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Users' Attitudes to the Use of Electronic Resources and Services by Undergraduate Students of McPherson University, Ogun State, Nigeria

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Abstract

*The availability of e-resources in university libraries does not determine its usage. These resources are an added advantage for students to get more sources of information for their educational pursuit. However, there was an observation that most students are not using these resources as expected. This study investigated Users' attitudes to the use of electronic resources and services by undergraduate students of McPherson University, Ogun State, Nigeria. A multistage sampling technique was used to select 294 respondents as sample size for the study, using questionnaire as research instruments. Majority of the respondents (72.1%) affirmed availability of e-books and (63.3%) e-journal, while (60%) denied that Virtual Library Online was not available. However the undergraduate students were not given orientation by their university library so they were not aware of online Open Access Catalogue (OPAC) in the library (54.0%) Averagely, respondents were not using e-resources to retrieve current literature for studies (56.6) and were not using the Electronic catalogue. They were faced with challenges of limited access to computer terminals 70.8% , slow Internet connectivity 68.0%, inadequate time due to pressure from academic work 65.3% and lack of training and support from staff 153 (52.1%). There was a significant relationship between attitude and use of EIRs ($r = 0.329^{**}$ $N = 294$ $P > 0.000$). It was concluded that attitude of undergraduate students determine their use of EIRs. It was recommended that orientation should be organised for the undergraduate students to change their attitude towards using the library services.*

Keywords: e-resources, use, undergraduate, McPherson University Library, Ogun State.

INTRODUCTION

Libraries are seen as repositories of human experiences and information. No doubt libraries have changed significantly over time. However, their cultural roles have remained essentially the same. Libraries are still responsible for acquiring and providing access to books, periodicals, and other information media to meet the educational, recreational and informational needs of their users. The paradigm shift in the way libraries provide information has been due to advancement in information and communications technology (ICT) which made libraries to shift from principally providing printed forms of information materials to electronic information resources. This is with a view to meet the information needs of their users with a view to assisting in the provision of better value, efficient and effective research capabilities. According to Akuffo & Budu (2019) “the inability of print-based materials to meet all academic needs make it imperative for academic libraries to prioritize the provision of electronic resources (e-resources) in their collection management efforts”.

Users’ attitude and their perception of the library have changed a lot due to the emergence of ICT. Attitudes represent the conceptual value of these technologies in the minds of students and not the values of the technologies themselves. According to Business Dictionary (2017) “attitude could be a predisposition or a bent to reply absolutely or negatively towards a definite plan, object, person, or situation”. Positive attitudes are elementary in implementing new technologies. As stated by Radjagopal and Chinnsamy (2012) “An attitude is a mental state of readiness exerting directive or dynamic influence upon an individual response to all objects and situations with which it is related”.

Attitudes represent our evaluations, preferences or rejections supported the knowledge we tend to receive. Preliminary investigation viewed attitudes as a state of readiness organized through expertise that exerts a directive or dynamic influence on the responses. These can also be explicit and implicit. specific attitudes are people who we tend to are consciously tuned in to which

clearly influence our behaviours and beliefs. Implicit attitudes are unconscious, but still, have an impact on our beliefs and behaviours. Schiffman and Kanuk (2004) opined that attitudes consist of three components i.e. cognitive component (this is mental belief or evaluation); affective component (which is the neutral feelings or emotions) and behavioural component (readiness/response or action).

Attitude of students towards Electronic Information Resources use on the other hand is conceptualized in this study as those reactions to e-resources and services used by students, resulting from assumptions, perceptions, beliefs and other people's opinions. At present, Electronic Information Resources (EIRs) have become an integral part of higher education learning and research. Given the increased availability and provision of EIRs in university libraries, it is important to understand how the attitudes of students are affecting the usage of these resources.

