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Determinants of utilization of Online Library Resources among Post-Graduate Economics Students

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Abstract

In this stage of modern technology, online libraries have made it possible for post-graduate students to source information for their academic research across the globe from the comfort of their homes. Hence, this study developed a structural model that explains the determinants of Economics students' behavioural intention and utilization of online libraries using social influence, self-efficacy, perceived usefulness, perceived ease of use, self-efficacy, and attitude. The study adopted a correlational design. The study randomly selected 150 post-graduate students from five universities in South-East Nigeria. The instruments for data collection were self-report questionnaires. Path model and paths coefficient were used to answer research questions while structural model and t-ratio were used to test the hypotheses. The study found out that the most meaningful structural model that explains students' behavioural intention and utilization of online library resources was a recursive model. The result also showed that attitude, perceived ease of use, and perceived usefulness were the major determinants of use behavioural intention and utilization of online libraries among post-graduate Economics students.

Keywords: Economics, online library resources, social influence, self-efficacy, perceived usefulness, perceived ease of use, self-efficacy, attitude.

Introduction

Science and technology have provided more opportunities for students to have access to more virtual information across the globe since the advent of virtual libraries known as virtual libraries. Online library resources (OLR) are the data stored in digital libraries and information systems that are accessible to individual users (Booker, Detlor, & Serenko, 2012). Digitized books, online news-paper, electronic journals, online articles, libraries' websites, online databases, theses and dissertations in school repositories. Utilization of online resources has become prevalent among post-graduate students in south east Nigeria since they are increasingly turning to the internet for information for various purposes, including examinations and theses.

OLR is an essential tool among post-graduate students and academic staff since it offers fast access to data irrespective of geographical boundary at reduce cost (Nwone, & Mutula, 2019). As a result of the essential role of online libraries, some libraries in South East Nigeria have upgraded to online to enable staff and students to access their information irrespective of their location. here are several Nigerian universities in south-east Nigeria that are providing online services such as institutional repositories in order to assist their parent institutions in the use of e-learning (Ugwu, & Orsu, 2017). Ugwu and Orsu emphasised that some initiatives some initiative to enhance online library services have been established such as the Electronic Information for Libraries' Network (eiFL.Net), the Universities' Connect MTN Foundation among others.

Through OLR services, post-graduate students of Economics could have a direct access to some Central Bank of Nigeria publications, world bank articles, international trade documents, African development bank publication, reports on some macro and micro Economics indicators by private and public sectors among others. Students of Economics need OLR because most of their research relies on secondary data such as the quarterly and annual publications of the Central Bank of Nigeria, and the World Bank's reports on micro and macroeconomic indicators. Although the OLR is available, observations have shown that some students don't take advantage of it. As a result, they find it difficult to gather material and data for theses, articles, seminars among others. This ugly phenomenon could be attributed to some personal, psychological or environmental factors which determine the utilization of online library resources. Hence, this study investigated the extent these variables such as attitude, social influence, self-efficacy, perceived usefulness, and perceived ease of use determine utilization and behavioural intention to use online Library resources.

One of the affective variables that could determine the extent of utilization of OLR is students' attitude. Attitude is students' responses or feelings towards something, whether they

are positive or negative (Ibrahim, 2015). According to Velnampy (2008), attitude refers to the subjective perception of an individual's environment, involvement in intended actions, and the behavior exhibited as a result of such involvement. Students' attitude towards OLR is characterised by their preferences to source information online, likeness or unlikeness of online contents with respective needs among others. Therefore, students' attitude towards OLR could be a strong determinant to utilization of OLR among post-graduate students in South East Nigeria.

