Summer 7-5-2024

THE AWARENESS AND USE OF ELECTRONIC INFORMATION RESOURCES AMONG NON-ACADEMIC STAFF OF UNIVERSITY OF ILORIN, ILORIN, NIGERIA

Abdulwaliy Oloruntobi Akinnubi
Fountain University, oloruntobiwaliy@gmail.com

Oluwafemi Emmanuel Amupitan
amupitanfemanuel@gmail.com

Temitope Joseph Babatunde
topyjoey@gmail.com

THE AWARENESS AND USE OF ELECTRONIC INFORMATION RESOURCES AMONG NONACADEMIC STAFF OF UNIVERSITY OF ILORIN, ILORIN, NIGERIA

AKINNUBI, AbdulWaliy Oloruntobi
Fountain University Library, Osogbo
Oloruntobiwaliy@gmail.com

AMUPITAN, Oluwafemi Emmanuel
Amupitanfemanuel@gmail.com

BABATUNDE, Temitope Joseph
Topyjoey@gmail.com

Abstracts

Electronic Information Resources (EIRS) have become the choice platforms for academics, nonacademics, and researchers primarily because of their capacity to accommodate and retrieve information resources online. Therefore, It is understandable why EIRS is embraced daily by both established and aspiring scholars and students in academic institutions globally. It has been shown in literature over time that the awareness and usage of EIRS have influenced people to become more innovative and technologically savvy neighbours. This work, therefore, intends to explore the depth of awareness and usage of electronic resources by nonacademic staff at the University of Ilorin. The study has adopted quantitative methods with the use of a survey. The total population was 2718 nonacademic staff, according to the annual report of the University of Ilorin 2018/2019 academic session. Isreal's (2003) formula was adopted to arrive at a total of 191 sample sizes. Simple random sampling was used to pick the respondents for equal representation from the existing nonacademic staff in the University, while a prepared questionnaire was administered virtually via Google form. After a period of four weeks, 181 of the expected respondents were returned and further interpreted and analyzed based on simple percentages and appropriate descriptive statistics. The findings reveal a strong awareness of the availability of EIRS, while the resources are highly utilized despite the epileptic power supply and disruptible internet services. The Management, therefore, has a responsibility to facilitate the amelioration of the identified challenges.

Keywords: Electronic Information Resources, Nonacademic Staff, University of Ilorin

Introduction

The traditional ways of sustaining libraries, which are rapidly expanding organisms, are no longer effective and dynamic. The Application of new technology has become a necessity for quick retrieval and dissemination of information and better customer service. A fully digitized library will offer rapid and efficient services to its patrons. Libraries have evolved into modern digital repositories, where e-books, e-journals, and e-magazines have replaced printed books, periodicals, and libraries. This has expanded the worldwide scattering of data (Abinew & Vuda, 2013). The quick development of new advances has changed the correspondence procedure and diminished the expense of correspondence for people.

The electronic representation of data that is accessible through electronic systems and computer networks is referred to as an "electronic data asset" (Johnson, Evensen, Gelfand, Lammers, Sipe & Zilper, 2012). Remote locations can readily access electronic resources such as e-books, e-databases, online assets, and e-serials; they warn that electronic data sources, which are available in a variety of formats including e-books, computerized libraries, online diaries, e-learning, and online tests, can be seen as the least advanced in data technology. Due to their successful introduction with mixed media devices, these electronic assets have evolved into a source of data. Electronic resources communicate data accumulation as full content (totaled) databases, electronic diaries, picture collections, sight and sound as compact discs, tapes,webs, web innovation, and so

forth. E-resources include electronic journals, speeches, news, information documents, email, and internet access, to name a few. Electronic data sources include various products, including electronic periodicals, Disc ROMs, mailing lists, and databases. They all share the trait of being used and, more importantly, modified by PC at some point. (Thanuskodi 2012).

According to (Ani & Eden (2012), the development of electronic resources has significantly changed how information is handled and managed in Nigerian academic and scholarly contexts, and college libraries in particular. Due to the information explosion, traditional library services such as reference services and selective dissemination of information need to be supplemented by selective elimination of information and evaluation of information to distinguish quality information from junk. As a result, electronic resources are eroding the central role of traditional libraries, and librarians must accept their responsibilities as information specialists in this new paradigm.

A new age has begun for libraries and librarians because of this transition. 2013 Emwanta & Nwalo Compared to print assets, electronic resources have many advantages. These benefits include the fact that electronic resources are typically quicker to consult than print documents, especially when looking backwards, and they are straightforward when desiring to use a variety of catchphrases. They increase the chance of looking at multiple records at once. Electronic resources may be printed, examined, and saved for future consultation. Compared to printed resources, they are updated more regularly.

The users' awareness of electronic resources is essential for their use. Understanding, cognizance, acknowledgement, grasp, grasp what's more, affirmation worries about, and all-around informed intrigue or nature in a specific condition or improvement are all examples of awareness. It is crucial that nonacademic personnel are aware of and use electronic resources in order to keep them

informed about the available media via which they can acquire the information they require. Academic libraries used to provide and use information based on their physical library collection of books and other resources, but they are rapidly migrating into the virtual world. Nonacademic employees should be aware of the availability of such resources to help them in their academic or professional pursuits in order to better respond to such stimuli.

With the help of e-publishing, online test text databases such as Emerald, Science Direct, Academic Search Premier, Oare Sciences, Hinari, Virtual Library (NUC), online public access catalog (OPAC), CD-ROMs (Compact Disc-Read Only Memory), collections of e-books, e-journals covering a range of subjects, and significant bibliographic databases like AGORA and MEDLARS, etc., access to information on a local, regional, national, and international basis has (Prangya & Rabindra, 2013). The work of the nonacademic is made simpler and quicker in terms of technology since electronic information resources are systems in which information is kept electronically and made accessible through electronic systems and computer networks.

The ability to transmit, acquire, download, process, and disseminate knowledge on any topic of interest is a motivating element for students, academic personnel, and nonacademic staff. Any user can access them online at any time, whether relaxing at home or the office, via networks or authentication techniques. Electronic information resources aid in enhancing nonacademic staff access to information, improving its usability and efficacy, and creating new avenues for doing so in order to boost the productivity of their daily tasks.

According to Prangya & Rabindra (2013), awareness is essential for using electronic information resources. Users have far more difficulty accessing such e-resources when they have closed access. However, nonacademic personnel discover them where they are open access (not subscription-based) and use them for whatever purposes they need to. Researchers, academic staff,

nonacademic personnel, and students now have access to global information resources, primarily the Internet, for their scholarly intercourse, thanks to the use of EIRs, which have produced positive outcomes in the areas of teaching and research in recent years.

Through its website address @www.nigerianvirtuallibrary.com, the National Institutions Commission (NUC), a government organization in Nigeria, has subscribed to many local and foreign publications and made them available in Nigerian universities. Additionally, the Nigerian Universities Libraries Consortium (NULIB), the Electronic Information for Libraries Network (EIFL NET), and the National Universities Commission are working together to provide electronic resources on the Internet for qualitative teaching and research in Nigerian universities (Okiki, 2012).

