

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

Winter 9-27-2021

## Influence of Computer Self-Efficacy on the Use of Electronic Information Resources among Polytechnics Students in Ogun State, Nigeria

Morenikeji Modinat Bello Miss  
*Daystar Royal College*, bkhagee@gmail.com

Bokoh MA Ajoviyon Mr.  
*Lasu*, mausi.bokoh@lasu.edu.ng

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Library and Information Science Commons](#)

---

Bello, Morenikeji Modinat Miss and Ajoviyon, Bokoh MA Mr., "Influence of Computer Self-Efficacy on the Use of Electronic Information Resources among Polytechnics Students in Ogun State, Nigeria" (2021). *Library Philosophy and Practice (e-journal)*. 6395. <https://digitalcommons.unl.edu/libphilprac/6395>

Influence of Computer Self-Efficacy on the Use of Electronic Information Resources among  
Polytechnics Students in Ogun State, Nigeria

Morenikeji Modinat Bello  
Daystar Royal College,  
Doyin Medina Estate Agbara

Mausi Ajoviyon Bokoh

Fatiu Ademola Akesode Library,  
Lagos State University, Ojo, Nigeria

**Abstract**

*Electronic information resource planning makes it conceivable for users to access new tools and applications for information seeking and retrieval. Electronic information resources have become helpful research tools that enhanced the print collection in the analogue library setting. Computer self-efficacy is an important component to consider in terms of the use of e-resources that are computer-based. A survey research design was adopted for the study. A multi-stage sampling procedure was used to select 370 respondents for the study. Data were collected with the use of a structured questionnaire on the Influence of Computer Self-Efficacy on the Use of Electronic Information Resources among Polytechnics Students in Ogun State, Nigeria. Frequency counts, percentages, mean, standard deviation, were used to analyse the data. The result shows that the Internet ( $\bar{x} = 1.94$ ) YouTube ( $\bar{x} = 1.74$ ), Search engines ( $\bar{x} = 1.72$ ), and E-mail ( $\bar{x} = 1.70$ ) were the major electronic information resource available. The results reveal that screen menu ( $\bar{x} = 3.12$ ), data file ( $\bar{x} = 3.10$ ), and having the confidence to enter and save data file ( $\bar{x} = 3.09$ ) were the items indicated by the respondents as their computer self-efficacy. The result shows that the surveyed students' usage of electronic information resources is constrained by "Inadequate computer facilities to access information" ( $\bar{x} = 3.23$ ), "Information overload" ( $\bar{x} = 3.02$ ), "Poor internet access" ( $\bar{x} = 2.87$ ) and "Lack of assistance from library personnel" ( $\bar{x} = 2.72$ ). The study concluded that students will utilize the electronic information resources if they have the necessary computer self-efficacy. The study recommended the management of polytechnic should ensure that electronic information resources are available.*

**Keywords:** Computer Self-Efficacy, Electronic Information Resources, Polytechnics Students,  
Ogun State, Nigeria

## **Introduction**

Electronic information resources are products of the recent development in information technology and are available in different formats such as e-books, digital libraries, online journal magazines, e-learning tutors and online tests and are effectively presented with multimedia tools. These e-resources have become the sources of information to the global community of scholars. Electronic information resources have become indispensable in the academic environment. They serve as a motivating factor to students as they provide the opportunity to transmit, acquire or download processes and disseminate information on any subject of interest. An electronic resource has a larger capacity for the collection of information in either full text or storage in databases. Others include image collections, multimedia in the form of Compact disk, tape, internet, OPAC, web technology, e-journals, e-discussions, e-news, e-past question papers, online reference work, electronic magazine, search engine, data archives, e-mail online chatting, etc.

Electronic information resource planning makes it conceivable for users to access new tools and applications for information seeking and retrieval. Electronic information resources have become helpful research tools that enhanced the print collection in the analogue library setting. These resources serve as veritable sources of information that students could tap into to aid their class assignments, write research and term papers, search for information on their subject areas and discuss with their course mates and experts across the border.

Computer self-efficacy is an important component to consider in terms of the use of e-resources that are computer-based. Having computer self-efficacy will determine how best to source information in an environment. Self-efficacy is the self-assured that one can competently perform

a task. Self-efficacy can be termed as an inherent belief that motivates a person to accomplish a given task based on positive self-assessment. The term self-efficacy assists in reason why individuals decide to target on particular activities and the degree of effort they exert on such activities.

However, self-efficacy is the belief that an individual has the confidence and the ability to perform the courses of actions needed to respond to a given situation in which he has received training. Self-efficacy is an important construct for students, particularly at the undergraduate level. Self-assured people however highly believed their capabilities following similar successes. In other words, people with low self-efficacy, even when they can accomplish a task, see it as "laborious effort" or struggle, rather than attributing it to their ability which makes the responsibility unpleasant, hence, a readiness to stay away from performing such duties. On the other hand, those with high self-efficacy, attribute successes to their ability, thereby making them confident and willing to pursue similar exercises.

