotiable. Accessibility has thus been identified and recognized as a prerequisite of utilization of library information resources and users' satisfaction [7]. Iyoro [27] identified accessibility as one of the pre-requisites of information use; while Ugah [28] opined that the more accessible information sources are, the more likely they are to be used and readers tend to use information sources that require the least effort to access.

**Library Education Programme and Users' Patronage of Academic Libraries**

The effect of library education programme on users cannot be overemphasized. Fidzani [13] outlines the objectives of library orientation and user education as:

- To introduce students to facilities and resources in the library
- To develop library skills
- To make students independent users and learners in the library
- To develop capabilities as self-sufficient users
- To establish the library as the centre of academic activity
- To provide basic understanding of the library so that users can make efficient use of library information resources and services
- To educate users about information sources and resources and how to exploit such resources effectively and efficiently.

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Mohammadi, Moghaddam and Yeganeh [29] found out that 76.9 percent of the students indicated that library instruction was very much important and aided them in their chosen career. It is evident in their study that majority of the students who received training through library education programme were familiar with reference department, the non-circulatory feature of reference books, bibliographies, indexes in reference works among others. Similarly, Fidzani [13] affirmed that library instruction helps to improve user's skills in exploiting library resources and services which can lead to greater use of the library.

Similarly, Esse [30] studied the effect of library instruction on satisfaction with the use of the library and its services by undergraduate students. The finding revealed that use of library course has a significant effect on students' understanding of the library. It also showed that majority or 70.3 percent of the respondents who have passed through the library education indicated that they do not have any difficulty accessing information resources in the library. User education enhances library use, while inappropriate provision for user education course on the timetable has a negative influence on users' quality of library use [31]. Atarodi, Alami, and Saeed [32] assessed user education impact on medical students and found out that 87 percent of the students in their study mentioned that training in the use of library had a positive effect on their knowledge in using databases and existing resources in their resource centers. Also, 74 percent of the students indicated that library instruction influenced them to visit the library and medical information databases.

A study by Madukoma [33] on library instruction and academic performance of undergraduates at Federal University Oye, Nigeria revealed that library instruction helps the undergraduates to know where to search for information in the library. To identify the extent to which library instruction assisted the respondents in locating and retrieving information in the library, the study showed that library instruction helped the respondents to acquire the necessary skill needed for locating/retrieving information. The respondents in the study claimed that through library instruction, access to information was easier because they were exposed to various information materials and services. The study also revealed that library instruction helped users to be familiar with various information retrieval tools and be able to retrieve information materials in the library without much assistance from the librarians and library staff.

An assessment of library instruction programme in relation to academic success by Bowles-Terry (2012) revealed that students in the focus group were able to show skills or tools learned in library instruction sessions and were able to use them in research projects assigned for various classes. The study showed a significant relationship between information literacy instruction and Grade Point Aggregate (GPA) at graduation. Maduako [31], studied user education and library use in colleges of education in Abia and Imo States and found out that a mean of 3.59 and 3.23 of the respondents strongly agreed that library instruction programme turned them into a regular library user. It also revealed that library instruction made them to be aware of available library resources and services.

Furthermore, Ogunmodede and Emeahara [34] found out that due to adequate library education that was given to the library users at the Ladoke Akintola University of Technology (LAUTECH) library, 76.5 percent of the respondents indicated that there was no need to rely on the librarians and library staff to access information in the library.

**Challenges Facing Library Education Programmes in Academic Institutions**
Despite the importance of library instruction on library users, several challenges have been identified in research as factors militating against it in academic libraries. Esse [30] observed that library users all over the world face various challenges which to a large extent have affected the way library resources are put to maximum and effective use. Agyen-Gyasi [35] in his assessment of user education at the Kwame Nkrumah University of Science and Technology found out that students' low turnout in user education programme was a challenge. Finding in Agyen-Gyasi's study showed that out of 1000 students from the Faculty of Social Sciences, only 250 students attended the user education programme in 2004/2005 session. Similarly, Anyaoku, Ezeani and Osuigwe [36] identified students' apathy to information literacy skill programme as a problem in academic libraries. Suleiman [37] explored user education programme in academic libraries in International Islamic University, Malaysia. He stated that majority of the new students entering universities are seriously facing problems of understanding new environment and therefore need special guidance to help them to deal with various sources

of information independently. In line with that, Fleming [38] identifying the greatest problem that library user education programme in the South-East Nigeria and perhaps other areas of the world is facing suggested that libraries should acquire, process and disseminate information resources in a manner that is accessible to library users.