According to Egbe (2014), the National Information Technology Development Agency (NITDA) is fostering ICT in Nigeria's tertiary institutions through the National Virtual Library project. This is done by establishing virtual libraries, donating computers and/or internet resources, and setting up virtual libraries. As a result, the development of these technologies that facilitate the transfer of electronic information resources makes it feasible to disseminate timely and current information.

Research activities in academia are increasingly dominated by electronic resources, and scholars have realized how important these tools are (Hadagali, Kumbar, Nelogal & Bachalapur, 2012). Particularly for students who heavily rely on them for information to enhance their research and collaborate with other scholars around the world for intellectual growth, electronic resources provide reliable and timely information (Ukpebor, 2012). Tekale and Dalve (2012) emphasized the value of information resources to students and academic libraries, noting their quick recovery, ease of uploading and updating, easy citations, numerous search options, vast information reservoirs, hyperlinks to other resources, availability at any time of day, ease of storage and

dissemination, ease of archiving, flexibility, and the fact that time, space, and cost are not significant barriers. Every organization, including universities, needs to have a plan and a structure in place to take advantage of the opportunities presented by diversity and to compete for the best human resources.

The library administration ensures that the information items collected are in such a way that users, notably academic and nonacademic employees as well as students, will have free and simple access to them in order to meet the institution's purpose(s). The library has a variety of primary, secondary, and tertiary information resources that staff members can use to perform their jobs or responsibilities. To guaranty that library patrons are happy, librarians perform a variety of tasks such indexing and abstracting, current awareness services, selective information dissemination, and responding to user enquiries.

The availability of these library resources does not ensure that university nonacademic personnel will have access to and use them, as the library performs these duties through contracted information management specialists. It is expected of university library managers to increase the degree of interest among nonacademic personnel in visiting the library and using its resources. The effective job performance of nonacademic personnel in any university system can be attributed to their understanding of how to access and use material in the library in order to enhance their work performance.

The nonacademic workforce primarily handles administrative tasks and some technical responsibilities. There are skilled, semi-skilled, and unskilled tasks among them. They consist of professional and administrative staff (the Registry, Maintenance, Vice Chancellor's Office, Deputy Vice Chancellor's Office, and Bursary), secretarial, clerical, grounds, technical/works staff (electricians, plumbers, and masons, laboratory workers, media specialists, and sports assistants),

as well as staff from the library and finance departments, drivers, food service staff, security staff, ventures staff, counsellors/social workers, and the student's development services team. The nonacademic personnel should be acknowledged as academic staff's partners in development at this point. The smooth operation of the system and achieving maximum productivity depends on both. For better information to enhance their work performance, the nonacademic personnel must use and access library resources.

The University of Ilorin Library was established in May 1976 to support the parent organization's teaching and learning. The library has over the years published both print and electronic resources with a specific aim to meet data challenges of the voluminous population of the University people group. The library subscribes to a number of electronic databases, including JSTOR, Ebscohost, Virtual Library, Agora, OARE, and Ebscohost. The library also invested and launched the e-Granary Digital Library for staff and students.

The utilization of Electronic Information Resources (EIRs) is essential for nonacademic staff, especially because they provide better, faster and easier access to information than information accessed through print media. Electronic information resources help to expand access, increase usability and effectiveness and establish new ways for nonacademic staff to use information to be more productive in their work activities. They can be trusted to provide timely information, supporting the adage that "the appropriate information should be sent to the right user at the right time." In contrast to print media, which are not regularly updated, the utilization of electronic resources aids nonacademic employees in staying current with changes in their respective subject fields. Numerous studies have been done to look into the availability of users with electronic resources for teaching and research, especially in Nigerian universities (Edem & Ani, 2015; Lawal &Lawal 2015). Edem and Ani (2015) conducted research on the establishment of electronic

libraries in Nigerian universities and discovered that every institution that responded had done so. These libraries offer a variety of electronic resources, the most popular of which are e-journals and offline databases. Frequent power outages and a negative attitude on the part of university administration in terms of finance are the main obstacles that hinder the proper development of electronic libraries in Nigerian universities.

Statement of the problem

University libraries provide resources and services for their users. Services to users constitute an important area of University library services. These services are designed to meet the information needs of library users. In prior occasions, information resources were mainly presented in paper formats. At present, information is generated at an exponential rate, and the need to make it readily available and accessible to all has become an issue; a bid to overcome this problem brought about the quest for an alternative media for holding and propagating information resources. Several attempts were made until the emergence of information and communication technology (ICT), particularly the Web in the early 1990s, which achieved the required change to adapt to the ever-increasing Volume of information. With the Web and other electronic information resource (EIR) media such as CD ROM, databases, OPAC, etc., information can be stored in one place and be made simultaneously available to all for usage. Ekenna & Ukpebor (2012) stressed that EIRs have received high patronage and functional acceptance in other countries globally, which is against the situation in Nigeria. This they revealed might be due to lack of or inadequate awareness of e-resources. Also, study have indicated that factors such as awareness and skill are the determining factors that may influence users' decision to use EIRs (Prangya & Rabindra, 2013). The university community consists of the students, staff and other individual around the community, the staff are

divided into academic and nonacademic staff in the nonacademic staff plays important roles in the institutions, the school have to provide materials for them not in print format only but also in an electronic format to carry out their work effectively. Therefore, the crux of this study is to investigate the awareness and utilization of electronic information resources among nonacademic staff of University of Ilorin, Ilorin, Nigeria.

Objectives of the Study

The main objective of this study is to examine nonacademic staff's awareness and utilization of electronic resources at the University of Ilorin. The specific objectives are to:

1. identify the available e-resources for nonacademic staff in the University of Ilorin.

2. identify the barriers preventing nonacademic staff from using e-resources.

3. identify the level of utilization of e-resources among nonacademic staff while carrying out their activities.

4. determine the extent of adoption of e-resources among nonacademic staff in the University of Ilorin library.

Research Questions

The following are research questions:

1. What are the available e-resources for nonacademic staff in the University of Ilorin?

2. What are the barriers preventing nonacademic staff in the University of Ilorin from using e-resources?

3. What is the level of utilization of e-resources among nonacademic staff in the University of Ilorin?

4. What is the extent of adoption of e-resources among non-academic staff in the University of Ilorin library?

Significance of the Study

The academic performance of staff and students is one of the bases for the measurement of the educational progression of any given institution of higher learning. Facilities, teaching, and learning play a key role in the attainment of success in the sphere of academic endeavors. This accounts for the preoccupation of universities with the recruitment of outstanding faculty, provision of instructional materials, and other ancillary resources such as EIRs, which, in the long run, would enhance academic excellence. It is expected that the outcome of this research would benefit the staffs in the area of the creation of awareness and the utilization of EIRs for learning purposes, especially those who are hitherto oblivious of these resources and increase their inquisitiveness to integrate further into the comity of the digital natives. The lecturers, who perhaps are digital migrants, will further be exposed to the world of information technology and benefit in diverse fields of knowledge by providing access to information related to the topics that would be beneficial to them; also, it will enhance their research outputs more from the ease of academic grooming and mentorship that EIRs provides. In the same way, the provision of enabling facilities will rub off on other researchers, staff, and stakeholders who might require such for their academic and professional development. The University management at the level of the overall administration and the level of the library will further be strengthened with findings that will guide their evolution of decisions, strategies, and policies in the process of corporate management of the

human and material resources of the institution to guarantee satisfactory service delivery to all. Finally, this study will complement and strengthen existing literature in this area of study.