In this 21st century, students should adopt a positive attitude towards the use of e-resources. Students especially need to be trained and re-trained in the use of e-resources in order to be active participant modern technology. Students need to be trained in the use of search tools such as e-database, online catalogues, etc. Before Electronic Information Resources came to be broadly utilized in libraries, print sources were the only means of disseminating academic information and current research findings. However, advancement in information and communication technology (ICT) has enhanced information services in libraries. "The development of information communication and technology (ICT), and its consequent usage within the library, dissemination of most journals are electronically managed via the net and listed, accessed from databases (Bamidele, Omeluzor & Amadi, 2013). Undergraduates are increasingly using computer services such as the Internet for their various educational needs because it enables them to have access to an array of learning opportunities offered by diverse electronic sources (Victoria Nwamaka Okafor, 2014).

Electronic resources have changed the way knowledge and learning is acquired and has opened a huge opportunities for undergraduates in universities. The opportunities created by electronic information resources in the enhancement of academic work have enabled students to lay their hands on abundant electronic resources at a click of few buttons. EIRs have become vital part of any library collection. Technological innovations made it simple to get these resources effortlessly and promptly. According to (Omeluzor, Akibu & Akinwoye, 2016) “EIRs are acquired in libraries to complement existing library resources and to reduce pressure on print sources. They are simply disseminated since it are often duplicated, manipulated, copied, printed, shared and disseminated among library users.. The E-resource is an effective tool to collect, store and share scholarly contents among research scholars. It provides access to various resources in the research areas published anywhere in the world. Electronic resources are characterized by their ability to store information electronically, provide multiple and concurrent access, provide ease of access across geographic boundaries and be accessible via electronic systems and networks. Examples of EIR are online databases, e-journals, e-books, Internet resources, CD-ROM and open access catalogues (OPAC) (Mittal & Bala 2013).

Electronic information resources can therefore be defined as various infrastructures used in the creation, processing, storage, dissemination of information and the various services rendered by these infrastructures. Electronic information resources are often faster to consult than print indexes, especially when searching retrospectively. They are straight forward when wishing to use a combination of keywords and open the possibility of searching multiple files at once. Electronic resources can be printed and searches can be saved to be repeated at a later date. they're updated a lot of simply and a lot of typically than standard resources. One main advantage, particularly for those with restricted time to access the library and distance learners, is their accessibility from outside the library by dial-up access. Mobile phones and therefore the net

are seen as easier and a lot of convenient within the co- ordination of activities, as an example, in designing, seeking info and communication.

EIRs provide an access to unlimited sources of information through search engines, which are continuously being upgraded to provide efficient ways to help users find what they want. Sivathanan , Murugathas and Chandraseka (2014) opined that electronic information resources like e-books, digital libraries, online journals, magazines, e-learning tutors, on-line tests, e-journals, e-discussions, e-news, data archives and e-mail and on-line chatting can be accessed through computers or other electronic devices directly connected to the computer such as a CD-ROM drive or remotely via network such as the Internet. Having access to relevant resources is highly essential for a user who is a significant component in an information system. EIRs have brought into the world a wider source of database for students and these various opportunities have made the students to be up and about, trying not to be left behind in the latest skills and techniques required for optimum use of those services in universities for his or her numerous educational challenges and objectives. Electronic resources have a lot of to supply, however their utility depends on attitudes of users and the way they feel regarding them. “Using EIR efficiently is subject to the user’s ability to use a computer, knowledge of content availability and the ability to articulate search terms intelligently” (Odunewu & Aluko-Arowolo 2018). Recent studies, however, show a change in behaviour towards acceptance and use of electronic resources by students, because of the prevalence of World Wide Web, search engines, online databases, e-journals, e-books, e-mails, on-line catalogues and internet portals that have altered usage behaviour (Nwone & Mutula 2018).

However, with improved access to technology, factors such as self-efficacy, perceived ease of use, perceived usefulness, attitudes towards the educational value of technology, computer anxiety, social influence and comfort with technology have been shown to influence the ways in

which students use technology (Odunewu & Aluko-Arowolo 2018). It is of practical significance for the academic library to know the factors that influence the student to use electronic resources. This knowledge will assist the library in providing services tailored to the unique information requirements of the students.