Apart from students' attitude towards the use of OLR, another psychological variable that could determine post-graduate students' utilization of OLR is self-efficacy. According to Bandura in Simonrangkir and Rothaeti (2017), self-efficacy is students' belief in their ability to use and manipulate an object in order to attain the expected or projected objectives. Hence, students' self-efficacy is associated with the students' belief, self-assurance, and resolve in maximizing the usefulness of the OLR. Therefore, Pike and Donnel (2010) opined that student endowed with self-efficacy tend to make effort, and be persistent and always engage in selecting difficult tasks. Therefore, post-graduate students of Economics who consistently engaged in surfing the internet for data and other materials demonstrate their self-efficacy. Research findings by Motlagh, Amrai, Yazdani, Abderahim, and Sourie (2011) have shown that self-efficacy and interest are the best predictive factors of students' engagement in learning activities.

Other variables like perceived usefulness, ease of use, and social influence which this study examined are fractions of the Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT). Perceived usefulness is the magnitude by which individual students believe that using a specific system will enhance his/her outcome (Davis in Tella, Tsabedze, Ngoaketsi, & Enakrire, 2020). Studies like (Mouakket, 2015; Wu & Chen, 2017) have identified perceived usefulness as a highly significant factor influencing the

use of information systems. An individual's perceived ease of use is dependent upon the degree to which they believe utilizing a particular system will not involve physical or mental effort" (Davis in Booker, Detlor, & Serenko, 2012). Previous research unveiled that ease of use has been revealed to affect perceived usefulness, Booker, Detlor, & Serenko, 2012). Social influence is the extent an individual student's decision or choice is influenced or affected by the surrounding colleagues or course mates. Social influence has been reported by researchers to have a positive substantial effect on perceived usefulness of electronic resources (Izuagbe, & Olanrewaju, 2017).

Several studies have been conducted on the effectiveness of TAM and UTAUT in examining the users' behaviour toward the use of technology in circumstances (Venkatesh, Thong & Xu 2016, Tibenderana et al. 2010; Buchanan, Sainter & Saunders 2013). According to these models, perceived ease of using a technology was revealed as an important determinant of the behavioural intention of individuals (Izuagbea, 2019). Technology use has been reported to be influenced by variables such as perceived usefulness, self-efficacy, perceived ease-of-use, attitudes to the educational value of technology, and social influence with technology (Korobili, Tilikidou, & Delistavrou 2005; Odunewu & Aluko-Arowolo 2018).

Additionally, Nwone and Mutula (2019) reported that there was significant influence of attitude, social influence, and effort expectation on the professoriate's intention to use electronic resources. These studies did not take cognisance of variables such as environmental variables (social influence) into consideration and were not specific to utilization of Online library resources. However, none of these researches investigated the determinant of behavioural intention and utilization of online library resources by post-graduate students of Economics using the selected variables. Hence, this study contributed to existing knowledge by establishing the determinants of post-graduate students of Economics behavioural intention and utilization of OLR. The structural formation of this study was different from that of TAM

and UTAUT. This is because this study included some crucial variables in its model and excluded some variables from the original model of TAM and UTAUT. This study unveiled a novel structural model that provided an explanation for the determinants of postgraduate students of Economics' utilization of OLR. The main purpose of this study was to develop a parsimonious model that explains the determinants of postgraduate behavioural intention and utilization of online libraries resources.

Research Questions.

Below are the research questions that guided the study.

1. What is the structural model for explaining the determinant of post-graduate Economics students' utilization of online libraries resources?
2. What is the effect of the parameter estimates of the decomposed variables on post-graduate Economics students' utilization and behavioural intention towards online library resources?

Hypotheses

Below are the hypotheses that guided the study.

Ho₁: There is no significant model fit between the theoretical structural model proposed for the study and the empirically observed model.

Ho₂: There is no significant effect of the parameter estimates of the decomposed variables on post-graduate students of Economics behavioural intention and utilization of online resource.

Methodology

This study was authorised by the ethical committee of school of faculty of Education, University of Nigeria Nsukka. All the sampled students who participated in the study filled the consent form. Furthermore, the guidelines of the American psychological Association were followed. This study used a correlational study. The target population of the study

was 5345 post-graduate Economics education students in five federal and five state universities in the southeast, Nigeria. A multistage sampling process was used to sample 200 students.