Literature Review

The Availability of E-Resources for Academic Staff

Oduwole et al. (2003) sought to know the electronic resources provided by Nigerian libraries. When asked what electronic resources they provide, Nigerian university libraries, he identified the Online Public Access Catalog, CD-ROM, databases, electronic mail (email), and Internet browsing. Electronic journals, online databases (Agora, Jstor, Ebscohost, Ajol, Hinari), electronic books, privately stacked databases, websites, CD-ROMs, electronic content, and e-abstracting and indexing databases such as MEDLINE, E-news, E-pictures, and E-music, are all included in the category of "e-resources." Most of the time, these digital tools are used for reading and research. E-resources, in the opinion of Thanuskodi (2012), are information electronic representations. They are available in various formats, including electronic books, digital libraries, online journals and magazines, e-learning tutors, and online tests. These online resources have taken on the role of a source of information due to their efficient presentation using multimedia capabilities. Additionally, electronic information sources include various products such as databases, CD-ROMs, mailing lists, and electronic magazines, all of which can be used and occasionally modified by computers (Ajayi, Shorunke & Aboyade, 2014). According to the Library and Information Technology Glossary "Term used to describe all of the information products that a library provides through a computer network. "According to Wikipedia, Electronic Resources means "Information

(usually a file) which can be stored in the form of electrical signals, usually on a computer; Information available on the Internet".

Electronic resources are frameworks in which information is stored electronically and made accessible through electronic systems and computer networks (Oak, 2016). The usage of electronic resources has influenced people to become more innovative or technologically savvy neighbors. Additionally, Bajpai et al. (2016) emphasizes e-learning heavily in their attempt to provide an explanation for e-resources. According to them, e-learning is a technique that enables users to replace the conventional educational system with the use of various technologies such as the Internet, computer technology, and multimedia to make library resources available to users in electronic form; libraries also incorporate contemporary technologies, as stated by Bajpai et al. (2016). This explains why e-books are playing a significant role in libraries in this advanced era of digital technology (Isaac, 2016) According to Israel & Edesiri (2017) and Naick & Bachalla (2016), e-resources make it easier to access relevant and up-to-date information for learning and research development.

According to Shariful (2012), electronic information resources (EIRs) are those that have both conceived electronic and digitized items and may be accessed via the Internet or the library's internal database. The proposed electronic resources include e-books, e-journals, e-newspapers, e-magazines, e-projects, e-theses, e-dissertations, e-reports, websites, and www-resources in addition to other relevant materials that may be regarded as crucial by users, researchers, information specialists, or even the library administration itself. However, the term "electronic zed materials" refers to materials that have been converted from another format to an electronic one.

According to Sukula (2010), an electronic information resource is one that can be accessed online or off campus. The user can obtain the data they require when they need it. These definitions of electronic resources demonstrate some commonalities between them (i.e. possess common characteristics). These have to do with the fact that they may be accessible online whenever and anywhere in a variety of formats. On informational devices, they can be retrieved and downloaded for later use. By introducing information and communications technologies (ICTs), library users have had greater access to electronic resources than conventional print sources for teaching, learning, and research in universities. Users can access e-resources within or outside the library by using computing networks to access electronic information resources and services. Since they are current, multidimensional, and directed in character and can be accessed and used anywhere, regardless of geography, e-resources have recently gained significant importance. These resources increase the worth of human endeavors in all fields (Sejane, 2017). Because of this, electronic resources are widely available at higher education institutions. They are also easy to use and accessible anywhere by numerous users at once.

Yebowaah & Plockey (2017) explored the awareness and usage of electronic resources in university libraries: a case study of the University for Development Studies library. The study findings indicate that the majority of respondents only occasionally visit the library; only 21.3% of them claimed to do so. The majority of respondents (63.2%)occasionally.

In a research conducted by Ozoemelem (2009) in Nigeria, it was found that respondents generally agreed with concerns about such a huge amount of useless material; as a result, the necessity to filter the search results was one of the fundamental issues users of e-resources faced. Other issues included slow downloads, difficulty navigating via e-resources, difficulty finding information,

poor search abilities, expensive access costs, power interruptions, and unavailable or inaccessible websites.

Paul, Singha, and Choudhary's (2015) study looked into how Assam University library patrons used electronic information sources. The study used a survey approach. Data were gathered via a standardized questionnaire, casual interviews, and observations. Users who visited the university library during the survey period to access the Internet were given copies of the questionnaire. A sample from the research population was chosen using a simple random selection. The study found that e-books (65.38%), online databases (38.46%) and e-journals (28.85%) are the most popular types of electronic information sources among users, whereas only 12.5% of respondents said they used e-theses and e-dissertations.

Barriers preventing use of electronic resources

Despite several advantages of electronic information resources and its positive effect on student academic performance in Universities, many University staffs & students are yet to harness the opportunities provided by these initiatives due to inadequate facilities or lack of maintenance culture and even where these facilities are in place, the potential users of these new information sources are not using the valuable electronic information resources owing to lack of awareness or lack of skills required to navigate the modern technology. Chandel & Saikia (2012), in their investigation on the barriers preventing the use of electronic resources, identify three major challenges of electronic resources that affect the access of these resources: pricing of e-resources, management issues and archival problems.

Pricing of e-resources is the best mystery of e-resources that depend on pricing that are not settled as in the case of print materials. In subscribing to printed and purchased printed books, there hardly

any such problems. There are fixed prices and subscription rates subject to verification if required. As indicated by them, there is no standard valuing model for e-resources. Diverse publishers have distinctive policies, which continue to change from time to time. It is hard to remain in touch with these changing models. For instance, Oxford journal policy/strategies for 2010 onwards included the price of online journal as 'base' rather than print-plus-online or combined price. In these instances, the print only price will be 110% and the combined price will be 120% of the online only price. Some publishers and vendors deal with e-journals only; others may offer both e-journal and e-books together with additional benefits of accessing open sources. In brief, chandel & saikai expressed that there are numerous models for publishers that may further vary from vendor to vendor.

A management issue is a barrier preventing the use of E-resources that are not visible to the users, as in customary libraries where resources are physically accessible for perusing and use. Libraries subscribe to the different packages of different publishers/vendors, because such information sources remain separated, which is not advantageous to users for perusing and searching (Chandel & Saikai 2012). All such resources need to be coordinated for access with a solitary stroke of a key. Users neither have time nor persistence for visiting some websites or platforms. Online resources are remotely located and often remain under the ownership of publishers or vendors. Libraries have access to these resources under the terms and conditions of the agreement and licensing policy, which pose serious problems at times, especially after the expiry of the subscription. In some cases, the library decides on the outright purchase of the package which is quite expensive and unaffordable by most and creates archival problems. Archiving of back files is also not without problems. If the responsibility for archiving is assigned to the publisher, the library will have to pay maintenance and licensing charges for back issues. The decision must be

taken whether archival responsibility would remain with the publisher or library will make its own arrangements. In expansion to the aforementioned challenges of the use of electronic information resources, Chisenga (2004) carried out a survey on the use of ICTs in ten African Public Library Services. The survey found that, despite the fact that most libraries had internet connectivity, many were putting forth electronic information administrations to their users. The study identifies four barriers to the effective provision of electronic information resources in libraries, that lack adequate or reliable funding; lack of Internet access to information resources available on the Web and a lack of consistent training for users on new ICT services. Bashorun (2011) revealed by research that recurrence of utilization of electronic information resources by academic staff and students of the University of Ilorin was low, Reasons were lack of awareness to electronic information resources provided by the library; power outage, ineffective communication channels, slow network and inadequate searching skills in diverse fields of knowledge by providing access to information related to the topics that would be beneficial to them; also, it will enhance their research outputs.