This study will help the university and library planners or the library and information science educators to rethink on how to improve on electronic resource access and utilization. Hence, the study will contribute to the limited information on the students' attitude of electronic information resources, and how it can help to improve them academically.

McPherson University is a private university in Nigeria named after the founder of the Foursquare Gospel Church International, Aimee Semple McPherson. It absolutely was authorized by the National Universities Commission (NUC), on Tuesday, twenty eighth day of February, 2012, as the forty ninth non-public University and also the 121st university in Nigeria. The University is located at Seriki Sotayo, near the Foursquare Gospel City, Obafemi Owode Local Government Area of Ogun State on a 400 hectare of land. It bounded on the north by the Ogunmakin-Ajebo-Abeokuta Road and on the east by farmlands and also the Lagos-Ibadan highway. The site of McPherson University lies approximately within Latitude 7o07'N and 7o08'N and Longitude 3o41'N and 3o49'N on elevation of between 82m to 109m above sea level. The university offers a diverse range of courses of study, including Economics, Accounting, Business Administration, Marketing, International Relations, Mass Communications, Nursing, Biochemistry, Microbiology, Physics, Chemistry, Computer Science, Religious Studies, English, and History. McPherson University Library was opened to students' right from October 2012 when the University took off. It is housed in a purpose-built accommodation designed to seat 125 students and house 8,000 volumes of books and journals. Among the facilities provided is an e-Library with 25 work stations all connected to the Internet. In addition to print journals, the Library subscribes to e-journals and electronic databases. It also

cooperates with other libraries in the provision of information resources for teaching and research.

The Library collection has been growing steady over the years. The Library has the capacity to hold 8,000 volumes of books but at present have a collection of 5,520 print volumes of books, 2,000 eBooks holding, 80 current and foreign titles and 500 e-Journal Holding. The automation unit of McU library uses customized software to manage its database user's account and the entire collection development. There is online Open Access Catalogue (OPAC) which makes it easy to access catalogue books for both on-line and library users. The unit subscribed to a number of academic databases both free and paid subscription, on-line or in CD-ROM format. Some E-Resource collection in McPherson University Library includes: Internet source, Online Databases (such as AGORA, JSTOR, EBSCOHOST, HINARI, OARE), CD-ROM, OPAC (Online Public Access Catalogue), E-Journals and E-Books. The university also boasts of quality education, academic stability and a credible academic culture including a digital library service for growth in the use of electronic information and new tools and applications for information seeking and retrieval.

While there have been several studies that have investigated usage of electronic resources, few have focused on the perception or attitudes of users. Therefore, the present study was undertaken to find out users' attitudes to use of electronic resources and services in an academic library.

STATEMENT OF THE PROBLEM

The unprecedented pace of technological advancement in the development of digital information networks and electronic services in recent years has helped to elaborate the role of the academic library. The academic library is now a technology-laden information network where users can conduct research in a mixed print and digital environment, experience the use of advanced information technologies and hone their computer skills. This has given credence to the

usefulness of electronic resources which has tremendously transformed information handling and aided learning, teaching and research in the university community. Extant literature have shown that “Using EIR efficiently is subject to the user’s ability to use a computer, knowledge of content availability and the ability to articulate search terms intelligently”.

Another recent study, however, revealed a change in behavior towards acceptance and use of electronic resources by students, owing to the prevalence of World Wide Web, search engines, on-line databases, e-journals, e-books, e-mails, on-line catalogues and internet portals that have altered usage behaviour. There seem to be a challenge among the user community of which the study areas are not an exception. Therefore, this study seeks to investigate whether there is a relationship between the independent variables (users’ attitudes; level of awareness; purpose of use; barriers of usage and the dependent variable (use of electronic resources) in order to justify the hypothetical statement raised which is establishing the relationship between the undergraduates students’ attitude towards (especially in respect to their assumption, beliefs and perception of the resources) the use of EIRs and their actual use of these resources in the university libraries under study.