However, an individual's self-efficacy and results intension are initiate to be emphatically affect by the encouragement of others in their team, as well as others' use of computers. Thus, self-efficacy means a crucial individual peculiarity, which controlled organisational influences on an individual's decision to use computers. Computer self-efficacy apply an important influence on individual's possibility of the outcomes of using computers, their passionate reactions to computers as well as their certain computer use.

In the use of computers, individual character can also exhibit a level of self-efficacy. Those with low self-confidence or self-efficacy may likely cautious from the use of computers. In the use of computers, it is noted by this study that students who can identify, have confidence in the ability

to; organise data using a computer, organise and maintain files, use software packages, define fundamental computer functions. Wierzbicki (2018) cited Bandura's theory (1994) introduces the idea that the concept of efficacy is influenced by four factors: mastery experience; provide students with the most pure of whether one can gather what it takes to succeed, vicarious experience; students must often appraise their capabilities about the attainments of others, verbal persuasion; students are more motivated to avoid potential losses in the present than to secure potential future gains and somatic and emotional state; to enhance the physical status, reduce stress levels and negative emotional leaning and correct misinterpretations of bodily states.

More so, when they do, they may likely see it as a formidable exercise, considering that, even when computer skills are not perfect, the individual with high self-efficacy may be pushed to keep operating the computer, believing that he or she is capable of using it, thereby, enhancing personal skills through practice. With this belief also comes the motivation to utilise the computer. Students with high computer self-efficacy are more likely to explore new technologies, software or databases than others. In the use of electronic resources, it can, therefore, be assumed that students with high computer self-efficacy would be more likely to take advantage of electronic information resources when compared to students with low computer self-efficacy, as the latter may lack the confidence or shy away from using computer-based resources.

The barrier encounter in the use of library resources, especially its electronic information resources is the lack of computer competency which affects most of the users' self-efficacy in searching the relevant resources for their study. The ability and competency of students in the use of Information and Communication Technology (ICT) in the library and to a larger extent,

developing computer self-efficacy is quite germane to effectively utilising the library electronic resources. (Sadiku and Kpakiko 2017)

More so, computer self-efficacy is an important indicator of performance that serve, independent of the level of skills possessed. It also involves a generative capability in which an individual must organize cognitive, social and behavioural sub-skills into integrated courses of action. In addition, students with a high level of computer self-efficacy use electronic reference sources more. Another variable aside from computer self-efficacy that could influence the use of electronic reference services by the undergraduates is their study behaviour (Claggett and Goodhue 2011).

### **Statement of the problem**

Presently, the institutional system is advancing as new technologies are introduced in teaching, learning and research activities. Electronic information resources are of great importance to the academic and research needs of undergraduates since they are available in various formats in libraries. However, it was noticed that electronic resources are grossly underutilised by polytechnic students despite the huge investment made by the institution libraries to ensure their provision. Also, the uses of electronic information resources are not up to the worth of acquiring these resources. It was observed that under-utilisation of electronic information resources attributed to a low level of computer self-efficacy.

### **Objective of the study**

1. Identify the types of electronic information resources that are available to the polytechnic students in Ogun State;

2. Determine the influence of computer self-efficacy on the use of electronic information resources among polytechnics students in Ogun State;
3. Identify the challenges encounters in the use of library electronic information resources among polytechnics Students in Ogun State;

### **Literature review**

The advent of information communication technology has caused a lot of changes in human activities, the educational inclusive. This change brought about the application of computers in the learning process as a medium for completing the task. There is no doubt that computers application in learning has been fully embraced in the learning environment the world over. Ukachi (2013) new advances in computer technology, the use of electronic information resources, and the introduction of personal computers, application software, Internet and other e-resources in recent years has brought about the development and implementation of new and improved teaching strategies.

Computer application in education has made a dramatic impact in the learning process as they are being used in all subject areas. Although some students are showing marked enthusiasm about using computers, others may not have the courage to use them. Students must become familiar and comfortable with their use. It has been observed by (Odede, 2018) that an individual's self-efficacy, or his perception of his capability or ability, is intimately related to how he learns and behaves. Students' perception of computers in the information age becomes a critical issue to discuss if ultimate benefits should be achieved from the venture.

Ogbuiyi and Oriogu (2014) observed that computer-literate faculties are complacent using electronic information resources and thus gain more from using them. Kilic (2015) computer

self-efficacy is an important factor that influences e-resources utilization in the technological world. Researchers have proposed that a positive attitude towards computers and high computer self-efficacy and lower computer anxiety levels are important factors to help people learn computer skills and use computers in higher education (Akpan, 2018).