The Utilization of Electronic Resources

In recent years, there have been some changes in the tertiary education sector in Nigeria and in particular, academic institutions. The emergence of electronic information resources has tremendously transformed information handling and management in Nigerian academic environments, and university libraries in particular (Ani & Ahiauzu 2008). These dramatic changes include how information is provided to the Information University Communities. A number of electronic resources initiatives have been put in place in Nigeria to assist in the development of training and use of electronic resources in several academic institutions, among which are the

Morlenson Center for International Library Programs acting on behalf of MacArthur Foundation to support some selected granted university libraries; The Electronic Information for Libraries Network (eiFL.Net) and MTN Foundation. Their fundamental objective has been to create interfaces with global knowledge systems. Nonacademic staff in Nigeria must be computer literate because the usage of computer terminals for information searching is constantly growing in popularity. As a result, many university libraries in Nigeria strive to be fully automated; however, some are still in the computerization process. The user of Nigerian university libraries must be computer literate in order to benefit the most from the environment that is becoming increasingly electronic for library usage. (2013) Emwanta and Nwalo Compared to print materials, an electronic resource has many benefits. These benefits include the fact that using electronic resources is frequently quicker than using print indexes, especially when looking retrospectively, and that using keyword combinations is simple. They increase the possibility of simultaneously browsing several documents. Electronic resources may be printed, examined, and saved for further reiteration or consultation. They receive updates more frequently than printed materials. Egberongbe (2011) commented on the benefits of electronic resources, saying that they are priceless research tools that enhance print-based resources in a typical library setting. Their benefits, in her opinion, include access to material that may be restricted to the user owing to finances or geographic location, access to more recent information, and availability of extensive linkages to similar items from other sites.

According to a survey by Bhukuvhani, Chiparausha, and Zuvalinyenga (2012), 86.7% of respondents said they used at least one or more electronic information sources to find information for their teaching and/or research. Less than 13% of instructors said they never used electronic information sources. Sixty-six percent of the instructors who took part in the survey said they had

attended the EIRST seminars offered by the university library, compared with 33.33 percent who had not. Aina (2009) also found that academic employees at Babcock University used databases at a rate of less than 17%. A traditional library's print-based resources are complemented with the useful research tools available through electronic sources. Their benefits include giving users access to information that might otherwise be out of reach owing to financial or geographic restrictions, access to more recent information, and extensive links to related or other resources (Dadzie, 2005). There are strong justifications for encouraging nonacademics \to use digital resources. However, to successfully search these resources, computer literacy and retrieval methods are required. In order for nonacademics to access library electronic information resources, it is vital to ascertain what computer skills they require (Okello-Obura & Magara, 2008). In a survey of cyber cafes, which are facilities established in the university environment to aid learning and research in Delta state, Adomi et…al (2003) reported that 77.8% of the customer/users in's cafes were students. Ojedokun &Owolabi (2003) reported that email is the most used Internet resource by staff and students.

The extent of Adoption of Electronic Resources

Academics in developing countries are fast adapting to the Internet as a source of information for teaching and research. E-resources include electronic journals, e-books, online databases, digital archives, and other digital content accessible through the Internet. Studies have shown a growing trend in the usage and reliance on e-resources by students, faculty, and researchers in their academic and research activities. Some research reveals use of the Internet for things like email Bhat and Ganaie (2016) conducted a survey at the University of Kashmir and found that 92% of respondents used e-resources for their academic and research work. Sohail and Ahmad (2017)

reviewed the adoption of e-resources in higher education institutions in India and reported that the use of e-resources has significantly increased over the years, with a majority of students and faculty members utilizing them for their studies and research. Igun (2005) examines the levels of Internet skill and how the Internet influences research. The study found that Internet skills are low and that the Internet has no significant influence because the University does not have a functional and comprehensive Internet in its university-wide information system. Mahajan (2006) conducted a study on Internet use by researchers at Punjab University, Chandigrah, which analyzes how the convergence of information and communication technologies, as embodied by the Internet, has transformed the present-day society into a knowledge society. Kaur (2000) studied at Guru Nanak Dev University, and Bavakutty & Salih (1999) conducted a survey at Calicut University, which showed that students, research scholars, and faculty members used the Internet for education and research. Madhusudhan (2007) conducted a survey on Internet use by research scholars at Delhi University, which revealed that most respondents used search engines more than subject gateways or Web directories to locate information. Mariyappagoudar & Jayashree (2000) discuss the growing importance and use of Internet for information search and services as more and more services are being provided by many journal publishers' websites. Some of these services are free, which is beneficial to libraries with funding problems.

METHODOLOGY

The current study adopted a quantitative design. The research design for this study is a social survey research design which is a design for a quantitative study. Taking all these into consideration, a survey method was designed to effectively and efficiently carry out the research work using the nonacademic staff of the University of Ilorin as a case study. The population constitutes all nonacademic staffs at University of Ilorin. The total number of nonacademic staffs

of University of Ilorin, Kwara State is 2718 which is derived from the Annual report of the University of Ilorin 2018/2019 Academic Session. To determine the required sample for the population, the Israel (2003) model for determining sample size was used to arrive at this actual sample for this study. The model states – taken sample size for ±3%, ±5%, ±7% and ±10% for precision levels where the confidence level is 95% and P= .5. Going by the model, if ±7 were taken for precision when the population is 2,718 the sample should be 191. This justifies the sample used in this study that is

Sample size for ±3%, ±5%, ±7% and ±10% Precision Levels Where Confidence Level is 95% and P= .5.				
The size of population	Sample Size (n) for Precision (e)			
800	A	267	163	89
900	A	277	166	90
1000	A	286	169	91
2000	714	333	185	95
3000	**811**	**353**	**191**	**97**
4000	870	364	194	98
Source: Israel 2003				

The above table further justifies the sample of 191 respondents used in this study. A simple random sampling technique was used in this study. The simple random sampling technique gave equal chance to the respondents (Nonacademic Staffs) within the population to be selected for the sample. Being quantitative research, with a descriptive survey, the major instrument that was used

was a questionnaire. This was chosen because a questionnaire is one of the best ways to know the opinion and perception of people in research areas like this. The questionnaire was randomly administered to the nonacademic staff of the University that falls within the sample size. It took three weeks before 181 of the expected responses were returned and subsequently analyzed using simple percentages and appropriate descriptive statistics.