Also a study conducted by Idoko, Asogwa and Ugwuanyi [39] on the problems of library user education in Nigerian Unity Schools showed several challenges as noted by staff and students including lack of confidence in the use of library, librarians' mode of instruction not adequate to help students, school libraries not adequately equipped with current text books, lack of adequately equipped school library, inadequate information resources for learning e.g. computers, among others. On staff strength to handle library instruction in academic institutions, Agyen-Gyasi [35] in his study found out that shortage of staff to handle user education programme is a problem as the number of registered students outweighed the number of academic librarians to take the library instruction classes. Similarly, Maduako [31] study showed that an average mean of 2.99 and 3.51 strongly agreed that inadequate library staff to handle library instruction was an impediment. Findings in her study also revealed that short time span, inappropriate provision for user education, lack of interest by students and resource constraint were among the challenges facing library instruction.

Furthermore, Busayo's [41] survey on the perception of students on use of library as a prerequisite course revealed that lack of personnel and professional time for teaching are two major problems facing library user education. According to Eze [41], factors militating against user education include insufficient funds, insufficient number of computers, and lack of computer appreciation among librarians, teachers and students, absence of properly developed curricula, lack of infrastructure generally and lack of enabling policy environment. Igbo and Imo [42] assessed the barriers of information literacy education in Nigeria, and submitted that learning environment, lack of resources; language barrier, illiteracy, teaching orientation and practice were the factors. The study by Okoye [43] on user education in federal university libraries across Nigeria revealed that the major challenges facing the programme include lack of practical and demonstration on the use of the Internet to conduct researches, inadequate ICT facilities in teaching and inadequate number of professional staff to conduct user education.

### Objectives of the Study
The objectives of the study are to:
- Investigate the influence of Library Education Programme (LEP) and availability of information resources on users' patronage of academic libraries in Ekiti-State.
- To find out the effect(s) of LEP on users' patronage of academic libraries in Ekiti State, Nigeria.
- To examine the relationship between the availability of information resources and users' patronage of academic libraries in Ekiti State, Nigeria.
- To determine the combined effect of the LEP and resources availability on users' patronage of academic libraries in Ekiti State, Nigeria.

### Research Questions
The following questions were raised.
1. To what extent do the LEP and information resources availability influence users' patronage of academic libraries in Ekiti State, Nigeria?
2. To what extent does the LEP influence users' patronage of academic libraries in Ekiti State, Nigeria?
3. What is the relationship that exists between the availability of information resources and users' patronage of academic libraries in Ekiti State, Nigeria?
4. What is the combined effect of the LEP and information resources availability on users' patronage of academic libraries in Ekiti State, Nigeria?

### Methodology
The research design for this study is the descriptive survey research design of the correlational type to establish relationship among variables in the study. In this research, survey method was used in gathering data from the

research area: Ekiti State University Library, Ado-Ekiti and Federal University Library, Oye-Ekiti in terms of the relationship that exists between the library education programme, availability of information resources and patronage of academic libraries by their undergraduate students.

The study adopts purposive and multistage sampling techniques to select the sample size.

The stages involved in the selection processes were four (4). The first stage was the purposive selection of the two public universities in Ekiti State, namely: Ekiti State University, Ado-Ekiti and Federal University, Oye-Ekiti. The second stage was the random selection of two faculties each from the two selected Universities. From Ekiti State University, Ado-Ekiti, Faculty of Sciences and Faculty of the Social Sciences were selected while Faculty of Agricultural Sciences and Faculty of Arts were selected from Federal University, Oye-Ekiti. In the third stage, two departments were randomly selected from each of the selected faculties. Eight departments were therefore selected altogether. The breakdowns of students in the eight selected departments were shown in Table 2.The fourth (last) stage was the total enumeration of all the first year full-time undergraduate students from all the selected eight departments from the two universities.

The collected data were presented and analysed using tables, percentages and frequency counts.

## Results and Discussion
### Results

**Table 1:** Demographic profile of respondents

| Variables | Categories | Frequency | Percentage |
|---|---|---|---|
| Gender | Male | 222 | 51.9% |
| | Female | 206 | 48.1% |
| Age | 16-20 years | 180 | 42.1% |
| | 21-25 years | 210 | 49.1% |
| | 26-30 years | 38 | 8.8% |
| | 31-35 years | - | 0.0% |
| Marital status | Married | 20 | 4.7% |
| | Single | 408 | 95.3% |
| | Widow | - | 0.0% |
| | Separated | - | 0.0% |

The analysis of respondents' bio-data as presented above revealed that 51.9% of the respondents were male while female respondents constituted 48.1%. It was revealed that 42.1% of the respondents were between 16-20years, 49.1% were between 21-25 years and 8.8% were 26-30 years. This implies that the majority of the respondents are from 21-25 years. It was revealed that 4.7% of the respondents were married and 95.3% were single.

