

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

2022

## Awareness and access to electronic information resources by students at Kogi State University, Anyigba, Nigeria

Oladimeji Eytayo Yemi-Peters  
*Kogi State University, Anyigba*

Abdulrazaq Baba Abdulrahman  
*Federal University, Lafia, Abdulrazaqbaba55@gmail.com*

Bolaji David Oladokun  
*Kogi State University, Anyigba*

Faith Ufedo  
*Kogi State University, Anyigba, Ufedofaith@gmail.com*

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



Part of the [Information Literacy Commons](#), and the [Scholarly Communication Commons](#)

---

Yemi-Peters, Oladimeji Eytayo; Abdulrahman, Abdulrazaq Baba; Oladokun, Bolaji David; and Ufedo, Faith, "Awareness and access to electronic information resources by students at Kogi State University, Anyigba, Nigeria" (2022). *Library Philosophy and Practice (e-journal)*. 7305.  
<https://digitalcommons.unl.edu/libphilprac/7305>

Awareness and access to electronic information resources by students at Kogi State University,  
Anyigba, Nigeria

**Yemi-Peters, Oladimeji Eyitayo<sup>1</sup>, Abdulrahman, Abdulrazaq Baba<sup>2</sup>, Oladokun, Bolaji David<sup>3</sup>, &  
Ufedo, Faith<sup>4</sup>**

1. Department of Library & Information Science, Kogi State University, Anyigba/  
[yemi-peters.oe@ksu.edu.ng](mailto:yemi-peters.oe@ksu.edu.ng)
2. Department of Library and Information Science, Federal University, Lafia\  
[Abdulrazaqbaba55@gmail.com](mailto:Abdulrazaqbaba55@gmail.com)
3. Department of Library and Information Science, Kogi State University, Anyigba\  
[Bolaji.oladokun@yahoo.com](mailto:Bolaji.oladokun@yahoo.com)
4. Department of Library and Information Science, Kogi State University, Anyigba/  
[Ufedofaith@gmail.com](mailto:Ufedofaith@gmail.com)

### **Abstract**

This study examined awareness and access to electronic information resources by students at Kogi State University, Anyigba. A descriptive survey method was used for the study. The population consists of library users of Dr. Aliyu Obaje Library, Kogi State University, Anyigba. A total number of 139 were administered to undergraduate library users, 102 copies representing (73%) were returned. Statistical tools used for this analysis was simple percentage and mean scores of the data. Analysis and discussion of the study were based on major findings of the study. The findings found that, students are aware of the availability of online databases, e-books, e-research project, internet services and e-journals to a large extent. The study revealed that challenges associated with the access and use of information resources ranged from insufficient number of computer, computer failure, inadequate funding, erratic power supply, lack of conducive atmosphere. The study recommended, among others that, the computer rooms or ICT centers should be created in faculties and departments to ease congestion and make electronic resources easily accessible to students; university libraries should give more education to users on the available electronic information resources and university libraries should include ICT/web training in their curriculum to train students at all level on the relevant skill needed to access and use the web.

**Keywords:** Electronic resources, students, awareness, access,

### **Introduction**

Electronic resources are the electronic representation of information that are available in various forms like e-books, digital libraries, online journal magazine, e-learning tutors and on line test. Because of the effective presentation with multimedia tools, these e-resources have become the source of information. Electronic resources delivers the collection of information as full text databases, e-journals, image collections, multimedia in the form of CD, tape, internet, web technology etc. According to Saye (2011), electronic resources are resources that are generated

through some electronic medium (internet and computer) and made available to wider range of viewers both onsite or off-site via some electronic transforming machine or internet. According to him, electronic resources may include e-journals, e-discussions, e-news, data archives, e-mail on line chatting, ebooks etc can be called as an e-resources.

Electronic information resources have become essential for the university programmes, and are very popular to most of the student because they can provide a number of advantages over traditional print based sources. Gash (2010) identifies five benefits of the use of electronic information resources to include: speed of access and retrieval, high quality, range of databases, Access to wider information resources and print out. In Nigeria, the use of computer terminals in information searching is gradually gaining popularity and so the students need to be computer literate. Thus, many Nigerian higher of education libraries are striving to be fully automated while some are still in the process of computerization. To derive maximum benefit from the increasingly electronic library use environment, the user of Nigerian colleges of education libraries need to be computer literate (Emwanta and Nwalo, 2013). Electronic resources can be printed, searched and saved to be repeated or consulted at a later date. They are updated more often than printed resources. The potential of electronic information resources can only be of a benefit to students and researcher if they are aware of its existence.