OBJECTIVE OF THE STUDY

The general objective of this study is to examine users’ attitudes towards use of electronic resources and services in McPherson University Library, Seriki Sotayo, Ogun State.

The specific objectives are to:

1. find out the level of availability of EIRs in McPherson University Library, Ogun State;
2. investigate the level of the respondents awareness of available EIRs;
3. examine the undergraduates attitudes towards the use of EIRs in McPherson University Library Ogun State;
4. determine the relationship between the undergraduates attitude and use of EIRs in the university library under study;

5. examine the purpose for using electronic information resources by undergraduates;
 6. assess the challenges of using electronic information resources by undergraduates
- McPherson University Library, Ogun State;

RESEARCH QUESTION

This study is guided by the subsequent analysis question

1. What is the level of availability of EIR in academic libraries in Ogun State?
2. What is the level of awareness of electronic resources among undergraduate's students' students in academic libraries in Ogun State?
3. What is the attitude of undergraduates towards the use of electronic information resources in academic libraries in Ogun State?
4. What is the relationship between undergraduate's students' attitude towards the use of EIRs and their actual use of these resources in the university libraries under study?
5. What is the purpose of using electronic information resources by undergraduate in academic libraries?
6. What are the challenges faced by undergraduate's students' through the use of electronic information resources?

RESEARCH HYPOTHESES

H₀₁: There is no significant relationship between level of awareness and usage of electronic resources in academic libraries in Ogun State.

H₀₂: There is no relationship between the undergraduates' attitude towards the use of EIRs and actual use of these resources in academic libraries in Ogun State .

SCOPE OF THE STUDY

The study focuses on the attitudes and use of electronic information resources at McPherson University, Seriki Sotayo, Ogun State and the respondents of interest are undergraduate students of the University.

METHODOLOGY

This section is concerned with the method adopted in carrying out the research on users' attitudes towards use of electronic resources and services in McPherson University Library, Seriki Sotayo, Ogun State. Descriptive survey research design of the correlation type was used for the study. Population of the study consists of undergraduate students of McPherson University Library, Seriki Sotayo, Ogun State, Nigeria. According to the data obtained from the admission unit of McPherson (Table 3.1).

Table 1: List of Population of Students in McPherson University,

S/N	Colleges	No of Dept.	Population of Student
1.	Natural and Applied Sciences	8	120
2.	Art & Humanities	3	44
3.	Management and Social Sciences	7	175
4.	Nursing	1	11
	Total		350

Source: Directorate of Academic Planning Unit (DAPU) of the McPherson University Library Registered Users Records at Circulation Unit (2019/2020 Session)

The total population of undergraduates' students in McPherson University based on the records obtained from the academic planning unit / library user registration records as at 2019/2020 Session is three hundred and fifty (350). Purposive sampling technique was used to select two hundred and ninety four (294) undergraduate students that represented the sample size of the study. A structure questionnaire was used as instrument for data collection. In order to ensure face and content validity, draft of the questionnaire was given to the researcher's supervisor in the Department of Library and Information Science, Lead City University who checked to ensure accuracy and precision of the instruments. Based on the criticisms and corrections of the experts, the instrument was modified to achieve the research purpose. Descriptive statistics tools involving frequency count, percentages, mean and standard deviation and inferential statistic tools such as Pearson's Product Moment Correlation Coefficient (PPMCC) was used for the data analysis.

