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Library Digital resource Utilization in Federal University Oye-Ekiti (FUOYE), Ekiti State, Nigeria

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**LIBRARY DIGITAL RESOURCE UTILIZATION IN FEDERAL UNIVERSITY OYE-
EKITI (FUOYE), EKITI STATE, NIGERIA**

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ABSTRACT

Applying Technology organisation environment (TOE) approach, this study examined the utilization of library digital/e-resources in Federal University Oye Ekiti (FUOYE), Ekiti State, Nigeria. The objectives of the study are to; find out the available library digital resources in FUOYE, examine the extent library digital resources is being utilized by students and lecturers for curriculum delivery and academic performance, and identify the problems/challenges militating against the availability and use of digital resources in FUOYE. The research design adopted was survey design, while purposive sampling techniques was used for the research work. Data for the study was collected through questionnaire. Seventy copies of questionnaire were administered out of which only sixty-three (63) were found suitable for the analysis. The data collected was analyzed using the statistical package of social science (SPSS), subsequently descriptive statistic of frequency and percentage was used to interpret the data. Findings revealed that the available library digital resources (e-books, journals, DVDs, CD-ROMs and computer devices) are inadequate, while the available digital resources are being used for personal and academic development of students. Problems such as; lack of fund, irregular power supply, inadequate computer devices and shortage of qualified library staff to attend to the needs of users top the challenges hindering effective utilization of library digital resources in FUOYE. The study proffers some far reaching recommendations to ameliorate the problems of unavailability and ineffective utilisation of library digital resources.

Keywords: Digital resources; e-resources; utilization; TOE; FUOYE; Ekiti State; Nigeria

INTRODUCTION

Academic environment is a place for learning, research and knowledge creation. The library is a vital facility for enhancing learning, teaching and research, and is the hub for which all academic activities is established for provoking intellectual excellence. The library is an information resource center that provides and enhances personal and national development, and more so influence student academic performance. Thus, an effective educational system depends substantially on the availability, accessibility and utilization of library resources and services (Jamil, Tariq & Jamil, 2013). The availability of library resources, most especially the digital resources in the library determines to a large extent how well students utilize them (digital information resources) for the attainment of academic accomplishment.

Academic library, which is the heart or nerve the institutions of higher learning is the library that serves tertiary institutions such as universities, polytechnic, colleges of education and also research institutes. In view of this, all academic activities are revolved around the library. Therefore, it is required of academic library to render information services to her community members (students, lecturers, and researchers) in order to support their teaching, learning, research purposes, and community services.

In the 21st century, digital library has become part and parcel of a library set up. Digital library is often used interchangeably by the information professional as virtual or e-library, and is about the collection of resources available on one or more computer systems where a single interface point to the collection is provided. These collections include bibliographic citations with links to full text document and other online resources such as video or photos. Digital library serves as gateways to information and policy for researcher, scientists, resource managers, policy makers, stakeholders and the general public.

Digital resources, otherwise known as e-resources, according to International Federation of Library Association (IFLA) as explained by Johnson et al (2012), are those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. They may either be accessed remotely via the Internet or locally. Some of the most frequently encountered types are: e-journals; e-books; full-text (aggregated) databases; indexing and abstracting databases; reference databases (biographies, dictionaries, directories, encyclopedias, etc.); numeric and statistical databases; e-images; e-audio/visual resources, etc.

The use of e-resources in the 21st century has removed the barrier between the countries across the globe (Prakash, 2017). It is easier for libraries to form consortium among themselves just to facilitate resources sharing. According to Dar, Jeelani, Mir and Ganaie (2017), the use of e-resources in libraries has become unavoidable in the era of information and communication technology (ICT). Libraries are gradually establishing resource sharing to reduce cost and meet the requirements of user needs (Prakash, 2017). Utilisation of e-resources has advanced the course of librarianship, as the library services has improved significantly with the advent of e-resources. Further, e-resources can be accessed and utilized by multiple users from different places at the time (Atram, 2017; Prakash, 2017).

Research problem

The availability and utilization of library digital resources for students of Federal University Oye-Ekiti is a matter of serious concern to every stakeholder in the university system. The researcher has observed that there are little or no material resources for learning in the library. If there were, they are limited in utilization. The non-availability and use of relevant digital resources often leads to the ill-equipped young graduate that cannot effectively withstand the challenges of Fourth Industrial Revolution (Industry 4.0). In addition, learning process is hindered due to lack of relevant materials in the library, particularly in the Virtual/Digital Section for effective curriculum delivery. Most lecturers and researchers may not be abreast of current trends in their field of specialization, and as such, may not likely give out their best to students. Also, they may not be in vantage position to compete favourably with their counterparts in other institutions when it comes to presentation of papers and seminars. Besides, the inadequate use of digital resources will not justify the large sum of money spent on acquisition of resources (e.g. e-books, e-journals, e-databases, etc.). There is every tendency of not achieving high academic performance or well-grounded graduates if the library resources (specifically, e-resources) are ineffectively utilised by students, lecturers and researchers (Olajide, 2019). Hence, the need to investigate the level of utilization of digital/e-resources in FUYOYE.