**Research Question 1:** To what extent does the LEP influence users' patronage of academic libraries in Ekiti State, Nigeria?

**Table 2:** Descriptive Analysis Showing Influence of the LEP on Users' Patronage of Academic Libraries in Ekiti State, Nigeria

| S/N | Items | Agreed | | Disagreed | | | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | Mean | Decision |
| 1. | There is Library Education Programme (LEP) training in my institution | 420 | 98.10 | 8 | 1.90 | 3.84 | Agreed |
| 2. | I have been exposed to the LEP in my institution. | 428 | 100.0 | 0 | 0.00 | 3.86 | Agreed |
| 3. | Librarians have trained me on how to use academic libraries. | 428 | 100.0 | 0 | 0.00 | 3.89 | Agreed |
| 4. | I have no problem in using academic libraries. | 390 | 91.1 | 38 | 8.9 | 3.79 | Agreed |
| 5. | The training given to me through the LEP is effective. | 400 | 93.5 | 28 | 6.5 | 3.24 | Agreed |
| 6. | The LEP training is of no use to students | 0 | 0.0 | 428 | 100.0 | 2.10 | Disagreed |
| 7. | The Library education I received has made me a better library user | 410 | 95.8 | 18 | 4.2 | 3.78 | Agreed |

| S/N | Item | N | % | N | % | Mean | Decision |
|---|---|---|---|---|---|---|---|
| 8. | I could now easily locate materials in the library than when I was not exposed to the LEP | 428 | 100.0 | 0 | 0.00 | 3.92 | Agreed |
| 9. | The idea of teaching the library education to undergraduates is a good one | 428 | 100.0 | 0 | 0.00 | 3.90 | Agreed |
| 10. | There is need to review the curriculum of the library education for more effective service delivery | 379 | 88.6 | 49 | 11.4 | 3.21 | Agreed |

Source: Field Survey, 2019

Table 2 above shows the effectiveness of LEP on users' patronage of academic libraries in Ekiti State. All the respondents agreed to the nine (9) items out of the ten (10) items provided and based on the mean cut-off of 2.50, the nine items were agreed because the mean mark of each of the items is greater than 2.5.0. Among other things, the table indicated that there is the LEP training in the institutions of the respondents; students have been exposed to the LEP in their institution and that there is need to review the curriculum of the LEP for more effective service delivery.

**Research Question 2: W**hat is the level of availability of information resources in academic libraries in Ekiti State, Nigeria?

**Table 3:** Descriptive Analysis Showing the Level of Availability of Information Resources in Academic Libraries in Ekiti State, Nigeria

| S/N | Items | Very/Moderate Adequate | | Fairly/Not Adequate | | | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | Mean | Decision |
| 1. | Textbooks | 422 | 98.6 | 6 | 1.4 | 3.69 | Agreed |
| 2. | Periodicals | 398 | 92.9 | 30 | 7.1 | 3.01 | Agreed |
| 3. | Audio-visual materials | 123 | 28.7 | 305 | 71.3 | 2.23 | Disagreed |
| 4. | References materials | 390 | 91.1 | 38 | 8.9 | 3.58 | Agreed |
| 5. | E-Resources Subscription | 180 | 42.1 | 248 | 57.9 | 2.18 | Disagreed |
| 6. | Computer Hardwares | 120 | 28.1 | 308 | 71.9 | 2.28 | Disagreed |

Source: Field Survey, 2019

Table 3 shows the level of availability of library materials. Out of the 6 items raised, 3 items recorded a mean less than the mean cut-off mark of 2.50. Majority of the respondents agreed that library materials like textbooks, periodicals and references materials were adequately provided by their institutions. Meanwhile, respondents disagreed with items 3, 5 and 6 in which they stated that audio-visual material; E-Resources Subscriptions; and computer hardware are not adequately provided and available.

**Research Question 3:** What relationship exists between the availability of information resources and users' patronage of academic libraries in Ekiti State, Nigeria?