RESULT AND FINDINGS

Table 2: Availability of Electronic Information Resources in McPherson University Library, Ogun State

S/N	Statements	VGE (%)	GE (%)	LE (%)	VLE (%)	X	SD
1.	E-journals are available in McPherson Library	45 (15.3)	141 (48.0)	95 (32.3)	13 (4.4)	2.74	0.767
2.	E-Newspaper are available in McPherson Library	45 (15.3)	102 (34.7)	126 (42.9)	21 (7.1)	2.58	0.833
3.	Online Public Access Catalogue are available in McPherson Library	37 (12.6)	119 (40.5)	115 (39.1)	23 (7.8)	2.58	0.809

4.	E-books are available in McPherson Library	62 (21.1)	150 (51.0)	71 (24.1)	11 (3.7)	2.89	0.770
5.	Online databases are available in McPherson Library	41 (13.9)	106 (36.1)	114 (38.8)	33 (11.2)	2.53	0.869
6.	CD-Rom databases are available in McPherson Library	37 (12.6)	127 (43.2)	100 (34.0)	30 (10.2)	2.58	0.838
7.	Virtual Library Online are available in McPherson Library	21 (7.1)	96 (32.7)	127 (43.2)	50 (17.0)	2.30	0.834

Note: Very Great Extent (VGE); Great Extent (GE); Low extent (LE); Very Low Extent (VLE); Mean (X); Standard Deviation (SD)

The study investigated availability of electronic information resources in McPherson University Library. A total of 212 (72.1%) respondents affirmed the availability of e-books. Followed by 186 (63.3%) who confirmed availability of e-journal. A little above average 164 (55.8%) of the respondents claimed that CD-Rom databases is available. While 177 (60%) denied availability of Virtual Library Online.

Table 3: Awareness of Undergraduate students to Electronic Resources in the University Library

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	I am aware of electronic resources in the university library	42 (14.3)	152 (51.7)	87 (29.6)	13 (4.4)	3.09	0.738
2.	The electronic resources in the university library is readily available	53 (18.0)	153 (52.0)	74 (25.5)	14 (4.8)	2.76	0.782
3.	Students are given orientation or training in the library on the use of electronic resources.	30 (10.2)	105 (35.7)	138 (46.9)	21 (7.1)	2.62	0.857
4.	My university subscribes to online databases	33 (11.2)	116 (39.5)	123 (41.8)	22 (7.5)	2.54	0.790
5.	I am aware of the availability of E-journals in my university library	42 (14.3)	152 (51.7)	87 (29.6)	13 (4.4)	2.76	0.748
6.	I am aware of the availability of E-books in my university library	53 (18.0)	153 (52.0)	74 (25.2)	14 (4.8)	2.83	0.772
7.	I am aware of the availability of online Open Access Catalogue (OPAC)	30 (10.2)	105 (35.7)	138 (46.9)	21 (7.1)	2.49	0.774

Note: Strongly Agree (SA); Agree (S); Disagree (D); Strongly Disagree (SD); Mean (X); Standard Deviation (SD)

Table 3 revealed that majority 206 (70.0%) of the respondents are aware of availability of e-books in their university library, 194 (66.0%) are aware of electronic resource such as e-journals, more than average of the respondents 159 (54.0%) affirmed that they were not given orientation by their university library so they were not aware of online Open Access Catalogue (OPAC) in the library. however 149 (50.7%) are aware that their university library subscribed to online databases.

Table 4: Attitude of Undergraduate students to academic use of electronic information resources

S/N	Statements	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	Learning to use EIRs has been fascinating to me	44 (15.0)	109 (37.1)	118 (40.1)	23 (7.8)	2.59	0.836
2.	I find using EIRs more easily than using printed resources	45 (15.3)	118 (40.1)	103 (35.0)	28 (9.5)	2.61	0.858
3.	I see the use of EIRs as relevant for academic purposes.	56 (19.0)	147 (50.0)	75 (25.5)	16 (5.4)	2.83	0.797
4.	I am convinced that the use of EIRs in the library will enhance my academic performance	63 (21.4)	142 (48.3)	71 (24.1)	18 (6.1)	2.85	0.825