Awareness of the electronic information resources (EIRs) could be done in varieties of ways which include: User education which according to Okafor and Ukuoma (2010) has become more demanding with the multiple formats, huge volume and dubious quantity and quality of information available in the internet. User studies will involve integration of information skill with teaching, research and enterprise programmes and high level concern about copyright and plagiarism. Corall (2004) in Ezema (2015) outlined topic that could be covered by user education as accessing electronic databases and journals, finding high quality resources on the web, keeping up to date with new information, using bibliographic software pages, carrying out citation and advance databases for systematic review.

Access means the opportunity to use or retrieve electronic information resources. Ezema (2015) noted that resources may be available in the library and even identified bibliographically, as relevant to ones subject of interest, but may not be able to lay hands on them. Therefore one may know about electronic resources but may not have access to it. Accessibility of these electronic information resources is what attracts users to the library. A library that is well stocked with valuable information bearing materials that are not accessible to the patron is just a book store. According to Ola and Osagie (2011), library serves as content and knowledge repositories by collecting and providing access to books, journals and other recorded information, by acquiring, repackaging and providing access to information. Libraries can ensure that the right information is available and in the form that users can understand. The more the students are aware of these resources, and have access to it, the more these resources are likely to be used.

### **Statement of the Problem**

Electronic information resources are very important for the academic community in accessing up-to-date information at the right time and in the right form. They enable students to have access to firsthand information characterized by being timely, current, easy to access and even from remote places and also open up to possibility of searching multiple files at a time, a feat accomplished more easily than when using printed equivalents.

Unfortunately, literature and personal observation had revealed that electronic information resources are grossly underutilized by university students despite the potentials they hold for effective learning and research. The impression is that, many of the students are not aware of its existence, while those that are aware, lack the basic searching skill to access it. This report and observation may lead one to begin to question the coverage and quality of the information circulating within universities as well as what the future hold for Nigerian academics hence graduates of universities are trained to teach in primary and secondary schools in Nigeria. The need to achieve greater utilization of electronic information resources by students who constitute a significant percentage of the user community and are even the majority in most universities make it imperative to identify the major factors affecting the effective utilization of the electronic information resources. It is against this background that the study sought to examine awareness and access to electronic information resources by students of Kogi State University, Anyigba.

### **Purpose of the Study**

The general objective of the study was to investigate the awareness and access to electronic information resources by students of Kogi State University, Anyigba. Specifically, the study sought:

1. To find out whether students are aware of the available electronic information resources in Kogi State University, Library
2. To find out whether users have access to electronic information resources
3. To find out the extent of use of electronic information resources by students
4. To identify the challenges associated with the access and use of electronic information resources in the study area.

### **Review of Literature**

The term electronic library was first used by the computers scientists referring to the electronic version of a library; and the truth is that the term digital library explains nothing more than the nature of its collection. A electronic library is a collection of digital representations of numerous types of media, such as documents, images and sounds that are stored in an information repository and are available through a local computer network or anywhere via the internet” (Slovney, 2014). Lynch (2015) comments that electronic library can be worth to various people such as engineers, technicians, social scientists and another diversity of scientists whereas Hughes (2004) recommends everyone can search, browse and compare materials in useful and creative ways. In this way, creating a digital library is a very good solution but librarian E. Rama Reddy emphasizes that “Introducing a digital library just because it is new technology is wrong” (2001). Apart from that, the goal of the e-library is always to perform all the functions associated with traditional

library online, as well as to make available the countless opportunities and sourced elements of today's digital world (Jeong, 2011). According to Febunmi (2006), electronic library is a type of library whose collections are stored in electronic format and accessible through the use of computer network of information retrieval system. With the arrival of computers, the concept centered on large bibliographic databases, the now familiar online retrieval and public access systems that are part of any contemporary library. When computers were connected into large networks forming the Internet, the concept evolved again, and research turned to creating libraries of digital. According to Aditya (2013), the use of electronic information resources and services in the university libraries, electronic resources can be classified as E-journals, E-books, E-databases, CDs & DVDs, E-theses and dissertations, E-reference sources, E-zines and E-newspapers.

However, Silkroad (2013) stated that one of the advantages of electronic library resources can be observed in the ability to search for library resources electronically without difficulties. He further noted that rather than scan through table of contents in a book or newspaper, a library user can do a quick electronic search and find what he/she is looking for in seconds. In essence, it saves the time of researchers, students and corporations. Pandey and Misra (2014), maintained that digitization of library resources implies that a large number of library users can access a single material at the same time. They noted that this also saves time and goes in line with Ranganathan's fourth law of library science which emphasizes on saving the time of the reader. Hence, digitization also helps to reduce handling and use of fragile documents (Pandey & Misra, 2014).

According to Ankral and and Acheampong (2017), e-resources satisfy the unique needs of students, faculty and research scholars faster and at much low cost than borrowing or purchasing low cost because they are readily available online and the delivery of the resources virtually to desktop. Adeyinka, Adedeji, Ayen, and Omoba, (2008) stated that students' ability to find and retrieve information effectively is a transferable skill useful for their future life as well as enabling the positive and successful use of the digital resources while at school.