Computer skills of students are variables that have been found to correlate with the use of electronic resources. Quadri (2013) postulated that there was a relationship between ICT skills and library use during the freshmen and sophomore years, although these played less of an important role in the junior year. Islam (2011) carried out a study on students variables concerned with the inclusion of digital libraries on e-learning in the faculty of information management at university Tekinologi Mara, Malaysia, and findings revealed that students variables are major factors in understanding and appreciating e-learning.

Quadri (2013) noted that students' variables often yield important clues as to what factors contribute to undergraduates' use of online resources. Aramide, Ladipo, and Adebayo (2015) the factors that are often cited as influencing the use of computers include personal computer skills. While commenting on the difference in capabilities and opportunities to access and use electronic resources by people, Hatakka and Lagsten (2012) claimed that while access to the computer is a prerequisite to use, the capability approach says that individual differences, capabilities, and choice play a role on whether an individual will make use of computer-based resources. The knowledge of the user computer is one of the basic requirements for effective utilization of e-resources.

Computer application in the field of education has made a dramatic impact in the learning process as they are being used in all subject areas. However, this may not have much positive

impact if it is not accepted by potential users. Although some students have embraced computers, others may not have the courage to use them. The author emphasized that monitoring the user's attitudes toward computers should be a continuous process if the computer is to be used as a teaching and learning tool.

Adeniran (2017) notes that because much of today's information technologies make use of computers, it is important to investigate the relationship between computer use by students and their use of electronic resources in libraries. Students require information to excel in their academic pursuit, there is a need for them to be competent and adapt to the computer application in learning. Computer knowledge and attitude play a crucial role in helping students to be successful in the computer age. Optimistic towards computers and high computer self-efficacy and lower computer anxiety levels could influence the learning of computer skills and computer use. Computer knowledge can be an important asset to assist in retrieving relevant information required by students for their academic pursuits.

Abubakar and Adetimirin (2015) explained further that the availability of ICT tools in most academic libraries in Nigeria could benefit postgraduate students who have the computer knowledge to search for the information they need in the libraries. However, Self-efficacy influences the choice of whether to engage in a task, the effort exerted in performing it, and the persistence demonstrated in accomplishing the task. Ekizoglu and Ozcinar, (2010) noted that distinguish self-efficacy influence the option of activities, efforts are given in an activity, determination, duration and the level of anxiety and confidence when an individual encounters difficulties. Adeniran (2017) self-efficacy is a result or outcome of the belief that an individual

has the confidence and the ability to perform the courses of actions in a given situation in which he has received training.

Surej (2013) asserted that self-efficacy is not a measure of one's skills but represents what individuals believe they can do based on their skills. Quite a several studies have been conducted on the influence of self-efficacy on varied performances: Agbatogun and Banjo (2010), found a positive correlation between computer self-efficacy and training performance students with higher computer self-efficacy demonstrating greater enthusiasm towards

However, enrolling in computing courses than those with lower beliefs, in a statement, Adeniran (2017) posited that the way people learn computer skills and use computers in higher education is a function of their attitudes towards computers. Akinbobola and Adeleke (2013) noticed that participants with little confidence in their ability to use computers might perform poorly on computer-based tasks. Adeniran (2017) given that students' confidence about the use of the computer may affect their readiness to learn about computer skills. Students who do not see themselves as being confident in computer skills will have the desire to learn about computers.

Fabunmi and Awoyemi (2017) affirmed that computer self-efficacy has to do with judgments about one's capability to successfully perform a specific task using the computer. Individuals who do not see themselves as having the capability to accomplish a task will likely not engage in such tasks. In a study examined by Sadiku and Kpakiko (2017), on library instruction and college student self-sufficiency in electronic information searching, it was found that people are generally more interested in performing activities in which they have high self-efficacy hence students with high self-efficacy regarding e-library or searching for information for their assignments on the web, will likely take advantage of what is around them.

Adeniran (2017) saw self-efficacy as the belief that an individual has the confidence and the ability to perform the courses of actions needed to respond to a given situation in which he has received training. Perceived high computer self-efficacy increases the use of a computer and decrease an individual's computer anxiety (Qiang Tu and Wang, 2011). Adeniran (2017) affirmed that computer self-efficacy is a key determinant for acquiring and using computer knowledge and skills; describing it as a term coined from the self-efficacy concept that refers to a person's perceived ability to successfully perform tasks using computers or technology and have a strong intention for use of technology.

Dinther, Dochy and Segers (2011) found that people are generally more interested in performing activities in which they have high self-efficacy. Consequently, students with high self-efficacy regarding e-resources usage will be more likely to take advantage of the available e-resources. They will use the resources if they are familiar with them or feel that using them will enhance their academic performance. Performance Outcomes, Bandura (1977) sees the performance outcomes or past experiences as the most important source of self-efficacy. The ability of an individual to perform a task depends on either the positive or negative experiences in his previous attempts.