Objectives of the study

The main objective of the study is to investigate the availability and utilization library digital resources in Federal University Library Oye-Ekiti. The specific objectives are to:

- i. find out the available digital resources in the library
- ii. examine the extent digital resources is being utilized by students and lecturers in the university
- iii. identify the problems/challenges militating against the availability and use of digital resource in Federal University Library Oye-Ekiti
- iv. examine the purpose of using digital resources by lecturers and students in the university library.

LITERATURE REVIEW

The research literature is discussed under the following theme, utilization of electronic resources and the challenges faced.

UTILIZATION OF ELECTRONIC RESOURCES AND THE CHALLENGES FACED

In India, Bellary and Surve (2019) conducted a survey study on usage and awareness of e-resources by the NMIMS (Deemed University) engineering faculties, Mumbai. The findings revealed that majority of the faculty members i.e. 85.71 % access e-resources for the research and learning purpose, it is also found that busy schedule in the institute prevents the effective and efficient use of the e-resources.

In South Africa, a study was conducted by Salubi, Ondari-Okemwa and Nekhwevha (2018) on library information resource use pattern in relation to users' preferred information media in two universities in South Africa, and revealed the most utilized library resource as the Wi-Fi with e-books, while e-journals were found to be lowly utilised. The study further revealed that undergraduate students account for no more than 6% of total users of electronic databases with 62.3% of the respondents preferring print information resources.

In Tanzania, Mwantimwa, Elia and Ndenje-Sichalwe (2017) compared the use of electronic information resources in selected universities in Tanzania, and revealed that majority of

academic staff and researchers were aware of, have access to and utilise e-resources to support teaching and research. Further, the study revealed that most of the subscribed e-resources by the selected higher learning institutions via COTUL were under-utilised.

In Ghana, a study was conducted by Bawa, Bawa, and Arthur (2018) to assess the extent of awareness and utilization of e-resources by students of the Tamale Technical University in Ghana's Northern Region. The study revealed that students' awareness level of e-resources was very low as majority (61%) of the students indicated they were unaware of the existence of electronic library resources in the school because they did not have prior knowledge of its existence.

In Nigeria, Alhassan and Macaulay (2015) in a study, availability and utilization of electronic resources by University students in Niger State, shows that electronic resources like the internet, e-mail, online databases, electronic databases and electronic journals were highly used by the respondents in the two universities, while others like CD-ROM databases, electronic journals, Online Public Access Catalogue (OPAC) and electronic books were rarely used. The study also reveals that the undergraduate students used the electronic resources for various purposes, such as online application/registration, research, communication with friends and colleagues, sourcing materials for project writing, completing assignments, and for other personal purposes.

Similarly, Owolabi, Idowu, Okocha and Ogundare (2016) evaluated utilization of electronic information resources by undergraduates in the Faculties of Education and the Social Sciences in University of Ibadan. The study revealed that the internet services, e-mail services, online databases, electronic databases and cybercafés were the available electronic information resources often used by the undergraduate students in the university. Recently, Ogunsanya and Buraimo (2021) conducted a research on ICT Literacy Skill and electronic resources utilization among lecturers in the Faculty of Education, OOU, Nigeria and revealed the major purposes utilising electronic resources utilization as; to update knowledge/research purposes, to share knowledge, for publication of journal/ articles, for writing of thesis /dissertation among many others.

In the other hand, there are many challenges militating against effective utilization e-resources. For example, several scholars (Bhatt & Rana, 2011; Egberongbe, 2011; Kwafoa, Osman & Afful-Arthur, 2014; Owolabi, Idowu, Okocha & Ogundare, 2016; Oyedapo & Ojo, 2013) have identified the most common problems hindering effective utilization of e-resources as: low bandwidth and unclear institutional policy, lack of awareness about statutory provision for accessing e-resources by the institutions, technical problems, unavailability of sufficient e-resources such as academic databases, high purchase price and lack of legal provision, lack of adequate or reliable funding, lack of use of internet to provide information services to users and lack of consistent training for users in new ICT services, inadequate resources, poor internet connectivity, inappropriate usage; lack of appropriate skills among users, poor searching skills and inadequate power supply.