The instruments for data collection were Perceived Usefulness (PU) with 6 item questionnaires, Perceived Ease of Use (PEU) with six item questionnaires, Social Influence (SI) with 4 items questionnaire and Behavioural intention (BI) with 4 item questionnaires. They were adapted from Davis (1989) and Morris and Davis, Davis, Venkatesh (2003). These instruments have 7 response options of 1 = Extremely Unlikely, and 7 = Extremely Likely. Online Library Resources (OLR) was adapted from Electronic Resources in Academic Libraries (ERAL) by Merande, Mwai, and Ogalo (2021). OLR has 8 items questionnaire with response option from 1=Never use to 5=Frequently Use. Self-Efficacy scale (SES) is an 8-item questionnaire adapted from Booker, Detlor, and Serenko (2012). The instrument was structured in five Likert scale from 1 = Strongly disagree to 5 = Strongly Agree. Attitude Scale (AS) is a 6-item instrument. It was adopted from Alokluk, (2020) and Nwone, and Mutula, (2019). Structured in five Likert scale from 1 = Strongly disagree, 5 = Strongly agree. The reliability of the instruments was established using the Cronbach alpha reliability estimate. The coefficient of Cronbach alpha of PU, PEU, OLR, BI, SI, SES, and AS, with associated coefficients of 0.87, 0.91, 0.78, 0.83, 0.88, 0.78, and 0.86 respectively. The construct validity of these instruments was established using principal component factor analysis. The preliminary analysis showed that Bartlett's test of sphericity chi-square coefficients of these instruments were significant at 0.05 and Kaiser-Meyer-Oikin coefficient of these instruments were greater than 0.7 which indicates that these instruments are factorable. Six components were extracted in which the items loaded above 0.35 in the components. Four of the item instruments were complex as they loaded in more than one component. These complex instruments were restructured.

SPSS version 25 was used to code the data collected. The coded data was converted to an excel file and transferred to WarpPls version 8.0 for structural analysis. This is because WarpPls is a partial least square software used in analysing both normally and not normally distributed data (Kock, 2016 & Kock, 2020). To answer research questions, path diagrams and path coefficients were used. Path coefficients of 0.05 and above were accepted as opined by

Kerlinger (1979), path coefficients that are below 0.05 should be deleted from the output diagram. Hypotheses were tested using model fit indices such as APC, ARS, and AARS among others were applied to test hypothesis 1 because the data collected were not normally distributed. According to Kock (2015) and Kline (2011) these are the commonly adopted statistical measures adopted for testing model fit in the partial least square structural equation model and hypothesis 2 was tested with a t-test.

