

Accessibility and Utilization of Electronic Information Resources by Undergraduate Students of Lagos State University, Lagos

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ABSTRACT

The study investigated the access and use of Electronic Information Resources (EIR) among undergraduate students of Lagos State University. The population of the study comprised five thousand and three (5,003) registered users of the library's e-resources unit, and a sample size of three hundred and eighty-three (383) students was obtained using Taro Yamane formula. As survey research, a questionnaire was used for data collection while simple random sampling was used to distribute the questionnaires. The findings of the study revealed that undergraduate students used EIR for educational purposes. E-journal was the most used e-resources, while erratic power supply was the major challenge facing the use of the EIR in the university library. The study recommends among others that the university library should create more awareness to promote better use of other forms of EIR, and adequate provision should also be made for an alternative source of power supply either solar energy or generating sets.

Keywords: Accessibility, Utilization, Electronic Information Resources, Undergraduate Students.

INTRODUCTION

The main function of a university library is to provide information resources and services that support teaching, learning and research of the institution establishing it. For the library to be able to perform this task, it needs a very conducive environment that will provide access to accurate and timely information. It is in line with this that Moon; Hossain, Kang and Shin (2012) maintain that access to information in university libraries by students assists them in taking an informed decision that will enhance their human development as well as, quality research outputs. In recent time, advancement in Information and Communications Technology (ICT) has brought about a major revolution in all aspects of library operations all over the world. In the university libraries, basic operations have changed from the old conventional practices to the modern ways where high-level technologies are applied to routine library operations. University students, as well as other users of university libraries, are seen to have become more inclined to the use of ICT in searching for information in this global world. In other words, the use of ICT allows university students remote access to information; thus, breaking the barrier which location hitherto posed.

One of the major advantages of ICT in the library is that it makes available and facilitates easy access to electronic information resources by the users. Prominent among the electronic information resources in the library include Online Public Access Catalogue (OPAC), electronic databases, electronic journals, internet services, CD-ROM databases, search engines, online newspapers, online repositories of theses and dissertations, e-resources amongst others. Electronic information resources have become powerful sources of information and it is perceived to be indispensable research resources for every scholar in both developed and developing countries (Bwalya and Sisebbale, 2017). Extant literature indicates that electronic users can have access to various sources such as printed document sources and electronic document sources. The role of electronic information in the academic development of students and faculty members cannot be over-emphasised. Chitra and Geethac (2019) maintain that electronic information resources are valuable tools for effective teaching, learning and research in the academic community.

According to IFLA (2012), Electronic Information Resources (EIRs) refers to “those materials that require a computer to access, whether through a personal computer, mainframe, or handheld mobile device and may either be accessed remotely via the internet or locally”. Oak (2016) defines electronic resources as systems in which information is stored electronically and made accessible through electronic systems and computer networks. Electronic resources satisfy the unique information needs of students, faculty staff and research scholars, faster and at a much lower cost. They are also readily available online and the delivery of the resources virtually to one’s personal computer saves time and expense on physical trips to the library. Besides, electronic information resources can increase the library users’ learning opportunities. Given the interactive and multimedia components provided by the electronic media, electronic information resources offer pleasurable learning experiences than printed documents. The use of electronic resources in teaching also enhances better teacher/ student interaction, through which a teacher can provide students with several exercises/class activities. Often, electronic resources allow prompt feedback to and from students and increase their capacity to comprehend concepts more clearly and easily (Ankrah & Acheampong, 2017).

Access to information is vital for successful and efficient research at universities. In addition to enhanced teaching and learning experiences of students and staff, electronic information resources are providing new platforms for information to aid in research conducted by academic staff. The university libraries in developing countries such as Nigeria are working hard to overcome the challenges of meeting changing information needs and seeking to identify attitudes of students toward electronic resources owing to their perceived effect on research. It is in line with this that the study intends to investigate accessibility and utilisation of electronic information resources among undergraduate students of Lagos State University.