Computer self-efficacy plays a crucial role in reducing the impact of anxiety and fear in using a computer to accomplish a task. The more students interact with the computer, the more they feel confident in handling the computer at their workplace. A high level of computer self-efficacy will lead to ultimate performance with the use of computers. Computer self-efficacy can be said to have a direct effect on a person's perceptions of the ease of computer use, which, in turn,

affects the frequency and time of computer use. Students with higher levels of computer self-efficacy exhibit higher levels of aptitude and confidence when using a computer, and are therefore likely to find using a computer easier and more efficient than their counterparts (Hsia, Tu and Chung, 2012).

### **Research design**

This study adopted a survey research design that involved the collection of data using a self-constructed and self-administered questionnaire. The design was considered appropriate because the study sought to investigate the influence of computer self-efficacy on the use of electronic information resources among Polytechnics Students in Ogun State, Nigeria. The population for this study comprises of three (3) polytechnics schools in Ogun State, Nigeria, which was made of students of Moshood Abiola Polytechnic, Federal Polytechnic Ilaro and All Over Polytechnic, Sango- Ota. A multi-stage sampling technique was used to select the sample size for the study. The first stage was the purposive selection of three (3) polytechnics based on the ownership status: Federal, State and Private. The second stage was the use of Krejcie and Morgan's table of a sample size to determine 370 respondents, and the last stage was simple random sampling techniques.

### **Analysis of Research**

**Table 1: Demographic information of respondents**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Male          | 185              | 52.1              |
| Female        | 170              | 47.9              |
| Total         | 355              | 100.0             |

## Demographic characteristics of the respondents

The demographic information of respondents for this study considering their gender, gender composition of respondents' shows that 185 (52.1%) students were male and their female counterparts were 170(47.9%). This indicates that there were more male participants than female participants in this study.

**Research objective one:** Types of electronic information resources available to the polytechnic respondents.

| s/n | Electronic information resources                         | Yes            | No             | Mean ( $\bar{x}$ ) |
|-----|--|----------------|----------------|--------------------|
| 1   | Internet   | 332<br>(93.5%) | 23<br>(6.5%)   | 1.94               |
| 2   | YouTube  | 264<br>(74.4%) | 91<br>(25.6%)  | 1.74               |
| 3   | Search engines   | 255<br>(71.8%) | 100<br>(28.2%) | 1.72               |
| 4   | E-mail   | 249<br>(70.1%) | 106<br>(29.9%) | 1.70               |
| 5   | Online reference work                                    | 242<br>(68.2%) | 113<br>(31.8%) | 1.68               |
| 6   | Electronic magazine                                      | 237<br>(66.8%) | 118<br>(33.2%) | 1.67               |
| 7   | E-books  | 229<br>(64.5%) | 126<br>(35.5%) | 1.65               |
| 8   | E-past question papers                                   | 228<br>(64.2%) | 127<br>(35.8%) | 1.64               |
| 9   | CD-ROM   | 224<br>(63.1%) | 131<br>(36.9%) | 1.63               |
| 10  | Online databases (AGORA, JSTOR, HINARI, EBSCOHOST, etc.) | 214<br>(60.3%) | 141<br>(39.7%) | 1.60               |
| 11  | E-journals   | 200<br>(56.3%) | 155<br>(43.7%) | 1.56               |
| 12  | OPAC   | 176<br>(49.6%) | 179<br>(50.4%) | 1.50               |

**Weighted Mean = 1.67**

The result, represented in Table 2, shows that the Internet ( $\bar{x} = 1.94$ ) was the major electronic information resource available to students in the selected polytechnic, followed by YouTube ( $\bar{x}$

= 1.74), Search engines ( $\bar{x} = 1.72$ ), and E-mail ( $\bar{x} = 1.70$ ). OPAC ( $\bar{x} = 1.50$ ) was the least item indicated by the respondents.

The inference drawn from this finding was that the types of electronic information resources available to the polytechnic respondents were: internet, YouTube, search engines, e-mail, online reference work, electronic magazine, e-books, e-past question papers, CD-ROM, online databases, e-journals and OPAC. The finding from the focus group discussion also reveals that electronic information resources such as the Internet, CD-ROM, e-journals, emails, online databases, etc were available at the selected polytechnics.

The finding is consistent with the result of Egberongbe (2011) who reported that several electronic information resources initiatives have been put in place to assist in the development, training and use of electronic information resources in several academic institutions. The study also substantiated Ajayi et al, (2014) who established that the emergence of electronic information resources has tremendously transformed information-handling and management in Nigeria academic environments, and institution libraries in particular.