5.	I prefer using the library catalogue cards to OPAC	34 (11.6)	113 (38.4)	120 (40.8)	27 (9.2)	2.52	0.816
6.	Augmenting my lecturer's notes and handouts with the use of the library's e-resources seems relevant to me.	61 (20.7)	145 (49.3)	62 (21.1)	26 (8.8)	2.82	0.861
7.	The search method for EIRs does not make its use interesting to me	35 (11.9)	99 (33.7)	133 (45.2)	27 (9.2)	2.48	0.821
8.	My friends' experience with the use of library's EIRs does not encourage me to use them	23 (7.8)	84 (28.6)	152 (51.7)	35 (11.9)	2.32	0.784
9.	I consider the use of the library's EIRs as time wasting	24 (8.2)	66 (22.4)	151 (51.4)	53 (18.0)	2.21	0.831
10	I think the use of library's EIRs is too technical for me to understand	37 (12.6)	74 (25.2)	135 (45.9)	48 (16.3)	2.34	0.897

Table 4 revealed that 206 (70.0%) of the respondents like to augment their lecture note and handouts with the use of the library e-resources, they were equally convinced 205 (69.7%) that the use of EIRs in the library can enhance their academic performance. They did not see the use of EIRs as time wasting 204 (69.4%) or too technical 180 (62.2%).

Table 5: Purpose of Use of University Library EIRs

S/N	Statement	AU (%)	SU (%)	RU (%)	NU (%)	X	SD
1.	I use the library's electronic information resources to source materials for research/writing project	45 (15.3)	47 (16.0)	79 (26.9)	123 (41.8)	2.05	1.092
2.	I use them to do class assignments	30 (10.2)	77 (26.2)	67 (22.8)	120 (40.8)	2.06	1.039
3.	I use the electronic information resources to augment my class works	25 (8.5)	68 (23.1)	68 (23.1)	133 (45.2)	1.95	1.012
4.	I use the Internet access in the library to send e-mail	20 (6.8)	45 (15.3)	60 (20.4)	169 (57.5)	1.71	0.960
5.	I use the e-resources to retrieve current literature for studies	27 (9.2)	36 (12.2)	65 (22.1)	166 (56.6)	1.74	0.995
6.	I use the e-resources to update my knowledge in subject areas of interest	30 (10.2)	58 (19.7)	70 (23.8)	136 (46.3)	1.94	1.033
7.	I use the Electronic catalogue (OPAC) for sourcing information in the library	25 (8.5)	50 (17.0)	71 (24.1)	148 (50.3)	1.84	0.995
8.	I participate in professional discussion group via the library's Internet access	33 (11.2)	29 (9.9)	58 (19.7)	174 (59.2)	1.73	1.035
9.	I use the Internet in the library to generally source materials and information	35 (11.9)	55 (18.7)	69 (23.5)	135 (45.9)	1.97	1.061
10.	I use the electronic journals provided by the library for my project writing	25 (8.5)	45 (15.3)	69 (23.5)	155 (52.7)	1.80	0.991

Note: Always Use (AU); Sometimes Used (SU); Rarely Used (RU); Never Used (NU); Mean (X); Standard Deviation (SD)

Purpose of use of university library EIRs was examined among the respondents. It was found that majority 174 (59.2%) of the students don't participate in professional discussion group via the library's Internet access. The respondents were not using the library internet for their e-mailing activities 169 (57.5) also, they were not using the e-resources to retrieve current literature for studies 166 (56.6). In addition, they were not using the Electronic catalogue (OPAC) for sourcing information in the library 148 (50.3).

Table 6: Level of usage of electronic information resources by undergraduate students

S/N	ELECTRONIC RESOURCES	M (%)	W (%)	D (%)	O (%)	N/U (%)	X	SD
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1.	I use Electronic Journals for my research work	12 (4.1)	27 (9.2)	11 (3.7)	91. (31.0)	153 (52.0)	1.82	1.125
2.	I use E-Books for my assignment	4 (1.4)	24 (8.2)	32 (10.9)	85 (28.9)	149 (50.7)	1.81	1.015
3.	I always use Online Public Access Catalogues to source for more information(web OPAC)	3 (1.0)	34 (11.6)	30 (10.2)	75 (25.5)	152 (51.7)	1.05	1.074
4.	I do use E-databases to in quest for more knowledge	0 (0.0)	25 (8.5)	39 (13.3)	75 (25.5)	155 (52.7)	1.78	0.976
5.	I do use CD-ROM for my assignment	2 (0.7)	27 (9.2)	49 (16.7)	87 (29.6)	129 (43.9)	1.93	1.016
6.	I do use internet resources to meet my information needs	1 (0.3)	33 (11.2)	69 (23.5)	87 (29.6)	104 (35.4)	2.12	1.029