Data Presentation and Analysis

Demography of the Respondents

	Frequency	Percentage
Sex		
Male	104	57.5
Female	77	42.5
Total	**181**	**100**
Years of Service		
Less than a year	14	7.7
1-5 Years	63	34.8
6-10 Years	43	23.8
11-15 Years	32	17.7
16-20 Years	9	5.0
More than 21 Years	20	11.0
Total	**181**	**100**
Highest Educational Qualification		
Master's Degree	23	12.7
Bachelor's Degree	80	44.2
HND	4"7	26.0
ND	27	14.9
Others (NCE)	4	2.2
Total	**181**	**100**
Grade		
Senior Administrative Staff	33	18.2
Senior Non-Administrative Staff	41	22.7
Senior Technical Staff	59	32.6
Junior Staff	42	23.2
Others (Casual Staff)	6	3.3

Total	**181**	**100**

Table 1 shows that 104 (57.5%) of the respondents were male while 77 (42.5%) of the respondents were female. Table 1 further shows that 14 (7.7%) of the respondents have spent less than a year in services, 63 (34.8%) of the respondents have spent between 1-5 years, 43 (23.8%) of the respondents have spent between 6-10 years, 32 (17.7%) of the respondents have spent between 11-15 years, 9 (5.0%) of the respondents have spent between 16 and 20 (11.0%) of the respondents have spent more than 21 years in service.

Also, Table 1 reveals that 23 (12.7%) of the respondents had master's degree as their highest educational qualification, 80 (44.2) of the respondents had bachelor's degree as their highest educational qualification, 47 (26.0%) of the respondents had HND as their highest educational qualification, 27 (14.9%) of the respondents had ND as their highest educational qualification and 4 (2.2%) of the respondents had NCE as their highest educational qualification.

Lastly, Table 1 indicates that 33 (18.2%) of the respondents were senior administrative staff, 41 (22.7%) of the respondents were senior non-administrative staff, 59 (32.6%) of the respondents were senior technical staff, 42 (23.2%) of the respondents were junior staff and 6 (3.3%) of the respondents were casual staff.

Table 2: Available E-resources for Nonacademic Staff in the University of Ilorin

Available E-resources	**Available**		**Not Available**	
	Frequency	Percentage	**Frequency**	Percentage
E-journals	149	82.3	32	17.7
E-books	146	80.7	35	19.3

E-databases	149	82.3	32	17.7
E-magazines	134	74.0	47	26.0
E-dissertations and thesis	106	58.6	75	41.4
CD-ROMs	133	73.5	48	26.5
Online Public Access Catalogues (OPAC)	137	75.7	44	24.3

On the availability of e-resources, Table 2 shows that majority of the respondents attested that there is of e-journal (149; 82.3%), e-databases (149; 82.3%), e-books (146; 80.7%), Online Public Access Catalogues (137; 75.7%), e-magazine (134; 74.0%), CD-ROMs (133; 73.5%) and e-dissertations and e-theses (116; 64.1%).

Table 3: Level of Utilization of E-resources among Nonacademic Staff in the University of Ilorin

Statement	Highly Utilized		Utilized		Moderately Utilized		Not Utilized	
	F	%	F	%	F	%	F	%
E-journals	71	39.2	59	32.6	27	14.9	24	13.3
E-books	71	39.2	73	40.3	10	5.5	27	14.9
E-databases	48	26.5	60	33.1	46	25.4	27	14.9
E-magazines	46	25.4	61	33.7	35	19.3	39	21.5
E-dissertations and theses	40	22.1	50	27.6	26	14.4	65	35.9
CD-ROMs	51	28.2	68	37.6	20	11.0	42	23.2
Online Public Access Catalogues (OPAC)	45	24.9	63	34.8	32	17.7	41	22.7

On the utilization of e-resources among nonacademic staff in the University of Ilorin, Table 3 shows that 71 (39.2%) of the respondents attested that e-journals are highly utilized, 59 (32.6%) of the respondents attested that e-journals are utilized, 27 (14.9%) of the respondents attested that e-journals are moderately utilized while 24 (13.3%) of the respondents attested that e-journals are not utilized. Table 3 further shows that 71 (39.2%) of the respondents attested that e-books are highly utilized, 73 (40.3%) of the respondents attested that e-books are utilized, 10 (5.5%) of the respondents attested that e-books are moderately utilized while 27 (14.9%) of the respondents attested that e-books are not utilized.

Table 3 also reveals that 48 (26.5%) of the respondents attested that e-databases are highly utilized, 60 (33.1%) of the respondents attested that e-databases are utilized, 46 (25.4%) of the respondents attested that e-databases are moderately utilized while 27 (14.9%) of the respondents attested that e-databases are not utilized. Also, Table 3 reveals that 46 (25.4%) of the respondents attested that e-magazines are highly utilized, 61 (33.7%) of the respondents attested that e-magazines are utilized, 35 (19.3%) of the respondents attested that e-magazines are moderately utilized while 39 (21.5%) of the respondents attested that e-magazines are not utilized.

Moreso, Table 3 reveals that 40 (22.1%) of the respondents attested that e-dissertations and theses are highly utilized, 50 (27.6%) of the respondents attested that e-dissertations and theses are utilized, 26 (14.4%) of the respondents attested that e-dissertations and theses are moderately utilized while 65 (35.9%) of the respondents attested that e-dissertations and thesis are not utilized.

Table 3 also reveals that 51 (28.2%) of the respondents attested that CD-ROMs are highly utilized, 68 (37.6%) of the respondents attested that CD-ROMs are utilized, 20 (11.0%) of the respondents attested that CD-ROMs are moderately utilized while 42 (23.2%) of the respondents attested that

CD-ROMs are not utilized. Lastly, Table 3 also reveals that 45 (24.9%) of the respondents attested that Online Public Access Catalogues (OPAC) are highly utilized, 63 (34.8%) of the respondents attested that Online Public Access Catalogues (OPAC) are utilized, 32 (17.7%) of the respondents attested that Online Public Access Catalogues (OPAC) are moderately utilized while 41 (22.7%) of the respondents attested that Online Public Access Catalogues (OPAC) are not utilized.

Table 4: Frequency of Adoption of E-resources among Nonacademic Staff in the University of Ilorin library

Statement	Daily		Weekly		Monthly		Yearly	
	F	%	F	%	F	%	F	%
E-journals	60	33.1	65	35.9	26	14.4	30	16.6
E-books	74	40.9	53	29.3	19	10.5	35	19.3
E-databases	56	30.9	45	24.9	35	19.3	45	24.9
E-magazines	38	21.0	54	29.8	45	24.9	44	24.3
E-dissertations and theses	19	10.5	19	10.5	44	24.3	99	54.7
CD-ROMs	67	37.0	56	30.9	10	5.5	48	26.5
Online Public Access Catalogues (OPAC)	50	27.6	40	22.1	30	16.6	61	33.7