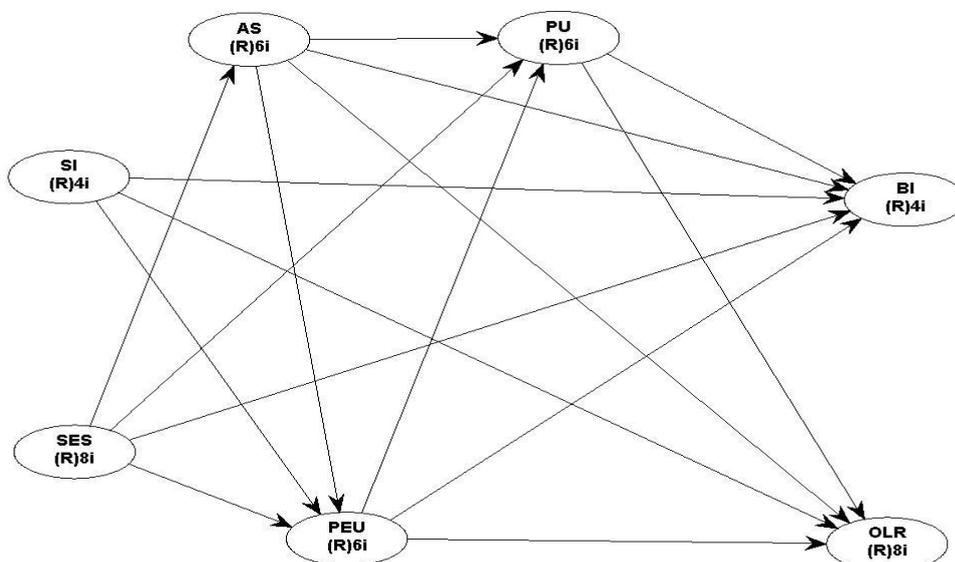
Model Specification

$$\text{OLR} = \beta_0 + \beta_1.\text{Peu} + \beta_2.\text{SI} + \beta_3.\text{AS} + \beta_4.\text{Pu} + 1.e \quad (1)$$

$$\text{BI} = \beta_1.\text{Peu} + \beta_2.\text{SES} + \beta_3.\text{SI} + \beta_4.\text{AS} + \beta_5.\text{Pu} + 1.e \quad (2)$$

The model specification shows the endogenous and exogenous variables in the model. On the left-hand side of the equation are the endogenous variables, while the right-hand side is composed of the exogeneous variables. In equation 1, Online Library Resources (ORL) is an endogenous variable that is predicted by perceived ease of use (Peu), Students' self-efficacy (SES), Social Influence (SI), Attitude of students (AS), and Perceived usefulness (PU) with associated error term (e). Similarly, in Equation 2, Behavioural Intention (BI) is an endogenous variable that is predicted by perceived ease of use (Peu), Students' self-efficacy (SES), Social Influence (SI), Attitude of students (AS), and Perceived usefulness (PU) with associated error term (e). Therefore, this study has two major endogenous models (OLR and BI) because most the paths were linked to them directly or indirectly, and two variables are predicted by exogenous variables such as PEU, PU, SES, SI, and AS. Error term in the model represents the influence of other variables that were not included in the model. This model is graphically represented in the path diagram in figure 1 below.

Figure 1: Path diagram (Proposed theoretical structural model)



The graph above shows the path diagram showing the framework of relationship among exogenous and endogenous variables in the model. Some of these variables in the model also played dual roles as moderating variables as well as exogenous variables because they transmit the indirect effect of other variables on the endogenous variables. These paths show the direct and indirect effects of exogenous variables on endogenous variables. Direct paths are paths that affect endogenous variables from exogenous variables. A direct effect is segment that transmits effect from exogenous variable to endogenous variable (PEU→OLR, SES→OLR, SI →OLR, AS→OLR, PU →ORL) using a path. Indirect effect with two segments a path that transmit effects from exogenous through a moderating variable to affect an endogenous variable (SES → PEU→ORL, SI→PEU→ORL). Indirect effect with three segments is path that transmit effects through two moderating variables to affect and endogenous variables (AS→PEU→PU→ ORL, SI→PEU→PU→ ORL).

RESULTS

Table 1: Demographic information of the respondents.

Age	20-25	25-30	30 and Above	
	60 (37.7%)	59(33.5%)	56(31.8%)	
Gender	Male	Female		
	77(40.8%)	99(56.3%)		
Ethnicity	Igbo	Yoruba	Hausa	
	76(43.2%)	40 (22.7%)	60(34.1%)	
Specialization	Economics Education	Developmental Economics	Econometrics	Others
	27(15.3%)	56(31.8%)	38(26.6%)	54(30.7%)

Table 1 depicts characteristics of the respondents. The postgraduate students within the age range of 20-25 were 60 representing 37.7%, 59 students were within the age of 25-30 representing 33.5%, and 56 students were within the age of 30 and above representing 31.8%. Male students sampled for the study were 77 representing 40.8% while female students were 59 representing 56.3%. Igbo ethnic group constitute 76 students representing 43.3%, while Yoruba had 40 students which constitute 22.7% and finally Hausa ethnic group constitute 60 representing 43.1%. With respect to area of specialization, 27 representing 15.3% of students specialized in Economics Education, 56 students representing 31.8% specialised in developmental Economics, 38 students representing 26.6% specialised in Econometrics, while 28 students representing 30.7% specialised in other areas of Economics.