The result shows that the internet and e-books were the commonly used electronic resources in the polytechnic. This aligns with the findings of Adeleke and Emehara (2016) who reported that dependence, coupled with easy access to technology. This also supports the findings of Dongardive (2015) that students of tertiary institutions showed that they looked for the fastest way that would lead to satisfactory results when conduct research by going for electronic information resources first.

**Research objective two:** Determine the influence of computer self-efficacy on the use of electronic information resources among polytechnics students in Ogun State;

**Computer Self-efficacy of students to use of electronic information resources**

| s/n | Computer self-efficacy  | Very High    | High         | Low         | Very low    | $\bar{x}$ | S.D  |
|-----|---|--------------|--------------|-------------|-------------|-----------|------|
| 1   | I am confident making selections from a screen menu                       | 183<br>51.5% | 84<br>23.7%  | 37<br>10.4% | 51<br>14.4% | 3.12      | 1.08 |
| 2   | I am confident at adding and deleting information from a data file        | 166<br>46.8% | 109<br>30.7% | 28<br>7.9%  | 52<br>14.6% | 3.10      | 1.06 |
| 3   | I am confident at entering and saving data into a file                    | 164<br>46.2% | 114<br>32.1% | 56<br>15.8% | 21<br>5.9%  | 3.09      | 1.07 |
| 4   | I am confident at using a computer mouse                                  | 165<br>46.5% | 97<br>27.3%  | 41<br>11.5% | 52<br>14.6% | 3.06      | 1.08 |
| 5   | I can use the computer efficiently  | 166<br>46.8% | 102<br>28.7% | 29<br>8.2%  | 58<br>16.3% | 3.06      | 1.10 |
| 6   | I am confident at copying an individual file                              | 196<br>55.2% | 63<br>17.7%  | 82<br>23.1% | 14<br>3.9%  | 3.05      | 1.23 |
| 7   | I can organize and manage files with a computer                           | 145<br>40.8% | 120<br>33.8% | 33<br>9.3%  | 57<br>16.1% | 2.99      | 1.07 |
| 8   | I am confident at writing a letter or essay using a computer              | 162<br>45.6% | 92<br>25.9%  | 31<br>8.7%  | 70<br>19.7% | 2.97      | 1.15 |
| 9   | I am competent at deleting files when they are no longer needed           | 128<br>36.1% | 123<br>34.6% | 56<br>15.8% | 48<br>13.5% | 2.93      | 1.03 |
| 10  | I understand the terminology of computer software                         | 136<br>38.3% | 110<br>31.0% | 52<br>14.6% | 57<br>16.1% | 2.92      | 1.08 |
| 11  | I am confident at organizing data with computer                           | 122<br>34.4% | 137<br>38.6% | 40<br>11.3% | 56<br>15.8% | 2.92      | 1.04 |
| 12  | I know the functions of computer hardware                                 | 129<br>36.3% | 125<br>35.2% | 42<br>11.8% | 59<br>16.6% | 2.91      | 1.06 |
| 13  | I am confident at using a printer to make a "hardcopy" of my work         | 143<br>40.3% | 95<br>26.8%  | 56<br>15.8% | 61<br>17.2% | 2.90      | 1.11 |
| 14  | I understand the data processing: input, processing and output stages     | 139<br>39.2% | 109<br>30.7% | 40<br>11.3% | 67<br>18.9% | 2.90      | 1.11 |
| 15  | I am competent about computes   | 122<br>34.4% | 133<br>37.5% | 43<br>12.1% | 57<br>16.1% | 2.90      | 1.05 |
| 16  | I am confident at understanding terms/words relating to computer hardware | 109<br>30.7% | 153<br>43.1% | 41<br>11.5% | 52<br>14.6% | 2.90      | 1.00 |
| 17  | I consider myself to be a skilled computer user                           | 141<br>39.7% | 98<br>27.6%  | 52<br>14.6% | 64<br>18.0% | 2.89      | 1.12 |
| 18  | I know what to do when I meet a new thing while working with computers    | 127<br>35.8% | 117<br>33.0% | 49<br>13.8% | 62<br>17.5% | 2.87      | 1.09 |
| 19  | I am confident at handling a flash drive correctly                        | 123<br>34.6% | 121<br>34.1% | 51<br>14.4% | 60<br>16.9% | 2.86      | 1.07 |

|    |   |              |              |             |             |      |      |
|----|---|--------------|--------------|-------------|-------------|------|------|
| 20 | I am competent at troubleshooting computer problems | 141<br>39.7% | 96<br>27.0%  | 44<br>12.4% | 74<br>20.8% | 2.86 | 1.16 |
| 21 | I am competent when computers are concerned         | 129<br>36.3% | 106<br>29.9% | 53<br>14.9% | 67<br>18.9% | 2.84 | 1.12 |
| 22 | I am confident at writing simple computer programs  | 131<br>36.9% | 94<br>26.5%  | 65<br>18.3% | 65<br>18.3% | 2.82 | 1.12 |
| 23 | I am familiar with computer software packages       | 124<br>34.9% | 113<br>31.8% | 38<br>10.7% | 80<br>22.5% | 2.79 | 1.15 |