On the frequency of adoption of e-resources among nonacademic staff in the University of Ilorin, Table 4 shows that 60 (33.1%) of the respondents attested they uses e-journals daily, 65 (35.9%) of the respondents attested that they uses e-journals weekly, 26 (14.4%) of the respondents attested that they uses e-journals monthly while 30 (16.6%) of the respondents attested they uses that e-journals yearly. Table 4 also shows that 74 (40.9%) of the respondents attested they uses e-books daily, 53 (29.3%) of the respondents attested that they use e-books weekly, 19 (10.5%) of

the respondents attested that they use e-books monthly while 35 (19.3%) of the respondents attested they uses that e-books yearly. Table 4 further reveals that 56 (30.9%) of the respondents attested they uses e-databases daily, 45 (24.9%) of the respondents attested that they use e-databases weekly, 35 (19.3%) of the respondents attested that they use e-databases monthly while 45 (24.9%) of the respondents attested they uses that e-databases yearly. Moreso, Table 4 reveals that 38 (21.0%) of the respondents attested they uses e-magazines daily, 54 (29.8%) of the respondents attested that they use e-magazines weekly, 45 (24.9%) of the respondents attested that they use e-magazines monthly while 44 (24.9%) of the respondents attested they uses that e-magazines yearly. Table 4.3.4 also reveals that 19 (10.5%) of the respondents attested they uses e-dissertations and theses daily, 19 (10.5%) of the respondents attested that they use e-dissertations and theses weekly, 44 (24.3%) of the respondents attested that they use e-dissertations and theses monthly while 99 (54.7%) of the respondents attested they uses that e-dissertations and theses yearly. Table 4 also reveals that 67 (37.0%) of the respondents attested they uses CD-ROMs daily, 56 (30.9%) of the respondents attested that they use CD-ROMs weekly, 10 (5.5%) of the respondents attested that they use CD-ROMs monthly while 48 (26.5%) of the respondents attested they uses that CD-ROMs yearly. Lastly, Table 4 shows that 50 (27.6%) of the respondents attested they uses Online Public Access Catalogues (OPAC) daily, 40 (21.1%) of the respondents attested that they use Online Public Access Catalogues (OPAC) weekly, 30 (16.6%) of the respondents attested that they use Online Public Access Catalogues (OPAC) monthly while 61 (33.7%) of the respondents attested they uses that Online Public Access Catalogues (OPAC) yearly.

Table 5: Barriers Preventing use of E-resources among Nonacademic Staff in the University of Ilorin library

Barriers preventing use of e-resources	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed

	F	%	F	%	F	%	F	%
There is too much of information retrieved	66	36.5	59	32.6	32	17.7	24	13.3
Lack of awareness of e-resources	109	60.2	40	22.1	22	12.2	10	5.5
Limited access to computer terminal	94	51.9	55	30.4	24	13.3	8	4.4
Lack of IT knowledge to effectively utilize the services	102	56.4	63	34.8	6	3.3	10	5.5
Inadequate computers	95	52.5	58	32.0	18	9.9	10	5.5
Inadequate ICT experts	77	42.5	65	35.9	26	14.4	13	7.2
Inadequate power supply	62	34.3	46	25.4	31	17.1	42	23.2
Poor network/internet connectivity	72	39.8	58	32.0	30	16.6	21	11.6

Source: Field Work 2024

Table 5shows that 125 (69.1%) of the respondents agreed that there is too much of information retrieved prevents them from using e-resources while 56 (31.0%) of the respondents disagreed to the statement that there is too much of information retrieved.

Table 5 also reveals that 149 (82.3%) of the respondents strongly agreed that they lack awareness of e-resources prevents them from using e-resources while 32 (17.7%) of the respondents disagreed to the statement that lack of awareness of e-resources prevents them from using e-resources. Also, Table 5 reveals that 149 (82.3%) of the respondents agreed that limited access to computer terminal prevents them from using e-resources while 32 (17.7%) of the respondents disagreed to the statement that limited access to computer terminal prevents them from using e-resources. Additionally, Table 5 shows that 165 (91.2%) %) of the respondents agreed that lack of

IT knowledge to effectively utilize the services prevents them from using e-resources while 16 (8.8%) of the respondents disagreed that lack of IT knowledge to effectively utilize the services prevents them from using e-resources. Also, Table 5 reveals that 153 (84.5%) of the respondents agreed that inadequate computers prevents them from using e-resources while 28 (15.4%) of the respondents disagreed to the statement that inadequate computers prevents them from using e-resources. Table 5 further shows that 142 (78.4%) of the respondents agreed that inadequate ICT experts prevents them from using e-resources while 39 (21.6%) of the respondents disagreed to the statement that inadequate ICT experts prevents them from using e-resources. Also, Table 5 reveals that 108 (59.7%) of the respondents agreed that inadequate power supply prevents them from using e-resources while 73 (40.3%) of the respondents disagreed to the statement that inadequate power supply prevents them from using e-resources. Lastly, Table 5 shows that 130 (71.8%) of the respondents agreed that poor network/internet connectivity prevents them from using e-resources while 51 (28.2%) of the respondents disagreed to the statement that poor network/internet connectivity prevents them from using e-resources.

Table 6: Suggestions for Improvements to E-resources Utilization

Suggestions for Improvements	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
Computer skills of nonacademic staff should be improved	137	75.7	42	23.2	-	-	2	1.1

The nonacademic staff should be introduced to ICTs and information literacy	133	73.5	46	25.4			2	1.1
Librarians should be trained to know how to work with nonacademic staff	114	63.0	55	30.4	8	4.4	4	2.2
More networked computers should be purchased by the University	120	66.3	51	28.2	4	2.2	6	3.3
University Libraries should improve on awareness campaign of e-resources	129	71.3	44	24.3	2	1.1	6	3.3
The OPAC system should be made more functional	118	65.2	54	29.8	3	1.7	6	3.3

Source: Field Work 2024

Table 6 shows that 179 (98.9%) of the respondents agreed that computer skills of nonacademic staff should be improved while 2 (1.1%) of the respondents disagreed. Likewise, Table 4.3.6 reveals that 179 (98.9%) of the respondents agreed that nonacademic staff should be introduced to ICTs and information literacy while 2 (1.1%) of the respondents disagreed. Table 6 further reveals that 171 (93.4%) of the respondents agreed that librarians should be trained to know how to work with nonacademic staff while 12 (6.6%) of the respondents disagreed. Also, Table 6 reveals that 169 (94.5%) of the respondents agreed that more networked computers should be purchased by the University while 10 (5.5%) of the respondents disagreed. Additionally, Table 6 shows that 173 (95.6%) of the respondents agreed university libraries should improve on awareness campaign of e-resources while 8 (4.4%) of the respondents disagreed. Also, Table 6 reveals that 172 (95.0%) of the respondents agreed that the OPAC system should be made more functional while 9 (5.0%) of the respondents disagreed.

Discussion of the Findings

Findings from this study on the availability of e-resources shows that majority of the respondents attested that there is availability of e-journal, e-databases, e-books, Online Public Access Catalogues, e-magazine, CD-ROMs, and e-dissertations and e-theses. However, e-journals and e-databases are the most popular. Whereas, CD-ROMs, and e-dissertations and e-thesis are the least popular e-resources. This finding is in consonance with the finding of Ojedokun & Owolabi (2003) reported that email is the most used internet resources by staff and students.

On the level of utilization of e-resources among nonacademic staff in the University of Ilorin, e-books and e-journals are the most highly utilized electronic resources. This finding is in consonance with the finding of Paul, Singha and Choudhary (2015) who found that popular used e-resources is e-books among library users at Assam University. However, e-dissertation and theses, Online Public Access Catalogues (OPAC) and e-databases are the least utilized electronic resources. On the frequency of adoption, finding shows that e-books, CD-ROMs and e-journals are the most frequently adopted electronic resources since the majority of the users indicated daily usage. These findings are similar to Okiki (2012) who found that majority of the users of e-resources used them daily. However, there is a low frequency of adoption for e-dissertations and theses and e-serials.