Note: Monthly (M); Weekly (W); Daily (D); Occasionally (O); Not used (NU); Mean (X); Standard deviation (SD)

Level of usage of electronic information resources by undergraduate students was investigated; it was revealed that, the respondents were not using E-databases for questing for more knowledge 155 (52.7). They were not using Online Public Access Catalogues to source for more information in relation to their program of studies 152 (51.7). It was further found that the respondents neither use Electronic Journals for their research work 153 (52.0) nor use E-Books for their assignment 149 (50.7).

Table 7: Challenges facing the use of electronic information resources by undergraduate students

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	X	SD
1.	Limited access to computer terminals	74 (25.2)	134 (45.6)	61 (20.7)	25 (8.5)	2.87	0.887
2.	Lack of ICT knowledge to effectively utilize the services	65 (22.1)	101 (34.4)	84 (28.6)	44 (15.0)	2.64	0.988
3.	I avoid electronic resources due to my inability to use them	33 (11.2)	62 (21.1)	140 (47.6)	59 (20.1)	2.23	0.899
4.	Insufficient e-resources in my field of study	48 (16.3)	115 (39.1)	100 (34.0)	31 (10.5)	2.61	0.882
5.	Downloading and printing information is too expensive	65 (22.1)	86 (29.3)	111 (37.8)	32 (10.9)	2.63	0.947
6.	I lack skills required for electronic application	28 (9.5)	63 (21.4)	140 (47.6)	63 (21.4)	2.19	0.881
7.	There is inadequate time due to pressure from academic work	69 (23.5)	123 (41.8)	78 (26.5)	24 (8.2)	2.81	0.890
8.	There is irregular power supply	16 (5.4)	16 (5.4)	145 (49.3)	117 (39.8)	1.77	0.786
9.	Lack of training and support from staff	44 (15.0)	109 (37.1)	102 (34.7)	39 (13.3)	2.54	0.903
10.	Slow Internet connectivity	100 (34.0)	100 (34.0)	56 (19.0)	38 (12.9)	2.89	1.019
11.	Finding relevant information to meet my information needs is difficult	78 (26.5)	79 (26.9)	99 (33.7)	38 (12.9)	2.67	1.007

Table 7 revealed the challenges faced by the undergraduate in the use of EIRs to include limited access to computer terminals 208 (70.8%); slow Internet connectivity 200 (68.0%); inadequate time due to pressure from academic work 192 (65.3%); Insufficient e-resources in their field of study 163 (55.4%);

Finding relevant information to meet their information needs is difficult 157 (53.4%) and lack of training and support from staff 153 (52.1%).

ANALYSIS OF RESEARCH HYPOTHESES

H₀₁: There is no significant relationship between level of awareness and usage of electronic resources in academic libraries in Ogun State.

Variable	N	Correlation			p-value	Remark
		Mean	SD	r.cal		
LEVELOFAWARENESS	294	19.10	3.606	0.101	0.83	Not Significant
USAGE OF EIRs	294	11.30	5.095			

Level of awareness and use of EIRs is 0.101 at 0.05 level of significance ($r = 0.101$, $N = 294$, $P > 0.083$). This implies that there is no significant relationship between level of awareness and use of EIRs by undergraduates of McPherson University, Ogun State. Therefore, the null hypothesis is accepted.