---

**Weighted Mean =2.94**

---

**Key:** VH= Very High, H=High, L=Low, VL=Very Low

The results presented in Table 3 reveals that the students had high self-confidence in making selections from a screen menu ( $\bar{x}$ =3.12), we're confident at adding and deleting information from a data file ( $\bar{x}$ =3.10), and having the confidence to enter and save data into a file ( $\bar{x}$ =3.09). Familiarity with computer software packages ( $\bar{x}$ =2.79) was the least item indicated by the respondents as their computer self-efficacy.

Using the weighted mean of 2.94 as the benchmark, it was revealed that students' level of self-confidence in making selections from a screen menu, confidence at adding and deleting information from a data file and having the confidence to enter and save data into a file, confident at using a computer mouse, using computer efficiently, confident at copying an individual file, able to organize and manage files with computer and confidence at writing a letter or essay using a computer were adequate in selected polytechnics in Ogun State. This was because these were the items that ranked above the weighted mean of 2.94. The findings from the focus group discussion on how proficient the students were in the use of the computer to access electronic information resources to enhance their study showed that all the groups agreed that they were proficient in the use of the computer.

This finding is in agreement with Thanuskodi (2012) observation that there is a general and common perception of students in institutions, having more computer literacy than was the case

seven or eight years ago. This is connected with the fact that more students are exposed to the use of computers and related devices now than before. Most students at present are technologically savvy as a result of the advancements in the world of Information and Communication Technology. Abubakar and Adetinmirin (2015) lend credence to this that students are being exposed to a digital environment at younger ages than in the past with some owning computers at home and in school. In other words, a majority of graduate students could be said to be used to the rapid change in technology because of early exposure to computers at both school and home.

**Research objective three:** Identify the challenges encounters in the use of library electronic information resources among polytechnics Students in Ogun State;

| s/n                        | Challenges to the use of library e-resources                   | SA           | A            | D           | SD          | $\bar{x}$ | S.D  |
|----------------------------|--|--------------|--------------|-------------|-------------|-----------|------|
| 1                          | Inadequate computer facilities to access information           | 206<br>58.0% | 77<br>21.7%  | 19<br>5.4%  | 53<br>14.9% | 3.23      | 1.08 |
| 2                          | Information overload   | 133<br>37.5% | 141<br>39.7% | 36<br>10.1% | 45<br>12.7% | 3.02      | 0.99 |
| 3                          | Poor internet access   | 131<br>36.9% | 110<br>31.0% | 51<br>14.4% | 63<br>17.7% | 2.87      | 1.10 |
| 4                          | Inadequate/lack of skills in the search for needed information | 120<br>33.8% | 123<br>34.6% | 47<br>13.2% | 65<br>18.3% | 2.84      | 1.09 |
| 5                          | Lack of awareness  | 132<br>37.2% | 96<br>27.0%  | 56<br>15.8% | 71<br>20.0% | 2.81      | 1.14 |
| 6                          | Poor infrastructure  | 125<br>35.2% | 100<br>28.2% | 60<br>16.9% | 70<br>19.7% | 2.79      | 1.12 |
| 7                          | Incessant power supply   | 118<br>33.2% | 108<br>30.4% | 61<br>17.2% | 68<br>19.2% | 2.78      | 1.11 |
| 8                          | Inaccessibility to some electronic resources                   | 111<br>31.3% | 128<br>36.1% | 40<br>11.3% | 76<br>21.4% | 2.77      | 1.11 |
| 9                          | Difficulty in locating relevant e-resources                    | 112<br>31.5% | 109<br>30.7% | 69<br>19.4% | 65<br>18.3% | 2.75      | 1.08 |
| 10                         | Incomplete and inaccurate information in the library           | 109<br>30.7% | 115<br>32.4% | 56<br>15.8% | 75<br>21.1% | 2.73      | 1.11 |
| 11                         | Lack of assistance from library personnel                      | 122<br>34.4% | 96<br>27.0%  | 51<br>14.4% | 86<br>24.2% | 2.72      | 1.17 |
| <b>Weighted Mean =2.85</b> |  |              |              |             |             |           |      |

**Key:** SD= Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree

Table 4 shows that the surveyed students' usage of electronic information resources is constrained by “Inadequate computer facilities to access information” ( $\bar{x}$ =3.23), “Information overload” ( $\bar{x}$ =3.02), “Poor internet access” ( $\bar{x}$ =2.87) and “Lack of assistance from library personnel” ( $\bar{x}$ =2.72).