On constrains to the use of electronic information resources Okiki (2012) reveals that slow internet access (29%), erratic power supply (30%), and too much of information overload (23%) were

major factors limiting the use of electronic information resources by academic staff at the University of Lagos. The findings further show that among the barriers preventing nonacademic staff of the University of Ilorin in the usage of e-resources, lack of IT knowledge to effectively utilize the services, lack of awareness of e-resources, inadequate computers and limited access to computer terminal are among the top barriers preventing the usage of e-resources. It is noteworthy that these findings are similar to the findings of Ozoemelem (2009), who found that there is a general endorsement for failure to find information, lack of search skills, high cost of access, power outages, unavailability of some websites, inaccessibility of some websites, and difficulties in navigating through e-resources. However, majority of the respondents unanimously agreed that computer skills of nonacademic staff should be improved, nonacademic staff should be introduced to ICTs and information literacy, University Libraries should improve their awareness of e-resources and the OPAC system should be made more functional. They also suggested that that more networked computers should be purchased by the University and more networked computers should be purchased by the University.

Conclusion

In addition to the available empirical evidence, this study has been able to establish empirical evidence on the use of e-resources, and has been able to explicitly reveal that the e-resources provided in the University of Ilorin also serves the nonacademic staff of the University. The study also identified the factors hindering the usage of e-resources by nonacademic staff. Specifically, in the University of Ilorin, numerous studies have been done on the awareness and use of electronic resources by either students or lecturers with few dearth of empirical evidence on the awareness and use of electronic resources by nonacademic staff. Therefore, the study concluded that there is high adoption and usage of e-resources by nonacademic staff of the University of Ilorin.

Recommendations

Based on the findings and conclusions drawn, the following recommendation was proffered

i. Computer skills of nonacademic staff should be improved

ii. Nonacademic staff should be introduced to ICTs and information literacy

iii. Librarians should be trained to know how to work with nonacademic staff

iv. More networked computers should be purchased by the University

v. University Libraries should improve the awareness campaign of e-resources

vi. The OPAC system should be made more functional

References

Abinew, A.A. & Vuda, S. (2013). A case study of acceptance and use of electronic library services in universities based on SO-UTAUT model: *Internationa journal of innovative Research in Computer and Communication Engineering*, 1(4), 903-910.

Aina, L. O. (2002). Research in Information Sciences: an African perspective: Ibadan: Stirling-Horden (Nig.) Ltd.

Aina, R.F. (2009). Globalized Database: Availability and Utilization of Internet resources for teaching and research by academic staff of Babcock University. *Program on Policy, Conflict and Strategic Studies International Journal Series*. Vol 1 (1) Pp 10-20.

Ajayi, S. A., Shorunke, O. A. & Aboyade, M. A. (2014). The Influence of electronic Resources use on students' reading culture in Nigerian Universities: a case study of Adeleke University, Ede, Osun State. *Library Philosophy and Practice (e-journal)* .

Akpojotor, L. O., (2016). Awareness and Usage of Electronic Information Resources Among Postgraduate Students of Library and Information Science in Southern Nigeria. *Library Philosophy and Practice (e-journal).* Paper 140

http://digitalcommons.unl.edu/libphilprac/1408.

Allan, G. & Crow, G. (2001). Families, Household and Society, Palgrave Publishers, Basingstoke
.

Ani, O. & Edem, N. (2012). Access and usage of online database in Nigeria University in Teaching / Research. Library and information practitioner: (pp.475-486).

Ani, Okon E. & Ahiauzu, B. (2008). Towards effective development of electronic Information resources in Nigerian University Libraries. Library Management 29 (6/7): 504 – 514.

Aramide, K.A., & Bolarinwa, O.M. (2010). Availability and use of audiovisual And Electronic resources by Distance Learning Students in Nigerian Universities: A case study of National Open University of Nigeria (NOUN), Ibadan Study Centre. *Library Philosophy and Practice*. Available: http://unllib.unl.edu/LPP/aramide-bolarinwa.htm

Azubuike, C. O. & Azubuike, C. O., (2016). Information Literacy Skills and Awareness of Electronic Information Resources as Influencing Factors of their Use by Postgraduate Students in Two Universities in South-West Nigeria. *Library Philosophy and Practice (e-journal)*.Paper 1407.http://digitalcommons.unl.edu/libphilprac/1407.

Badu, E.E., & Markwei, E.D. (2005). Internet awareness and use in the University of Ghana. Information Development 21(4):260-268 Available:
http://nopr.niscair.res.in/bitstream/123456789/6028/1/ALIS%2053(4)%20213-218.pdf

Bajpai, R.P., Hada, K. S. & Bajpai, G. (2016). Academic Libraries and E-Learning: Initiative and Opportunities. *International Journal of Library & Information Science (IJLIS)*.Vol. 5(3): pp. 159–165, Article ID: IJLIS_05_03_015 Available online at
http://www.iaeme.com/IJLIS/issues.asp.

Barakutty M., Salih Muhammad, T.K. (1999). Internet services in Calicut University Conference, Academic Libraries in the Internet Era, Ahmedabad, India. Proceedings of the 6th National Convention on Academic Libraries in the Internet era Ahmedabad, India. 37-44

Bashorun, M., Tunji, I. A. and Adisa, M.Y. (2011). User perception of electronic resources in the University of Ilorin, Nigeria (UNILORIN). Jo*urnal of Emerging Trends in Computing and Information Sciences*, 2(11): 554-562.

Bertrand, M., & Bouchard, S. (2008). Applying the technology acceptance model to VR With people who are favorable to its use. *Journal of Cyber Therapy & Rehabilitation*,1(2): 201-210.

Best, J. W. & Kahn J.V. (2006) Research in Education: Boston: Pearson Education Inc

Bhat, I. H., & Ganaie, S. A. (2016). Use of e-resources by the students and faculty members of the University of Kashmir. The Electronic Library, 34(1), 89-101.

Bhukuvhani, C., Chiparausha, B. & Zuvalinyenga, D. (2012) Effects of electronic Information resources skills training for lecturers on pedagogical practices and research productivity *International Journal of Education and Development using Information and Communication Technology*. 8(1): 16-28.

Chuttur, M. (2009). Overview of technology acceptance model: Origins, Developments And future directions. *Sprouts: Working papers on Information systems.*, 9(37): 9-37.

Cohen L, & Manion, L (1994). Research Methods in Education: London: Routledge

Dadzie, P. S. (2005). Electronic resources: access and usage at Ashesi University College. Campus – Wide Information Systems, 22(5): 20–28.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use and user acceptance of information technology. *MIS Quartely*, 13(3): 319-340.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of Computer technology: a comparison of two theoretical models. Management science, 35(8):982-1003.

Edem, N. B. &Ani, O. E (2015). Development of Electronic libraries in Nigerian Universities: *Information Technologist*, 12 (2): 35-45.

Egbe, N.G. (2014). An Exploration of sources of funding ICT in Nigerian Academic Libraries. Retrieved December 12, 2017, from www.negbe.blogspot.com.