THEORETICAL FRAMEWORK

Technology organisation environment (TOE) framework is employed to underpin this study. In 1990, Tornatzky and Fleischer developed the TOE theory from the field of organisational psychology. The TOE theory, according to Eze, Chinedu-Eze, Okike, and Bello (2020), is the practice of organisation's practice of accepting and implementing technological innovations that are influenced by the technological, organizational, and the environmental contexts (Eze et al., 2020).

The technological perception encompasses both internal and the external benefits of technology designed towards increasing the output and the operational efficiency of the organization. It is also associated with the expected performance of the technology that has been considered before the implementation, and the advantages/benefits of the technology (Eze et al., 2020). The organization perspective comprises business rivals, macroeconomic viewpoint, and the regulatory background, size, scope, and management structure, degree of centralisation, formalisation, and human resources (Tornatzky and Fleisher, 1990). In the context of this study, organization means conditions of the FUYOYE Library such as staff capability and management sustenance which encourage the utilisation of e-resources (Baker, 2012). The environment perspective is connected to competition, business practice, the government impact on the

organization, trading partners, industry structure, location of the business, and globalisation (Nguyen et al., 2015; Tornatzky and Fleischer, 1990). Just like technological and organization perspectives, environment perspective also includes the internal and external elements that influence the adoption utilisation of e-resources (Andries and Debackere, 2006).

The competencies of FUYOYE Library to compete through the analysis of the internal environmental elements shape the adoption and utilisation of e-resources. These elements (technological, organisational and the environmental contexts) encourage the way academic libraries see the reasons to subscribe and encourage utilisation of library digital/e-resources.

METHODOLOGY

The research design adopted was survey design. The survey design is concerned with findings, describing and interpreting what exists. Survey design according to Mostofa (2013) involves the planning of the whole survey project and the outlining the steps to take when conducting the survey. These steps start from the formation of survey goals and end with the interpretation of survey results. The survey design is considered because it seeks to gain inside into the phenomenon as a means of providing basic information in an area of study. The population of this study comprises of all the registered library users among the students of FUYOYE.

Table1: Number of the registered library users of FUYOYE

S/N	Faculty	Number of registered library users
1	Faculty of social science	201
2	Faculty of art	210
3	Faculty of sciences	309
4	Faculty of agriculture	151
5	Faculty of management of science	180
6	Faculty of engineering	140
7	Faculty of education	340
	Total	1531

Source: Circulation Section of FUYOYE Library, 2019

A sample is a fraction or representative of the entire population that will be used for the study, while sampling techniques is the specific method which the researcher employed in selecting the sample from the population. In order to arrive at the sample size, purposive sampling technique was used by the researcher to select 70 students from total registered library users in the study area.

The instrument used for data collection was a structured questionnaire. The instrument was validated by the expert and other lecturers in the Department of Library and Information Science, Ahmadu Bello University, Zaria so as to eliminate all ambiguities in the question. Relevant suggestions from the supervisor that ensured clarity on questionnaire were effected in the questionnaire to ensure content validity. The researchers personally administered the questionnaire to the respondents. This was to ensure accountability and reliability of the respondents, and to avoid missing questionnaire. The data derived from field were analyzed using Statistical Package for Social Sciences (SPSS) to generate descriptive statistics (percentages and frequency tables) to compare similarities and contrasts as well as identify tendencies to actualize the objectives of the study.

DATA ANALYSIS AND DISCUSSION

This section reveals the result of the study and analysis of the findings using frequency count and percentage. A total of seventy (70) copies of questionnaires were administered by the researchers to respondents in seven faculties (Arts, Science, Social Science, Management Science, Agriculture, Engineering and Education) of which a total of sixty-three (63) copies of the questionnaire were successfully retrieved, representing 90 percent response rate.

AVAILABILITY OF DIGITAL RESOURCES IN THE LIBRARY

Data gathered from questionnaire on the availability digital resources in the Library are presented in Figure 1. As revealed in Figure 1, majority of the respondents (57 or 90.48%) agreed that e-books are the most available digital resources in the Library, while only 6 or 9.52% of the respondents indicated non-availability of e-books. It is also agreed the VCDs and DVDs were the least available materials in the Library. Going by the first objective of the study which

focused on the availability digital resources in the library, the findings showed that e-book, journals, computer devices top the most available digital resources in the library, while newspaper and magazine, article and publication, CD Rom and DVD's and VCD's are not available in the digital section of the FUYOYE Library.