It could be deduced from the above expression that; inadequate computer facilities, information overload, and poor internet access were the main constraint to the use of library electronic resources in the study. The finding from the focus group discussion on the challenges militating against the use of electronic information resources showed poor infrastructural facilities, information overload and poor internet access as the major challenges.

These findings are in agreement with Mamman (2015), Ugwu and Orsu (2017) and Ugwu and Onyegiri (2012). The indication that electronic information resources are challenged by lack of ICT infrastructure, lack of browsing skills, and lack of time for browsing and for training to acquire skills, financial constraints and lack of information about how to use electronic resources.

## **Conclusion**

Electronic resources utilisation in the contemporary world of the exponential development of knowledge has been highly enhanced through the advancement in information and communication technology in recent years. The study concluded that students will utilize the electronic information resources if they have the necessary computer self-efficacy. The study also concluded based on the findings that the most available electronic information resources are the internet, YouTube, search engines, e-mail and online reference work. There was a high extent of student's computer self-efficacy in the use of electronic information resources. It showed that

individuals' level of computer self-efficacy is a significant determinant of their degree of electronic resource use.

### **Recommendations**

1. The management of polytechnic should ensure that electronic information resources with adequate information and communication technology tools are subscribed to regularly as this will encourage students to constantly engage in electronic resources used to improve their academic performance.
2. There is a need for the appreciable level of power supply, improved infrastructure, adequate computer facilities, improved Internet facilities among others for users' to be satisfied.

## References

- Abdulsalami, L. T., Okezie, Q. L. and Agbo, A. D. 2013. The Role of the Library in the Promotion of Knowledge Societies in Nigeria. *Advances in Applied Science Research*, 4(1), 58-70.
- Adeleke, D, S. and Nwalo, K. I. N. 2017. Availability, Use and Constraints to Use of Electronic Information Resources by Postgraduate Students at the University of Ibadan. *International Journal of Knowledge Content Development and Technology*, 7(4), 51-69.
- Adeleke, D. S. and Emeahara, E. N. 2016. Relationship between Information Literacy and Use Of Electronic Information Resources by Postgraduate Students of the University of Ibadan. *Library Philosophy and Practice (E-Journal)*, 1381.
- Adeniran, A P. 2017. . Information Literacy Skills, Computer Self-Efficacy and E-Resources Use by Postgraduate Students in Private University Libraries in South-West, Nigeria. Ilshah-Remo, Ogun State. Unpublished Phd (Information Resources Management) Thesis.
- Adeyoyin, S.O, Idowu, T. A. and Sowole, A. O. 2016. Awareness, Access, and Use of Electronic Information Resources Among the Seminarians in Nigeria. *Journal of Religious and Theological Information*, 15(1-2),3-8.
- Agbatogun, A. O. and Banjo, B. 2010. Computer Efficacy, Use, and Phobia: Contribution to Nigerian Undergraduates' Academic Performance in a Computer Graphics Course. *The Pacific Journal of Science and Technology*, 11(1). <http://www.akamaiuniversity.us/PJST.htm>.
- Ajayi, S. A., Shorunke, O. A. and Aboyade, M. A. 2014. The Influence of Electronic Resources use on Students' Reading Culture in Nigeria Universities: A Case Study of Adeleke University Ede, Osun State. *Library Philosophy and Practice (E-Journal)*. Available At <Http://Unllib.Unl.Edu/LLP/> Accessed 21<sup>st</sup> October 2015.
- Ajebomogun F.O. and Fagbola O.O. 2015. Electronic Resources Access and Usage for Scholarly Research Work by Postgraduate Students at Federal University of Agriculture, Abeokuta 5(5), 1-12.
- Akinola, A.O., Shorunke, O.A., Ayayi, S. A., Odefadehan, O.O. and Ibikunle, F.L. 2018. Awareness and Use of Electronic Databases by Postgraduates in the University of Ibadan. *Library Philosophy and Practice (e-journal)*.