RQ 1: What is the structural model for explaining the determinant of post-graduate Economics students' utilization of online libraries resources?

Figure 2: Observed structural model for explaining the determinant of Post-graduate students of Economics use of online libraries.

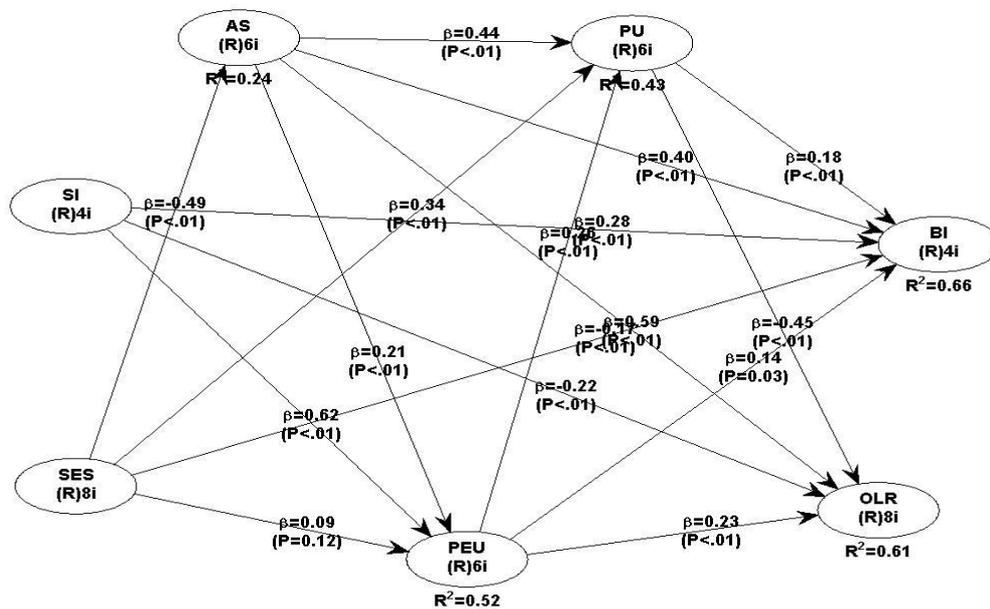


Figure 2 shows the structural path model after imputation of data. This structural model shows that post graduate students of Economics utilization of Online libraries is determined by the direct and indirect effect of self-efficacy, perceived ease of use, perceived usefulness, social influence, and students' attitude. This is because these path coefficients that connect these exogenous variables on endogenous variable (Online Library Resource, OLR) because their associated path coefficient are significant at 0.05. However, students' self-efficacy did not have any direct effect on OLR, rather have indirect effects on OLR through PU and PUE. Similarly, post-graduate students' Behavioural Intention (BI) toward utilization of online libraries is determined by direct and indirect effects of perceived ease of use, perceived usefulness, social influence, and students' attitude since their associated path coefficients are significant at 0.05. This study showed that the structural model that explains the determinant of utilization and behavioural intention to use online resource is a recursive structural model since there are unidirectional flow of effects from exogenous variables (self-efficacy, perceived ease of use, perceived usefulness, social influence, and students' attitude) on students' utilization of online

library resource and behavioural intention. The recursive structural model revealed that 61% variation in utilization of Online Library resource (OLR) was explained by the combined effect of these exogenous variables. Furthermore, the combined effect of these exogenous variables explained 66% variation on Behavioural intention towards use of Online Libraries. Therefore, the most meaningful structural model that explains the determinant of utilization of and behavioural intention to use online resource is a recursive model.

H₀₁: There is no significant model fit between the theoretical structural model proposed for the study and the empirically observed model.