STATEMENT OF THE PROBLEM

Access to accurate and timely information is a necessary prerequisite for effective learning and research processes which students and researchers cannot afford to ignore. Accordingly, the importance of electronic information resources in this regards cannot be over-emphasized (Mudave 2016 and Shuling 2007). Based on this, the library management spends substantial parts of their budgets to subscribe to various e-resources in the university library. These EIR are up-to-date and relevant for the academic development of the students in the university. Some of these resources are e-journals, e-books, full-text databases, and Online Public Access Catalogues (OPACs). Observations reveal that university libraries’ electronic information resources are underutilised. Most library users particularly undergraduate students prefer to access information through the Internet with the use of

phones and other personal computers. The Lagos State University, like many other universities in the country, has substantially invested in EIRs with the intention that the university students will harness

the potentials and various benefits offered by these resources to improve their learning and research activities. However, there has been generally low utilisation in the university. This informs the study to investigate the factors that will influence EIR usage among the students in the university. Based on this, the study posed the following research questions:

1. What are the types of electronic information resources available for use by undergraduate students in Lagos State University Library?
2. What are the reasons for undergraduate students' utilisation of electronic information resources?
3. To what extent do undergraduate students utilise available electronic information resources?
4. What are the places of accessing the EIR?
5. What are the benefits derived from using electronic information resources?
6. What are the factors that influence undergraduate students' behavioural intention to use EIR?
7. What are the challenges facing students use of EIR?

LITERATURE REVIEW

Electronic Information Resources (EIRs) provide many opportunities for students in their academic development. Sharma (2009) notes that electronic information resources provide facilities for university students in searching, arranging and analysing information. This implies that university students access EIRs to acquire and utilise the information for their research and academic activities. Diyaolu, Salamm and Kenbi (2019) posit that EIRs assist university students in conducting their research since better academic performance can be rooted in effective research activities. Studies identify various benefits of EIRs prominent among which include access to timely information, elimination of restriction to users due to geographical distance, cost efficiency and time economy of the users (Adeleke and Emeahara, 2016). Electronic information resources have special features that endear various library users to use them. These include the concurrent access and use of the same information material by several users (Idiegbeyan-ode, Ifijeh, Aregbesola, Owolabi & Toluwani, 2019). Another important feature of EIR is that distance is not a barrier in accessing the information and this promotes interlibrary cooperation (Owolabi et al 2012). This implies that EIR provides an opportunity for the library to serve a wider community of users.

Ezema and Chizoba (2018) argue that the use of EIR has gained prominence in various academic environments all over the world and many students and faculty members are availing themselves of the opportunity to explore these resources to access relevant, current and up-to-date information for various purposes. Extant literature indicates that EIR can be used for convenient searching of huge amounts of information with ease (Aregbesola and Oguntayo, 2014). Moreover, accessibility and use of electronic information resources for academic activities largely depend on the availability and application of ICTs in the academic environment (Ani, 2013). This means that the major attributes of EIR in the university library are availability, accessibility and utilisation. Ani and Ottong (2010) highlight various computer skills that undergraduate students need to acquire to be able to use EIR effectively. These include computer literacy skills, internet skills and network literacy. Ani (2013) argues that EIR use in university libraries all over the world has brought tremendous change in the

nature and manner of information in the universities. This may be because with the use of EIR information can be accessed on the computers, the CD-ROMs, the internet and digital network.

Different studies have been carried out to examine the state of EIR environment particularly in Nigerian university libraries (Ani and Esin, 2003, Ehikhamenor, 2003). Ani and Esin (2003) investigated the EIR in five universities in Nigeria. It was discovered that both academic staff and students have access to EIR. Similarly, Ehikhamenor (2003) conducted a study on the EIR resources in 10 selected universities in Nigeria. The study reported that EIR usage among the students was not encouraging at all. Thomas (2015) also conducted a study on the use of EIR among students of Thomas College, Thrissur, India. The findings revealed that students are aware of the use of EIR but they find it very difficult to access the resources. Against these backdrops, students in the universities are advised to get themselves familiarised with the use of EIR for better academic performance.