**Table 4:** Descriptive Analysis Showing the Relationship between Availability of Information Resources and Users' Patronage of Academic Libraries in Ekiti State, Nigeria

| S/N | Items | Agreed | | Disagreed | | | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | Mean | Decision |
| 1. | The information resources in the library of my institution are readily available to students | 412 | 96.3 | 16 | 3.7 | 3.81 | Agreed |
| 2. | The information resources in the library of my institution are only available to members of staff | 0 | 0.00 | 428 | 100.0 | 2.31 | Disagreed |
| 3. | The information resources in the library of my institution are guided by close-access | 40 | 9.3 | 388 | 90.7 | 2.31 | Disagreed |
| 4. | The information resources in the library of my institution are guided by open-access | 401 | 93.7 | 27 | 6.3 | 3.76 | Agreed |
| 5. | Students are allowed to borrow some of the | 400 | 100 | 0 | 0.0 | 3.98 | Agreed |

| | information resources for a period of time | | | | | | |
|---|---|---|---|---|---|---|---|
| 6. | There is need to acquire more information resources in the library of my institution in order to meet the information needs of students | 422 | 98.6 | 6 | 1.4 | 3.86 | Agreed |

Source: Field Survey, 2019

Table 4 shows the level of resources availability in relation to user patronage. The analysis of data in this table revealed that respondents agreed with items 1, 4, 5, and 6 and these items recorded a mean greater than the mean cut-off mark of 2.50. Respondents disagreed with two of the items, namely: items 2 and 3 as each of the items recorded a mean less than the mean cut-off mark of 2.50.

**Research Question 4:** What is the combined effect of the LEP and information resources availability on users' patronage of academic libraries in Ekiti State, Nigeria?

**Table 5:** Descriptive Analysis Showing the Combined Effect of the LEP and Information Resources Availability on Users' Patronage of Academic Libraries in Ekiti State, Nigeria

| S/N | Items | Agreed | | Disagreed | | | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | Mean | Decision |
| 1. | I come to the library daily | 202 | 47.2 | 226 | 52.8 | 2.19 | Disagreed |
| 2. | I come to the library sometimes | 400 | 93.5 | 28 | 6.5 | 3.85 | Agreed |
| 3. | I rarely come to the library | 390 | 91.1 | 38 | 8.9 | 3.61 | Agreed |
| 4. | I come to the library to consult library materials | 421 | 98.4 | 7 | 1.6 | 3.77 | Agreed |
| 5. | I come to the library to read my books | 428 | 100.0 | 0 | 0.00 | 3.96 | Agreed |
| 6. | I use the library for re-creational purposes | 0 | 0.00 | 428 | 100.0 | 3.97 | Agreed |
| 7. | I come to the library only to read for examinations | 396 | 92.5 | 32 | 7.5 | 3.66 | Agreed |
| 8. | Coming to the library is not encouraging because am not always satisfied | 379 | 88.6 | 49 | 11.4 | 3.31 | Agreed |
| 9. | I come to the library of my institution because the information resources I need are available | 390 | 91.1 | 38 | 8.9 | 3.78 | Agreed |
| 10. | I come to the library of my institution because the information resources therein do meet my information needs. | 312 | 72.9 | 116 | 27.1 | 2.98 | Disagreed |
| 11. | I come to the library of my institution because the LEP I received has made me a good library user | 342 | 79.9 | 86 | 20.1 | 3.01 | Agreed |

Source: Field Survey, 2019

Table 5 shows the users' patronage of academic libraries. Out of the 11 items raised, respondents disagreed with 2 items (item 1 and 10) because the mean mark was less than the mean cut-off mark of 2.50.

**Conclusion**

Sequel to the fore-going, the conclusion reached is that LEP and availability of information resources do influence users' patronage of academic libraries in Ekiti State, Nigeria and that the library information resources that are paper-based are available in university libraries but the e-resources library materials are not adequately provided by institutions. There was positive relationship between the availability of information resources and users' patronage of academic libraries in Ekiti State, Nigeria. Finally, the LEP and availability of information resources have significant influence on users' patronage of academic libraries in Ekiti State.

**Recommendations**

Based on the findings of this study, the following recommendations capable of improving the patronage of university libraries by undergraduates were made:

- Librarians in tertiary institutions should intensify more efforts and should not relent in the teaching of the Library Education Programme (LEP) to undergraduates as it has been acknowledged to be pivotal to patronage of academic libraries.
- Tertiary institutions should provide more of e-resources library materials for users, since the world has changed from analogue to digital, and more technology tools are being used to enrich users' experiences of library materials.
- Efforts should be geared towards reviewing the curriculum of the LEP. The curriculum should be based more on the Information Technology (IT).
- Funding is the heart of enterprises. Efforts should be geared towards appropriating more funds to the academic libraries so as to make more information resources available for users' satisfaction.

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