Table 2: Model fit and quality indices with associated P-Values

Index	Value	Interpretation
Average path coefficient (APC)	0.319	P<0.001
Average R-squared (ARS)	0.492	P<0.001
Average adjusted R-squared (AARS)	0.484	P<0.001
Average block VIF (AVIF)	1.334	Accept if ≤ 5 , ideally ≤ 3.3
Average full Collinearity VIF (AFVIF)	2.606	Accept if ≤ 5 , ideally ≤ 3.3
Tenenhaus GoF (GoF)	0.378	Small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36

The model fitness methods used to test the developed structural model were APC, ARS, AARS, AVIF, AFVIF, and GOF. Table 2 showed that APC had fit index value of 0.319, with associated value of 0.001., AAR had fit index of 0.492 with associated p-value of 0.001, AARS had fit index of 0.484 with the corresponding p-value of 0.001. The coefficients of these indices (APC, ARS, AARS) were all significant at the 0.05 level. Furthermore, AVIF, AFVIF, and GoF with associated values of 1.334, 2.606 and 0.378 were all within the acceptable range. Therefore, since this model satisfied the criteria of these fit indices, there was a significant model fit between the theoretical structural model proposed for the study and the empirically observed model.

RQ 2: What is the effect of the parameter estimates of the decomposed variables on post-graduate Economics students' utilization of online library resources?

Table 3: Path coefficients, effect size and t ratio of parameter estimate of decomposed variables on post graduate Economics students' utilization of online library resources.

Variables	Standardized Coefficient	t	Sig.
PU → OLR	0.449	6.531	0.001
PEU → OLR	0.232	3.227	0.001
SI → OLR	-0.215	-2.983	0.002
AS → OLR	0.591	8.844	0.002
PU → BI	0.175	2.407	0.009
PEU → BI	0.143	1.952	0.026
SI → BI	0.280	3.936	0.001
SES → BI	-0.172	-2.364	0.010
AS → BI	0.396	5.705	0.001

Note: PU= perceived usefulness, PEU = perceived ease of use, SES= self-efficacy, AS= Attitude of Students, SI= social influence, OLR= online library resources, BI= Behavioural Intention.

The data in table 2 showed the direct decomposed effect of exogenous variables on two major endogenous variables (Online library resources OLR and behavioural intention BI). Perceived usefulness had a positive effect on online utilization of library resources with a path coefficient of 0.449. This means that if PU increases by 1 unit, online library resources utilization increases by 0.449 units. Furthermore, perceived ease of use (PEU) has a positive effect on online utilization of library resources with a path coefficient of 0.232. This denotes that if PEU increases by 1 unit, online library resources utilization increases by 0.232. Also, Social Influence (SI) negatively affected online library resources utilization by -0.215. This implies that if social increases by 1 unit, online utilization of library resources decreases by 0.215. Additionally, the attitude of students had a significant effect on the utilization of online library resources with a path coefficient of 0.591. This implies that if students' attitudes are increased by a unit, online utilization of resources would increase by 0.591. Therefore, table 2 showed that post-graduate students of Economics utilization of online is determined by perceived usefulness, attitude, and perceived ease of use.

In reference to post-graduate students' behavioural intention towards the utilization of library resources, the data in table 2 showed that perceived usefulness had a positive effect on students' online utilization of library resources with a path coefficient of 0.175. Therefore, an increase in perceived usefulness leads to an increase in behavioural intention by 0.175 units. Likewise, perceived ease of use had positive effect on behavioural intention with a path coefficient of 0.143. This implies that a unit increase in perceived usefulness leads to an increase in behavioural intention by 0.143 units. Social influence had positive effect on behavioural intention with a path coefficient of 0.280. Hence, if social influence is increased by 1 unit, behavioural intention increases by 0.280 units. In addition, self-efficacy had a negative effect on students' behavioural intention with a path coefficient of 0.396. This implies that a unit increase in students' self-efficacy leads to a decrease in students' behavioural intention by 0.172 units. Finally, attitude of the students had a positive effect on behavioural intention with associated path coefficient of 0.396. this represents that a unit increase in students' attitude leads to an increase in behavioural intention by 0.396 units. Therefore, attitude, social influence, perceived usefulness, and perceived usefulness are the determinants of behavioural intention of post-graduate students of Economics towards utilization of online library resources.