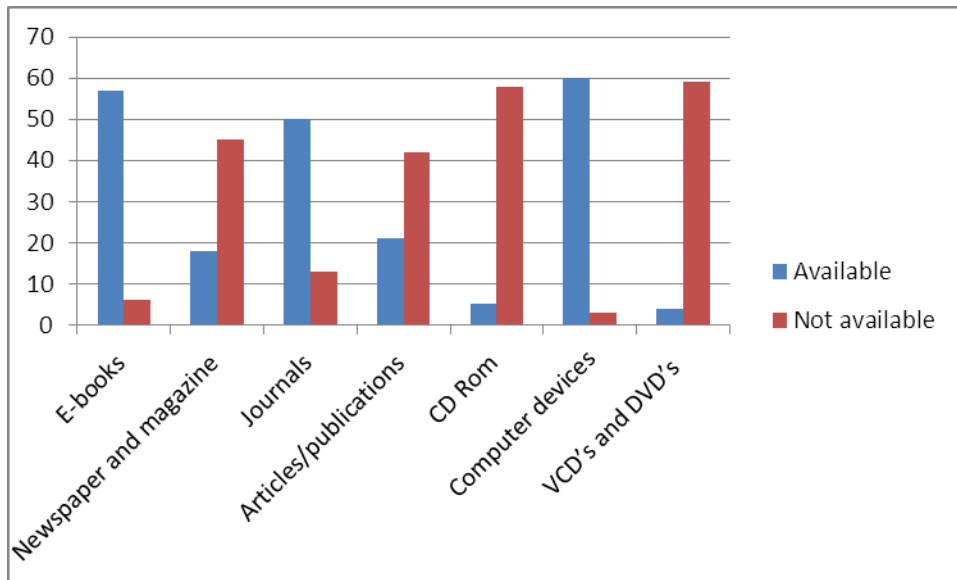


Figure 1: Available digital resources in the library

EXTENT OF DIGITAL RESOURCES UTILIZATION BY STUDENTS AND RESEARCHERS

Table 3 revealed the extent to which digital resources are being utilized by students and researchers in FUYOYE Library, it is revealed that 9 (14.29%) of the respondents made use of digital section properly to a high extent, 7 (11.11%) of them agreed to a very high extent, 12 (19.05%) of them agreed to a low extent and 35 (55.55%) of them agreed to a very low extent.

The second objectives were to examine the extent to which digital resources are being utilized by students and lecturers in university. The findings revealed that digital resources in the library are not properly utilized by the students and other researchers. Both students and lecturers have access to the digital library section but they are not often made use of the resources in high or very high extent. They did not also rely on the utilization of digital materials for their academic growth and development.

Table 3: Extent of digital resources utilization by students and researchers

S/ N	Items	HE	VHE	LE	VLE
1	The students in the institution often make use of the digital library properly	9 (14.29%)	7 (11.11%)	12 (19.05%)	35 (55.55%)
2	Both students and lecturers have access to the digital materials	21 (33.33%)	19 (30.16%)	17 (26.99%)	6 (9.52%)
3	Students utilize digital resources for their academic growth and development	8 (12.7%)	11 (17.46%)	15 (23.81%)	29 (46.03%)
4	Digital library resources aid learning for the students	11 (17.46%)	9 (14.29%)	13 (20.63%)	30 (47.62%)

Source: Field survey, 2019.

PURPOSE OF USING DIGITAL RESOURCES BY LECTURERS AND STUDENTS

Table 4 revealed the purpose of using digital resources by lecturers and students of the Federal University Oye-Ekiti. It is revealed in the Table 3 that 25 or 39.68% of the respondents agreed that lecturers and students use digital resources for personal and academic development, while 20 or 31.75% of them strongly disagreed.

The third objective focused on the purposes of using digital resources in library. Finding shows that lecturers and students use digital resources for personal and academic development, the use of digital resources helps improving the performance of students, digital resources are being utilized in order to improve the delivery of university curriculum, digital resources available are used in order to set good records as the performance of students improves and lecturers use the available digital resources for their research work. This is in tandem with Mwantimwa, Elia and Ndenje-Sichalwe's (2017) study that compared the use of electronic information resources in selected universities in Tanzania, that majority of academic staff utilised e-resources to support

teaching and research. The use of library digital resources in education can be felt and generalized as it influences the teaching and learning in the institution.