- Akpan, I. F. 2018. Computer Anxiety, Computer Self-Efficacy and Attitude Towards Internet Among Secondary School Students in Akwa Ibom State, Nigeria. *American Journal of Educational Research*, 6 (11), 1455-1459.
- 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)*, 1408. [Http://Digitalcommons.Unl.Edu/Libphilprac/1408](http://Digitalcommons.Unl.Edu/Libphilprac/1408)
- Aktag, I. 2015. Computer Self-Efficacy, Computer Anxiety, Performance and Personal Outcomes of Turkish Physical Education Teachers. *Journal of Educational Research and Reviews*, 10(3), 328-337.
- Alahakoon, C. N. K. 2016. Impact of Computer Self-Efficacy and Computer Anxiety: A Practical Indicator of Dental Students' Computer Competency in Sri Lanka. *Journal of the University Librarians' Association of Sri Lanka*, 19(2), 15.
- Alenzi, A.R., Karim, Abdul M.A. and Veloo, A. 2010. An Empirical Investigation into the Role of Enjoyment, Computer Anxiety, Computer Self-Efficacy, and Internet Experience in Influencing the Student's Intention to Use E-Learning: A Case Study from Saudi Arabian Governmental Universities. *The Turkish Online Journal of Educational Technology*. 9(4), 22-34.
- Alison, A. K. 2007. The Effect of Information Literacy on the Utilization of Electronic Information Resources in Selected Academic and Research Institutions in Uganda. *The Electronic Library*, 25 (3), 328 – 341. Available At [Http://Dx.Doi.Org/10.1108/02640470710754832](http://Dx.Doi.Org/10.1108/02640470710754832).
- Alison, K. A., Kiyingi, G. W. and Baziraake, B. B. 2012. Factors Affecting Utilization of Electronic Health Information Resources in Universities in Uganda. *Annals of Library and Information Studies* 59:90-96.
- Ambika, M. and Kannan, K. 2016. Information Use Pattern by Research Scholars in Electronic Environment: A Study at Select University in Tamil Nadu. *Journal of Advances in Library and Information Science*, 53(1):43-48.
- Ankrah, E. and Acheampong, E. K. 2017. Students' Use of Electronic Resources in University of Professional Studies, Accra, Ghana. *Journal of Information Science, System and Technology*, 1(2), 11-26.
- Bandura, A. 1977. Self-Efficacy: Toward A Unifying Theory of Behavioral Change. *Psychological Review*. 84 (2), 191-215.

- Bandura, A. 1994. Self-Efficacy in V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior*, 4, 71-81. New York: Academic Press.
- Bandura, A. 1997. *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman & Company.
- Bandura, A. 2006. Guide For Constructing Self-Efficacy Scales. In F. Pajares & T. Urdan (Eds.), *Adolescence and Education, 4: Self-Efficacy Beliefs of Adolescents*. Greenwich, CT: Information Age Publishing.
- Bashorun, M., Issa, A. and Adisa, M. Y. 2011. User Perception of Electronic Resources in the University of Ilorin, *Journal of Emerging Trends in Computing and Information Sciences*, 2(11):554-562.
- Dongardive. P. 2015. Use of Electronic Information Resources at College of Dry Land Agriculture and Natural Resources, Makelle University, Ethiopia. *International Journal of Library and Information Science*, 7(3), 55-68.
- Edem, N. B. and Egbe, N. 2016. Availability and Utilization of Electronic Resources by Postgraduate Students in a Nigerian University Library. A Case Study of the University of Calabar, Nigeria. *Information and Knowledge Management*, 6(2), 60-70. Available at <https://www.iiste.org/Journals/index.php/IKM/article/viewFile/28714/29476> retrieved 17th November 2018.
- Haliso, Y. 2017. Awareness, Use and Users' Satisfaction with Library Electronic Resources by Undergraduates of National Open University of Nigeria, Lagos Study Centre.
- Hsiao, H. C., Tu, Y. and Chung, H. 2012. Perceived Social Supports, Computer Self-Efficacy and Computer Use among High School. *The Turkish Online Journal of Educational Technology*, 11(2).
- Igbo, H. U. and Imo, N, T. 2017. Electronic Information Resource Sharing among University Libraries in Southern Nigeria: Opportunities and Challenges. *African Journal of Library, Archives and Information Science*, 27(1), 77-91.
- Khoza, S and Naiker, V. 2015. Students' Self-efficacy in Technology as an Inclusive Subject to their University Degree: A Case of Education Student in a Johannesburg University.
- Odede, I. S. 2018. Information Literacy Self-Efficacy in the Use of Electronic Information Resources by Library and Information Science Postgraduate Students in South-South

Nigeria. The University of Kwazulu-Natal. Unpublished PhD (Library and Information Studies) Thesis.

Okuboyejo, S., Mbarika, V. and Omoregbe, N. 2018. The Effect of Self-efficacy and Outcome Expectation on Medication Adherence Behaviour. doi:10.4081/jphia.2018.8269(3):826

Omosekejimi, A. F., Eghworo, O. R. and Ogo, E. P. 2015. Usage of Electronic Information Resources (Eirs) by Undergraduate Students of Federal University of Petroleum Resources Effurun. *Information and Knowledge Management*, 5(4): 94-103.

Owolabi, S., Idowu, O. A., Okocha, F. and Ogundare, A. O. 2016. Utilisation of Electronic Information Resources by Undergraduate Students of University Ibadan: A Case Study of Social Sciences and Education. *Journal of Education and Practice*, 7(13).