H₀₂: There is no significant effect of the parameter estimates of the decomposed variables on post-graduate students of Economics utilization and Behavioural intention towards online library resource.

Table 2 displays the t-values for the effects of these exogenous variables on students' utilization of online library resources and behavioural intentions. With respect to students' utilization of online library resources, the data in Table 2 revealed that perceived usefulness, perceived ease of use, social influence, students' attitude, and online library resources, with t-values of 6.531, 3.227, -2.983, and 8.844 with the associated probability values of 0.001, 0.001, and 0.002, 0.002 respectively. This indicated that these variables had significant decomposed effects on endogenous variables (online library resources). Furthermore, with respect to

behavioural intention, the data in table 2 revealed that perceived usefulness, perceived ease of use, self-efficacy, and social influence with t-values of 2.407, 1.952, 3.936, -2.364, and 5.705 with associated probability values of 0.009, 0.026, 0.001, 0.010, and 0.001 respectively indicated that these variables exogenous variables had significant decomposed effect on behavioural intention of post-graduate students of Economics. Therefore, the hypothesis which states that there was no significant effect of the parameter estimates of the decomposed variables on post-graduate students of Economics utilization and Behavioural intention towards online library resource was rejected.

Discussion

This study showed that the structural model that explains the determinant of utilization of online library resource is a recursive structural model since there is a unidirectional flow of effects from exogenous variables (self-efficacy, perceived ease of use, perceived usefulness, social influence, and students' attitude) on students' utilization of online library resource. This is because there was a directional flow of effects from the exogenous variables to the utilization of online library resource variable. These directional effects make this model recursive since there was no reciprocal effect among variables. The recursive structural model revealed that 61% variation in utilization of Online Library resource (OLR) was explained by the combined effect of these exogenous variables. Hence, the 61% variation in post graduate students of Economics' utilization of online library resources can be explained by the combined effects of self-efficacy, perceived ease of use, perceived usefulness, social influence, and students' attitude. Nevertheless, 39% of the variation in students' use of online library resources was explained by other variables that were not included in the model known as the error term.

The finding of this study is in agreement with the findings of previous studies. This study affirmed the findings of Mouakket (2015), and Wu and Chen (2017) that revealed that perceived usefulness has been designated as a strong and direct determinant of the utilization

of information systems. The study is in agreement with the finding of Korobili, Tilikidou, and Delistavrou (2005) and Odunewu and Aluko-Arowolo (2018) that reported that variables such as self-efficacy, perceived ease of use, perceived usefulness, attitudes towards the educational value of technology, and social influence with technology have been reported to influence the use of technology in teaching and learning.

Additionally, this study showed that the structural model that explains the determinant of behavioural intention of post graduate students toward the utilization of online library resource is a recursive structural model since there were unidirectional flow of effects from exogenous variables (self-efficacy, perceived ease of use, perceived usefulness, social influence, and students' attitude) on behavioural intention of post graduate Economics students towards utilization of online library resource. The unidirectional flow of effect indicated that there was no reciprocal effect among the moderating and exogenous variables in the model. Therefore, the unidirectional flow of effect of these exogenous variables accounted for 66% variation in the behaviour intention of Post graduate Economics students towards use of Online Libraries. In other words, these exogenous variables mutually accounted for 66 variation of post graduate students of Economics behavioural intention to use online library resource. However, 34% variation in students' behavioural intention was explained by other variables that were not included in the model known as error term. Therefore, the most meaningful structural model that explained the determinant of postgraduate students' behavioural intention to use online resources is a recursive model involving self-efficacy, perceived ease of use, perceived usefulness, social influence, and students' attitude. The finding of this study is in agreement with the finding of Nwone and Mutula (2019) that reported that there was significant influence of attitude, social influence, and effort expectation on the professoriate's intention to use electronic resources. The study is in agreement with the finding of Eravwoke (2017) that

revealed that there was a positive association between postgraduate students' perception and attitude towards the utilization of electronic information resources.