Table 4: Showing purpose of using digital resources by lecturers and students

S/NO	Items	A	SA	D	SD
1	Lecturers and students use digital resources for personal and academic development	25 (39.68%)	16 (25.4%)	8 (12.7%)	14 (22.22%)
2	The use of digital resources helps improving the performance of students	15 (23.80%)	19 (30.16%)	9 (14.29%)	20 (31.75%)
3	Digital resources are being utilized in order to improve the university curriculum	27 (42.86%)	21 (33.33%)	8 (12.7%)	7 (11.11%)
4	Digital resources available are used in order to set good records as the performance of students improve	25 (39.68%)	18 (28.57%)	16 (25.4%)	4 (6.35%)
5	Lecturers use the available digital resources for their research work	31 (49.20%)	20 (31.75%)	7 (11.11%)	5 (7.94%)

Source: Field survey, 2019.

CHALLENGES TO UTILIZATION OF DIGITAL RESOURCES

In this section, challenges of utilization of digital resources were sought. According Table 5, erratic power supply (25 or 39.68%) top the list of the challenges of utilization of digital resources, followed by lack of computer devices to access digital resources (20 or 31.75%), while lack of awareness of the resources available in the digital library rated as the least challenge of utilization of digital resources. This study agrees with studies conducted by some scholars (Bhatt & Rana, 2011; Egberongbe, 2011; Kwafoa, Osman & Afful-Arthur, 2014;

Oyedapo & Ojo, 2013) who listed out various challenges that hinder effective utilization of digital resources in developing countries, particularly Nigeria.

Finding from research question 4 also shows that lack of funds, lack of proper organization of the digital library section, irregular power supply, poor attitude of the staff, lack of professional trained staff, lack of computer device for the students to access the digital resources, lack of awareness of the resources available in the digital library section and inadequate staff or personnel in the library are the challenges faced in accessing and utilizing library digital resources.

Table 5: Challenges to access and utilization of digital resources

S/N	Items	A	SA	D	SD
1	Lack of fund	11 (17.46%)	12 (19.05%)	22 (34.92%)	17 (28.57%)
2	Lack of proper organization of the digital library section	7 (11.11%)	5 (7.94%)	22 (34.92%)	29 (46.03%)
3	Constant power outage	25 (39.68%)	27 (42.86%)	5 (7.94%)	6 (9.52%)
4	Poor attitude of staff	8 (12.7%)	4 (6.35%)	18 (28.57%)	33 (52.38%)
5	Lack of professional trained staff	10 (15.87%)	15 (23.81%)	19 (30.16%)	19 (30.16%)
6	Lack of computer devices to access digital resources	20 (31.75%)	22 (34.92%)	13 (20.63%)	8 (12.7%)
7	Lack of awareness of the resources available in the digital library section	6 (9.52%)	12 (19.05%)	30 (47.62%)	15 (23.81%)
8	Inadequate staff or personnel in the library	18 (28.57%)	20 (31.75%)	14 (22.22%)	11 (17.46%)

Source: Field survey, 2019.

CONCLUSION

This section presents the conclusions of the study which are based on the findings of each research question/objective of the study, as follows: availability of digital resources in the library; extent of digital resources utilization; purpose of using digital resources in university libraries, and problems/challenges militating against the availability and utilisation of digital resources in university libraries. Findings showed that e-book, journals, computer devices top the most available digital resources in the library, while CD-ROMs, DVDs and VCDs are not available in the digital section of the FUYOYE Library. The available digital resources in the library were not properly utilized by the majority of students and other researchers. However, among the few that utilized the digital resources, they still used them for personal and academic development, which could help improve the curriculum delivery and academic performance. A lot of challenges such as: lack of funds; lack of proper organization of the digital library section, erratic power outage, lack of professional trained staff, lack of enough space and computer device for the students to access the digital resources, lack of awareness of the resources available in the digital library section among others were identified as the major challenges preventing in access and effective utilization of digital resources in FUYOYE Library.

RECOMMENDATIONS

The recommendations offered are aligned with the research findings and conclusions on utilization of library digital resources in FUYOYE Library. Based on the findings of this study, the following recommendations are made:

1. There should be adequate digital resources (such as 3D objects, robotics, craft, science board games, models, charts and ICT software) in the library. They enliven teaching and learning, which improve curriculum delivery and academic performance.
2. Lack of power makes most of the digital resources in library inaccessible and unusable. Therefore, there should be regular power supply to the Library at all times.
3. The University authority should provide an enabling environment that will encourage utilization of digital resources such environment should include subscription to different

academic databases (e.g. Proquest, Ebscohost, NUC Virtual Library, etc.) and qualified library personnel.

Unless these burning issues are addressed as it relates to FUOYE Library and other university libraries in the Federation, achieving effective digital library utilization, life-long learning and independent problem-solving may remain but a mirage.

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