Priyadarshini, Jankiraman and Subramaniam (2015) conducted a study on EIR usage among students at Agricultural College and Research Institute, Madurai, where the finding revealed that majority of the students effectively utilised EIR to which the university library subscribed. The findings of the study also revealed that EIR resources such as CERA, e-books, Springer link, CABI, Wiley and Black, resources subscribed to by the library were widely used by the respondents. In another development, Kwadzo (2015) investigated the use and awareness of EIR by Geography and Resources Development Information Studies in the University of Ghana. The finding revealed that 96.9% of the students are using the institution's EIR. Also, many of the students are aware of various electronic databases such as JSTOR, Ebscohost, Emerald and Science Direct databases and made use of these databases for their academic development. Justiss (2011) equally reveals that some law students used EIRs from an online legal database such as Loilaw, Bloomberg Law, Fastcase, Casemaker and Versuslaw as alternatives to LexisNexis and Westlaw in their studies.

Furthermore, Islam and Habiba (2015) conducted a study on EIR use pattern of students in a private university in Bangladesh. The result revealed that majority of the respondents used EIR for learning purposes. It also revealed that e-books were the most utilised resources. The result further revealed that the students are satisfied with EIR in the university library. Adeniran (2013) examined the usage of EIR among students in the Redeemers University in Nigeria. He discovered that the students were aware of the different types of EIR available in the university library but their usage of the resources was rated very low. Tenopir et al (2008) investigated the use of EIR among various library users in three countries which were Australia, Finland, and the United States. The result revealed that majority of the respondents in the United States of America used EIR; while two-thirds of the library users used the resources in Australia. The major purpose of using EIR in these countries was basically for research activities. The paper concluded that the use of electronic resources is an integral part of the research process in Australia, Finland and the U.S.

Deng (2010) indicates that EIR has been adopted and integrated into the teaching and learning process in many universities in Australia. Based on this, he conducted a study to examine the utilisation of EIR among both faculty members and students in universities in the country. The finding revealed that EIR is commonly used in the country's universities because of rapid advances in ICT and it was also revealed that more than 59% of the respondents accessed and used the tool more than once a week. However, some of the benefits for using the resources include easy accessibility to the resources; and absence of time and location barrier; while online journals were the most used resources.

Access and use of e-resources are influenced by various factors among which are individual characters and technological factors. According to Kabede (2007), accessibility and utilisation could be influenced by those characteristics that surround the user and manner of information carriers. These include the contents of EIR and the information environment. On the other hand, individual user’s characteristics such as computer knowledge and level of computer skills also influence the use of EIR. Looking at the various advantages of using the EIR, it is imperative to understand the various factors that would influence the acceptance and use of EIR. Based on this, the study would employ the use of Unified Theory of Acceptance and Use of Technology (UTAUT) to examine the factors that would promote better use of electronic information resources.

The research would be anchored on the Unified Theory of Acceptance and Use of Technology. The UTAUT is a user acceptance model that was introduced by Venkatesh et al. in 2003. The model was built upon the conceptual and empirical similarities across eight acceptance technology models. However, the justifications for using the theory is based on the fact it has been widely used particularly when conducting studies on acceptance of technology (Marchewka, Liu and Kostiwa, 2007). The UTAUT theory identifies four key constructs that directly determine user acceptance and usage of technology. These are Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI) and Facilitating Conditions (FC), and four control variables, namely gender, age, experience, and voluntariness of use (Liu, 2013).

METHODOLOGY

The study used a survey research method. The population of the study comprised five thousand and three (5,003) students that registered in the university library’s e-resources unit. A sample size of three hundred and eighty-three (383) was selected using Taro Yamane (1967) sample size formula; while simple random sampling was used to distribute the questionnaire which was the main instrument for data collection. Out of the 383 questionnaires that were distributed, only 350 questionnaires representing 85% were returned. However, only the undergraduate students who made use of the e-resources frequently were used for the study. This was done through the bio-data questionnaire that was first administered to identify those that use the e-resources. The researcher, with the help of two research assistants, administered the questionnaires in the various faculties. However, before the respondents were given the questionnaire they were asked if they use the university e-resources.

THE RESULT

Table 1: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	190	54.3%
Female	160	45.7%
Total	350	100%

Table 1 above shows that majority (54.3%) of the respondents were male; while 45.7% were females.