H₀₂: There is no relationship between the undergraduates' attitude towards the use of EIRs

Variable	N	Correlation			p-value	Remark
		Mean	SD	r.cal		
ATTITUDE	294	25.56	4.572	0.329**	0.000	Significant
USAGE OF EIRs	294	11.30	5.095			

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between attitude and use of EIRs is 0.329** at 0.05 level of significance ($r = 0.329$, $N = 294$, $P > 0.000$). This implies that there is a significant relationship between attitude and use of EIRs by undergraduates of McPherson University, Ogun State. Therefore, the null hypothesis is rejected.

DISCUSSION OF FINDINGS

The study investigated availability of electronic information resources in McPherson University Library. It was established that e-books, e-journal and CD-Rom databases are available. This finding is in line with Akuffo and Budu (2019) who found that with the introduction of ICT the print-based materials can no longer meet all academic needs of library users, based on this; academic libraries now prioritize the provision of electronic resources in their collection management. In a related study by Akussah, Asante and Adu-Sarkodee (2015) it was discovered that, electronic resources were invaluable research tools that complements the printed resources in a libraries. On the other hand it was established that Virtual Library Online is not available,

this is in agreement with Emwanta and Nwalo (2013) who found that lacked of adequate ICT infrastructure such as virtual library online at the Medical Library of the College of Medicine, University of Nigeria, Nsukka is affecting the use of the library by medical students. The respondents were aware of the availability of e-books in their university library, as well as electronic resource such as e-journals even though, they were not given orientation on availability of online Open Access Catalogue (OPAC) in the library. However they were aware of their library subscription to online databases. This finding is supported by Almarabeh, Rajab and Majdalawi (2016) in a study conducted to investigate the awareness and use of computer and internet among medical students at the University of Jordan. It was discovered that the respondents are aware of some of the EIRs that are available in their library. Furthermore, this study established that respondents augments their lecture note and hand-outs with the use of library e-resources, they were equally convinced that the use of EIRs in the library can enhance their academic performance. They did not see the use of EIRs as time wastage or too technical. This finding is supported by Okiki and Asiru (2011) who conducted a study on use of electronic information sources among their respondents. It was revealed that the students use EIRs for research work, writing term paper and completing course assignment. However, it was established that the students don't participate in professional discussion group via the library's Internet access and were not using the library internet for their e-mailing activities. In addition, the respondents were not using the e-resources such as Electronic catalogue (OPAC) for sourcing and retrieving current information from literature. It was further revealed that, the respondents were not using E-databases for questing for more knowledge. They were not using Online Public Access Catalogues to source for information in relation to their program of studies. The respondents neither use Electronic Journals for their research work nor use E-Books for their assignment. This finding contradicted the findings of Mtega, Dulle, Malekani and Chailla (2014) who established that users of e-resources use both online and offline sources at Sokoine University of Agriculture, Morogoro. The challenges faced by the undergraduate in the use of EIRs include limited access to computer terminals, slow Internet connectivity, inadequate time due to pressure from academic work, Insufficient e-resources in their field of study, finding relevant information to meet their information needs and lack of training and support from staff. This finding is in line with Bamigboye, Bankole, Ajiboye and George (2013) who found that limited time and lack of effective information retrieval are factors affecting library use by academic staff and students of Federal University of Agriculture. Abeokuta, Ogun State. There is no significant relationship between level of awareness and use of EIRs by undergraduates of

McPherson University, Ogun State. While a significant relationship exist between attitude and use of EIRs by undergraduates of McPherson University, Ogun State.

CONCLUSION

Conclusively, students attitude to use of e-resources determine its usage by undergraduate students of Mcpeason University. Nevertheless, some factors such as lack of awareness of availability of some e-resources, lack of orientation programme organise by library staff among others were discovered as hindrances to the undergraduate attitude towards the use of e-resources.

RECOMMENDATION

- Orientation programme should be organise for undergraduate students by the university library.
- Student should change their attitude towards the use of the available e-resources in their university library and take full advantages of the benefit that e-resource could offer to their studies.
- The university library should provide those e-resources that were not available and intensified effort to enhance its usage among the undergraduate students.

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