Egberongbe, H. S. (2011). The Use and Impact of Electronic Resources at the University Of Lagos. *Library Philosophy and Practice. Accessed April, 2018 from* http://www.webpages.uidaho.edu/~mbolin/egberongbe.htm

Emwanta, M & Nwalo, K.I.V. (2013). Influence of computer literacy and subject background on use of electronic resources by undergraduate students in universities in South-western Nigeria. *International Journal of Library and Information Science*, 5(2): 29-42.Accessed November from http://www.academicjournals.org/IJLIS

Ekenna, M.M. & Ukpebor, C.O. (2012) Availability and use of electronic resources in Africa Universities: *The Nigerian perspective.PNLA Quarterly, 76* (3).

Gibson, S. G., Harris, M. L., & Colaric, S. M. (2008). Technology acceptance in an Academic context: Faculty acceptance of online education. *Journal of Education for Business* , 83(6): 355-359.

Hadagali, G. S., Kumbar,B. D., Nelogal, S. B. & Bachalapur, M. M. (2012). Use of electronic resources by post-graduate students in different universities of Karnataka State. *International Journal of Information Dissemination and Technology*, 2(3): 189-195.

Haralambos, M. Holborn, M, & Heald, R. (2004). Sociology: Themes and Perspectives. Harper Collings Publishers Limited, London.

Ibrahim, A.E. (2004). Use and user perception of electronic resources in the United Arab Emirates University (UAEU). *Libri* 54:21-23

Igun, S.E. (2005). Users and Internet skills: A report from Delta State University Abraka, Nigeria. *Electronic Journal of Academic and Special Librarianship* 6(3): 1-9

Isaac, S. (2016). Technical Management of E-Books in Libraries. *International Journal Of Library & Information Science (IJLIS).* 5(3): 185–189, Article ID:IJLIS_05_03_017.Available http://www.iaeme.com/IJLIS/issues.asp.

Israel, G.D. Determining sample size.http://edis.ifas.edu (May 21, 2018).

Israel, O. & Edesiriu, O. (2017). Undergraduates' Computer Skills and the Use of Online Information Resources: A Case Study of Library and Information Science Students of Delta State University, Nigeria. *International Journal of Academic Library and Information Science.* 4(3): 87-93. ISSN: 2360-7858. http://www.academicresearchjournals.org/IJALIS/Index.htm.

Johnson S, Evensen O. G, Gelfand J, Lammers G, Sipe, L. & Zilper, N. (2012). Key issues for resource collection development*; A guide for libraries.* International Federation of Library Association and Institutions.

http://www.ifla.org/files/assets/acquisitioncollectiondevelopment/publications

Kaur, A. (2000). Internet facility at Guru Nanak Dev University: A survey. In: XIX IASLIC Seminar Proceeding. Bhopa: IASLIC. 119-124

Kwadzo, G. (2015), "Awareness and Usage of Electronic Databases By Geography and Resource Development Information Studies Graduate Students in the University Of Ghana".*Library Philosophy and Practice (e-journal). Paper 1210* http://digitalcommons.unl.edu/libphilprac/1210

Lederer, A. L., Maupin, D. J., Sena, M. P., & Zhuang, o. (2000). The technology acceptance model and the World Wide Web. *Decision Support Systems*, 29: 269–282.

Madhusudhan, M. (2007). Internet use by research scholars in University of Delhi India. *Library Hi Tech News* 8: 36-42

Mahajan, P. (2006). Internet use by researchers: a study of Punjab University, Chandigarh *Library Philosophy and Practice* 8(2). Available: http://unllib.unl.edu/LPP/mahajan2.htm

Mariyappagoudar, S.K., & Jayashree, S. (2000). Network information sources and services: Email and Web-based system for SDI in information services in a networked environment in India. 7th National Conference for Automation of Libraries in Education and Research. CALIBER 2000. Chennai, pp. 1. 193 – 1. 198

Naick, B. R.D. & Bachalla N. (2016). Application of Digital Forensics in Digital Libraries *International Journal of Library & Information Science (IJLIS)*. 5(2): 89–94.Article ID: IJLIS_05_02_010. Available online at http://www.iaeme.com/IJLIS/issues.asp.

Oak, M., (2016). Assessing the Library Users Expectations: A Select Study of Management Institutions in Savitribai Phule Pune University (Sppu), Pune, India. *International Journal of Library & Information Science (IJLIS)*. 5(3):149–158, Article ID: IJLIS_05_03_014. Available online at http://www.iaeme.com/IJLIS/issues.asp.

Oduwole A. A. & Akpati, C. B. (2003). Accessibility and retrieval of Electronic Information at the University of Agriculture Library Abeokuta, Nigeria 52(5):228–233, http://www.emeraldinsight.com/researchregister. Accessed 8th April, 2018

Omotayo, B.O. (2010). Access, use, and attitudes of academics toward electronic journals: A case study of Obafemi Awolowo University, Ile Ife. *Library Philosophy and Practice.* Available: http://unllib.unl.edu/LPP/omotayo.htm

Okello-Obura, C. & Magara, E. (2008). Electronic Information access and utilization by Makerere University in Uganda. Evidence-Based library and information practice, 3 http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/935/3328.

Accessed 19 April 2018.

Okiki, C. O. (2012). Electronic information resources awareness, attitude and use by academic staff members of University of Lagos, Nigeria. *Library Philosophy and Practice (e-journal).*Paper 834.

Ozoemelem, O.A (2009). Use of electronic resources by postgraduate students of the Department of Library and Information Science of Delta State University, Abraka, Nigeria. *Library Philosophy and Practice, Retrieved* July 5, 2018. http://www.webpages.uidaho.edu/~mbolin/obuh-alex.html.

Paul, S., Singha, S. C., & Choudhary, S. (2015). Utilization of electronic information resources by library users at Assam University. *Journal of Information Management*, 2(2): 52-58.

Prangya, D. & Rabindra, K. (2013). Access ,awareness and use of electronic information resources by research scholars of Berhampur University : A study. *American International journal of research in humanities, arts and social sciences,* 3(2), Retrieved from: http://iasir.net/AIJRHASSpapers/AIJRHASS13-271.pdf

Shariful .I. (2012). Definition of digital information resources.

Sharma, C. (2009). Use and impact of e-resources at Guru Gobind Singh Indraprastha University (India): A case study. *Electronic Journal of Academic and Special Librarianship* 10(1): 3-8.

Sohail, M., & Ahmad, N. (2017). Use of electronic resources and services by faculty members and students of Fiji National University. The Electronic Library, 35(5), 1002-1015

Sukula, S. (2010). Electronic resource management: what, why, and how. New Delhi: India Ess Publication.

Thanuskodi, S. (2012) Use of e-resources by the students and researchers of Faculty of Arts, Annamalai University. Retrieved from:http://article.sapub.org/10.5923.j.library.20120101.01.html

Ukpebor, C.O. (2012). Availability and use of electronic resources in African universities: *The Nigerian perspective. PNLA Quarterly,* 76(3) (Spring 2012) 190-199.Retrieved December17, 2017, fromwww.pnla.org

Venkatesh, V., & Davis, F. D. (1996). A model of the antecedents of perceived ease of use: Development and test. *Decision sciences*, 27(3), 451-481.

Yebowaah, F.A., &Plockey, F.D.D. (2017). Awareness and use of electronic resource university libraries: A case study of University for Development Studies *Library. Library Philosophy and Practice 1562.*