Table 2: Age Distribution of the Respondents

Age	Frequency	Percentage (%)
17-22	330	94.3%
23-28	13	3.7%
29-34	5	1.4%
35-40	2	0.6%

Total	350	100%
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As shown in Table 2 above, the majority (94.3%) of the respondents are between the ages of 17 and 22 years.

Table 3: Level of Study of the Respondents

Level	Frequency	Percentage (%)
100	14	4.0%
200	32	9.1%
300	96	27.4%
400	208	59.4%
Total	350	100%

Table 4: Reasons for Undergraduate Students' Use of Electronic Resources

S/N	Reason for Use	SA (%)	A (%)	D (%)	SD (%)
1	For my Project	165(47.1%)	162(46.3%)	15(4.3%)	8(2.3%)
2	For my class work	260(74.3%)	90(25.7%)	0(0%)	0(0%)
3	For my Assignment	168(48.0%)	181(51.7%)	0(0%)	1(0.3%)
4	For personal research	201(57.4%)	149(42.6%)	0(0%)	0(0%)
5	To stay current with latest trends in my field	160(45.7%)	182(52.0%)	1(0.3%)	7(2.0%)
6	To remain connected with my colleagues	303(86.6%)	46(13.1%)	0(0)	1(0.3%)

Note: SA = Strongly Agree; A = Agree; D = Disagree; and SD = Strongly Disagree

The respondents were asked to indicate the reason for which they used electronic information resources on a four-point Likert's scale of strongly agree, agree, disagree and strongly disagree. The findings from their responses showed that 100% of the undergraduates' used electronic information resources mainly for classwork and personal researches respectively.

Table 5: Undergraduates' Most Accessed and Used Electronic Information Resources

S/N	Extent of Utilisation	VGE (%)	GE (%)	AE (%)	LE (%)
1	E-newspapers	6(1.7%)	2(0.6%)	10(2.9%)	332(98.8)
2	OPAC	115(32.9%)	137(39.1%)	78(22.3%)	20(5.7%)
3	E-journal	316(90.3%)	13(3.7%)	11(3.1%)	10(2.9%)
4	CD-ROM Databases	0(0)	0(0)	16(4.6%)	334(95.4%)
5	Electronic books	114(32.6%)	122(34.9%)	96(27.4%)	18(5.1%)

Note: VGE = Very Great Extent; GE = Great Extent; AE = Average Extent; and LE = Low Extent

The respondents were also asked to rate the most accessed and used electronic information resources in the institution on a four-point rating of very great extent, great extent, average extent and low extent. As shown in Table 6 above, e-journal was the most utilised of all, as indicated by 94.0% of the respondents.

Table 6: Benefits Derived from Using Electronic Resources

S/N	Benefits of using EIRs	Yes (%)	No (%)
1	Access to a broader collection of information	350 (100%)	0(0%)
2	Quicker access to information	350 (100%)	0(0%)
3	Improved Academic Performance	347 (99.1%)	3(0.9%)
4	Access to quality information	348 (99.4%)	2(0.6%)
5	Access to current up-to-date information	347 (99.1%)	3(0.9%)
6	Easier access to information	349 (99.7%)	1(0.3%)

Table 6 above shows the benefits that the respondents derive from using electronic information resources. All (100%) of the respondents agreed that the use of electronic information resources grants them access to a broader collection of information resources, and in a quicker manner too.

Factors influencing the behavioural intention of students to use EIR

Table 7a: Performance Expectancy as Factor Influencing Behavioural Intention of Students' Use of EIR

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	EIR is very useful to me in retrieving information material in the library	00(0.0)	221(66.4)	112(33.6)	00(0.0)	2.34	0.473
2.	The use of EIR aids quick access to information materials in the library	00(0.0)	159(47.7)	174(52.3)	00(0.0)	2.52	0.500
3.	The use of EIR enables me to complete my assignment effectively	00(0.0)	184(55.3)	74(22.2)	75(22.6)	2.67	0.820
4.	The use of EIR increases my academic productivity	00(0.0)	183(55.0)	75(22.5)	75(22.5)	2.68	0.820
5.	The use of EIR makes my studies more interesting	00(0.0)	183(55.0)	75(22.5)	75(22.5)	2.68	0.820

Performance expectancy on the behavioural intention of the respondents to use the EIR revealed that 66.4% affirmed that EIR is very useful to them for retrieving information materials in the library. Furthermore, 55.0% agreed that the use of EIR make their studies more interesting and increases their academic productivity.