Furthermore, this study further revealed that post-graduate students of Economics utilization of online is determined by perceived usefulness, attitude, and perceived ease of use while their behavioural intention is determined by attitude, social influence, perceived usefulness, and perceived ease of use are the determinants of behavioural intention of post-graduate students of Economics towards utilization of online library resources. The individual effects of variables such as perceived usefulness, which indicates students' perceptions of online resources as valuable, have been found to be significant for post-graduate students' behavioural intention and utilization of online resources. This finding is in agreement with Tella, et al (2020) who reported that perceived usefulness, is a significant variable that has a positive influence on distance education librarians' utilization of Massive Online Open Courses (MOOCs). Moreover, perceived ease of use of online library resources has been found to have significant impact on post-graduate students' behavioural intention and utilization of online library resources. This finding is supported by the finding of Izuagbea (2019) who revealed that perceived ease of using a technology is an important determinant of the behavioural intention of individuals (Izuagbea, 2019).

Also, this study revealed that self-efficacy does not have direct effects on post graduate students' utilization of online library resources and is negatively associated with behavioural intention. However, it affected positively affected perceived ease of use, perceived usefulness and students' attitudes. This finding is in disagreement with the finding of Leone (2012) that reported that self-efficacy is the antecedent of online library adoption. The study equally highlighted the significant effect of students' attitudes as it had a significant impact on behavioural intention and utilization of online library resources of post-graduate students of Economics. This finding is in disagreement with Adesoji and Oluwaremikekun (2016), who

reported that the attitude of students towards library resources has a negative effect on their academic outcome. This study conforms with Eravwoke (2017) who reported that Eravwoke (2017) reported that there was positive association between postgraduate students' perception and attitude towards the use of electronic information resources.

In nutshell, this study is unique as it made a valuable contribution in using fractions of TAM and UTAUT model to create a structural model that explained the determinants of post-graduate students of Economics behavioural intention and utilization of online library resources. Since this study used a novel research lens to provide an answer to the determinant of behavioural intention and utilization of online library, it is expected that post graduate schools and librarians will employ this study's findings in providing solutions to utilization of online library resources.

The main implication of this study is that behavioural intention and utilization of online library resource of post graduate students of Economics were determined by composite effect of perceived usefulness, perceived ease of use, self-efficacy, Attitude of Students, and social influence. This means that there were multiplier effects among these variables to have combined effect on behavioural intention and online library resources utilization of post graduate students.

The only limitation of this study is that the structural formation of the path diagram is researchers' idea from several reviewed literatures based on the selected variables. Hence, any change in the direction of these path diagram would provide a different result. The study was limited to post-graduate students of Economics only. Therefore, increasing the scope of the study to other disciplines could alter the findings of this study. Finally, this study used questionnaires for data collection, hence, peer influence may have affected respondents' ratings of questionnaire items.

Based on the findings, implications, and limitations of this study, it was suggested that more research should be conducted to investigate the influence of demographic variables on post-graduate students' utilization of online resources. The scope of this study should be expanded to include other related areas within social science disciplines and a qualitative approach should be integrated into data collection processes.

Conclusion

This study developed a structural recursive model that explained the determinants of post graduate students of Economics behavioural intention and utilization of online resources using perceived usefulness, perceived ease of use, self-efficacy, Attitude of Students, and social influence. This study has revealed the unidirectional and symmetrical relationship that exists among these selected variables that have composite effects on post graduate students' behavioural intention and utilization of online library resources.

Author Biography

Amos Nnaemeka Amedu is a member of International Association of Economics Educators, and Teacher Registration Council of Nigeria. He holds masters and Doctorate Degrees in Economics Education from University of Nigeria Nsukka.

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Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article.

Ethical Statements

School of Post-graduate Studies, University of Nigeria, Nsukka, Enugu state authorized this study through the institutional review board. In addition, the ethical standard of American Psychological Association (APA, 2017) was strictly followed.

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