Table 7b: Effort Expectancy as Factor Influencing Behavioural Intention of Students' Use of EIR

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	My interaction with EIR would be clear and understandable	00(0.0)	200(60.1)	84(25.2)	49(14.7)	2.55	0.737
2.	It is easy for me to use the EIR to search for relevant information materials that best answer my query	00(0.0)	133(39.9)	125(37.5)	75(22.5)	2.83	0.772
3.	I found the use of EIR easy	00(0.0)	233(70.0)	50(15.0)	50(15.0)	2.45	0.741
4.	Learning to operate the different link on EIR is easy for me	00(0.0)	174(52.3)	97(29.1)	62(18.6)	2.66	0.773
5.	It is easy doing my assignments through the use of EIR in my university library.	00(0.0)	261(78.4)	36(10.8)	36(10.8)	2.32	0.661

Effort expectancy of the respondents as influencing factor to the use of EIR revealed that 78.4% of the respondents found it easy to do their assignment using EIR, while 60.1% of the respondents agreed that their interaction with EIR would be clear and understandable.

Table 7c: Social Influence as Factor Influencing Behavioural Intention of Students' Use of EIR

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	People who influence my behaviour encourage my use of EIR that is available in my university library.	225(67.6)	84(25.2)	12(3.6)	12(3.6)	1.43	0.732
2.	People who are important to me think that I should use EIR	197(59.2)	97(29.1)	26(7.8)	13(3.9)	1.56	0.799
3.	My colleagues have helped train me on the use of EIRs	186(55.9)	99(29.7)	24(7.2)	24(7.2)	1.66	0.897
4.	The staff in my institution library have been	273(82.0)	36(10.8)	12(3.6)	12(3.6)	1.29	0.704

5.	supportive in my use of EIR My colleagues have been supportive in my use of EIR	199(59.8)	60(18.0)	37(11.1)	37(11.1)	1.74	1.042
6.	My lecturers influence my behaviour to use EIR	184(55.3)	97(29.1)	13(3.9)	39(11.7)	1.72	0.992
7.	In general, the library management supports my use of EIR	161(48.3)	133(39.9)	13(3.9)	26(7.8)	1.71	0.868

The social influence was investigated as a factor that influences the behavioural intention of students to use the EIR. It was revealed that majority (92.8%) of the respondents affirmed that people who influence their behaviour encourage their use of EIR that is available in their university library and the library staff had also been supportive to the respondents' use of EIR. Also, 84.4% and 77.8% of the respondents are influenced and supported by their lecturers and their level mates respectively, to use EIR.

Table 7d: Facilitating Condition as Factor Influencing Behavioural Intention of Students' Use of EIR

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	My institutional library has the necessary resources to support my use of EIR	246(73.9)	48(14.4)	26(7.8)	13(3.9)	1.42	0.727
2.	My institutional library render services that encourage me to use the EIR	193(58.0)	75(22.5)	26(7.8)	39(11.7)	1.59	0.807
3.	The e-library department in my institution helps to organise training on the use of EIR	246(73.9)	48(14.4)	26(7.8)	13(3.9)	1.65	0.892
4.	The introduction of EIR to my university library system improve the quality of library services I enjoy as a student	260(78.1)	48(14.4)	12(3.6)	13(3.9)	1.28	0.697
5.	The systems librarian is always available for assistance with difficulties in using EIR	205(61.6)	77(23.1)	26(7.8)	25(7.5)	1.73	1.043
6.	I have the knowledge required to use EIR	194(58.3)	87(26.1)	13(3.9)	39(11.7)	1.73	1.002
7.	My university management	210(63.1)	51(15.3)	36(10.8)	36(10.8)	1.71	0.878

ensure the provision of adequate facilities required for the effectiveness of EIR

This question sought to investigate the influence of facilitating condition on the behavioural intention of undergraduate students to use the EIR. The finding revealed that the introduction of EIR to the university library system improve the quality of library services that majority (92.5%) of the students enjoy. Also, 88.3% of the respondents confirmed that their institution library has the necessary resources to support their use of EIR and the e-library's department also helps to organise training on the use of EIR. Furthermore, the systems librarian is always available to assist the students who faced difficulties in using EIR as indicated by 84.7% of the respondents.

Table 7e: Behavioural Intention of Students to Use of EIR

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	I intend to use EIR in my work regularly	201(60.4)	108(32.4)	12(3.6)	12(3.6)	1.42	0.727
2.	I would use EIR any time to aid my studies	235(70.6)	61(18.3)	13(3.9)	24(7.2)	1.59	0.807
3.	I plan to use EIR any time I need information	259(77.8)	49(14.7)	00(0.0)	25(7.5)	1.65	0.892
4.	Using the EIR is a good idea	271(81.4)	36(10.8)	13(3.9)	13(3.9)	1.28	0.697
5.	The use of EIR makes my work more interesting	164(49.2)	156(46.8)	13(3.9)	00(0.0)	1.73	1.043
6.	I like searching for information materials using EIR	108(32.4)	147(44.1)	65(19.5)	13(3.9)	1.73	1.002

The table above shows the behavioural intention of the undergraduate students to the use of EIR. A total of 96% affirmed that the use of EIR makes academic work more interesting to them. This is followed by 92.8% and 92.5% who claimed that they intend to use EIR in their work regularly as well as when they need information.

Table 7f: RII and R factors that influence students use of EIR

UTAUT	RII	R
Social influence	0.862	1.0
Performance expectancy	0.640	3.0
Facilitating Conditions (FC)	0.764	2.0
Effort expectancy	0.568	4.0

Table 7f above shows the Relative Importance Index (RII) that was used to rank the recognized factors which influence the behavioural intention to use EIR among the students. It indicated that facilitating condition and social influence were two constructs that influenced behavioural intention. Social influence was ranked first with an RII of 0.862, closely followed by facilitating condition with 0.764.

Table 7g: Descriptive statistics of the factors that influence the behavioural intention to use EIR (Mean)

Factors	Mean	STD
Social influence	4.3120	.77002
Effort expectancy	3.1986	.97265
Facilitating Conditions (FC)	3.8204	.76570
Performance expectancy	2.8411	1.03638

Descriptive statistics were also used to support the findings of factors that influence the use of EIR. As shown in table 7g above, the results from descriptive statistics revealed that social influence produced a Mean of 4.3120, closely followed by facilitating condition with 3.8204.

Table 8: Factors Constraining Undergraduates' Effective Use of Electronic Resources

S/N	Constraints	Yes (%)	No (%)
1	Accessing EIRs is time consuming	74(21.1%)	276(78.9%)
2	Inadequate ICT skills	42(12.0%)	308(88.0%)
3	Erratic Power Supply	350(100%)	0(0%)
4	Using electronic resources often diverts my attention and prevents me from doing my other work	47(13.4%)	303(86.6%)
5	Problem of information explosion	219(62.6%)	131(37.4%)
6	Poor network/internet connectivity	341(97.4%)	9(2.6%)
7	Limited access to a computer terminal	319(91.1%)	31(8.9%)

Table 8 shows the various constraints militating against undergraduates' effective use of electronic information resources in the university. All (100%) of the respondents indicated that erratic power supply was a serious constraint to effective use of electronic information resources.

DISCUSSION OF FINDINGS

One of the findings of the study revealed that the students used electronic information resources for both classwork and research purposes. This finding is in line with the findings of Ajiboye and Bankole (2013) in a similar study at the University of Agriculture, Nigeria, which revealed that students used electronic information resources basically for reading and research. Likewise, Yusuf and Iwu's (2010) study at Covenant University Ota, Ogun State also found that students of the university used e-resources for reading and study. Similarly, the finding of the study corroborates the finding of Soyizwapi and Hoskin (2009) at Faculty of Science and Agriculture, University of KwaZulu-Natal, Pietermaritzburg, South Africa which revealed that students in the faculty used e-resources mainly for reading and study. Also, the finding of the study supports the finding of Adeniran's (2013) study at Redeemers University, Nigeria, which also revealed that students used EIR for academic purposes. The

study further found that the use of the resources had a significant positive impact on students' academic performance. Also, the finding of the study is in line with the finding of Tariq and Zia (2014) at the Faculty of Science, University of Karachi, Pakistan, which indicated that the students used the e-resources for their class assignments and study purposes.

Another finding of the study revealed that e-journals were the most accessed and used e-resources by the students. This may be because the majority of the students in the university were in their final year, and they are required to write and submit academic projects as part of the requirements for the award of various bachelor's degrees. This finding, therefore, corroborates the finding of Priyadarshini, Jankiraman and Subramaniam (2015) in a study on awareness and use of e-resources among users at Agriculture College and Research Institute, Madurai, which found that students mostly used e-journals for researches whenever they were in the university library. Another reason for using e-journal maybe because it often contains more current information. Also, the finding of the study confirmed the result of Tyagi (2014) in a university in India, which revealed that online journal is the most, used e-resources in the university.

A further finding of the study revealed the benefits attached to the accessibility of e-resources by the students among which include quicker access to information and provision of access to a broader collection of information. This finding corroborates the findings of Shashikala and Srinivasaragavan (2019) among students of Kempegowda Institute of Medical Sciences Hospital and Research Centre (KIMS), Bangalore, Karnataka, which revealed that the students had access to a broader collection of information and EIR also provided quicker access to information. Also, Bwalya and Sebbale (2017) findings at Nkumba University, Uganda revealed that the students in the university confirmed that the benefits of using the EIR are that it contains accurate information that is quickly accessed and it also provides an opportunity to access a broader collection of information.

Furthermore, the finding of the study revealed that Social Influence (SI) and Facilitating Conditions (FC) were the two constructs from UTAUT that influenced behavioural intention of students to use EIR. This finding contradicts the finding of Rahman, Jamaludin and Mahmud (2011) in Malaysia, which revealed that Effort Expectancy (EE) and Performance Expectancy (PE) were the two constructs from UTAUT that influenced behavioural intention to use EIR in the country. Likewise, Nwone and Mutula (2019) also revealed that PE and EE were two constructs that influenced behavioural intention of students to use EIR in South Africa.

Another finding of the study revealed that erratic power supply is a major challenge facing the use of e-resources. This contradicts the findings of scholastica and Njoku (2018) in a similar study in Nigeria which revealed that a lack of adequate training was the major challenge facing the use of e-resources. Likewise, Aiboye and Bankole (2013) in a similar study among students of the University of Agriculture, Abeokuta, Nigeria reported that the students accessed the e-resources using trial and error approach because they did not have enough skills to operate the resources. Also, Ajegbomogun, (2007) revealed that many universities lacked adequate funding to promote the usage of e-resources. He also identified that the lack of adequate training affects the use of e-resources in the continent. On the other hand, the finding of this research corroborates the finding of Ayoku and Okafor (2015) that power failure is the major challenge facing the use of EIR in many universities in Nigeria.

CONCLUSION

Based on the above findings, it can be concluded that the undergraduate students use Electronic Information Resources (EIRs) mainly for classwork and research activities and e-journal is the most

used e-resources. The benefits of using the EIR include both access to a broader collection of information and quick access to accurate and quick information. The study also concludes that social influence and facilitating conditions were the two main constructs that influenced behavioural intention of students' use of EIR. However, the erratic power supply is the major challenge facing the use of EIR.

RECOMMENDATIONS

Given the above findings and conclusion, the study recommends that university libraries should provide more facilities and resources that will enhance better access to EIR to assist students in their academic activities. This can be done through adequate budgetary allocation for the library. The library management should create more awareness of the available EIR and the need to use them by undergraduates for their academic activities. This can be done during the use of library lectures. There is also an urgent need for university libraries to make arrangement for alternative power source either solar power or generators. Also, assignments should be given to students in groups on the use of EIR to encourage better interaction among them on the use of the resources. Also, more computer devices should be provided in the library to serve as facilitating conditions for students that have no computer to access and use the EIR.

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