In spite of the immense benefits derivable from the utilization of online information resources, problems still abound. Such challenges are lack of awareness, inability to have the required knowledge of how to use the e-resources, inadequate computer system, poor internet connection, lack of guidance on use of electronic resources, lack of experts and non-payment of subscription. Ankrah and and Acheampong (2017), quoting Ming-der (2012) revealed that students encountered some problems that included inability to retrieve relevant materials, especially when searching by keywords, internet connections to access library resources and text articles were not complete because libraries did not subscribe to the journals. Similarly, Enakrire and Onyenania (2007), outlined challenges hampering users' access to electronic resources such as financial constraints, lack of training on how to browse the internet, knowledge of websites and problems associated with searching of information on the internet. Buttressing the above, Dadzie (2005), indicated that lack of access to electronic sources, inadequate knowledge of usage and inability to acquire the necessary skills that are required to use these resources.

In a study by Biokuromoye, Idie & Ebhomeya (2014), on the Use of Electronic resources by undergraduate in two selected universities in the Niger Delta region of Nigeria. The study revealed

that the undergraduate students use electronic resources such as NUC virtual library, Hinari e-journals, CD-ROMS, Agora and Ebscohost. The result also indicated that 48.8% which is the majority affirmed that electronic resources were slightly accessible. Also, Ukonu, Wogu & Obayi (2012), carried out a study on challenges facing the university of Nigeria undergraduate students in the use of UNN digital library. The findings showed that awareness of the meaning of multimedia is low, the library as an internet café as against the real purpose of a digital/ virtual library which should be offering access to other libraries, access to e-books among other crucial services. Similarly, in another study by Ndubuisi & Nwokocha (2013) on Motivation, Challenges and Strategies in the Use of Electronic Information Resources by Postgraduate Library Users in South East Nigerian Federal Universities. The study revealed challenges that constitute inhibiting factors to EIRs use and strategies that will encourage maximum utilization. The study revealed also that Postgraduate students are motivated to use the EIRs in their university libraries because the electronic resources are more informative, easy access and use, saving of time, less expensive.

### **Methodology**

This study adopted a descriptive survey research. The population of this study comprised 1, 391 undergraduate users registered with Kogi State University Library. The sample for this study was 139 representing 10% of the 1, 391 population of library users at Kogi State University, Anyigba. This is therefore in line with Nwana as cited in Ekoja (2012) who suggested that, “if the population of a study is in few hundreds, sample size should be 40-50%, if they are in several hundreds, it should be 20% of the populations should be used, in thousands 10% of them will be used, and if in several thousands 25% will be considered”. The instrument for data collection was a structured questionnaire. The study used tables, frequency, percentages and mean for data analysis.

### **Result**

The data collected are presented in tables and analyzed using the mean. Out of a total number of 139 questionnaires administered to students, 102 copies representing (73%) were returned.

**Table 1:** Demographic features of respondents

<b>Variables</b>	<b>Respondents</b>	<b>Percentage</b>
<b>GENDER</b>		
Male	65	63.7
Female	37	35.3
<b>AGE</b>		
16 – 20	29	28.4
21 – 25	44	43.1
26 – 30	17	16.7
31 – 35	12	11.8
<b>LEVEL</b>		
100	23	22.5
200	54	52.9
300	12	11.8
400	19	18.6

500	7	6.9
-----	---	-----

Results in Table 1 on demographic characteristics of respondents reveal that the majority of them were male (63.7%) who were within the ages of 21 and 25 years old (43.1%), mostly in 200 level (52.9%).

**Table 2:** Students awareness of the availability of electronic resources

S/n	Aware of the availability of electronic resources	SA	A	D	SD	N	X	Decision
1.	E- books	51	24	15	12	102	3.1	Accepted
2.	E- journals	43	35	5	19	102	3.0	Accepted
3.	E- newspapers	44	31	12	15	102	2.9	Accepted
4.	E- magazines	31	30	16	25	102	2.7	Accepted
5.	E- pre prints	8	15	41	38	102	1.9	Rejected
6.	CD ROM	34	32	18	18	102	2.8	Accepted
7.	E- projects	38	35	8	21	102	2.9	Accepted
8.	E- lecture notes	15	12	45	30	102	2.1	Rejected
9.	E- research Reports	45	31	19	7	102	3.1	Accepted
10.	Online Databases	42	33	18	9	102	3.5	Accepted
11.	Internet Services	47	33	7	15	102	3.1	Accepted

Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree.

Table 2 above shows if respondents are aware of the availability of electronic resources in Kogi State University, Anyigba. It shows that out of the (11) eleven items, the respondents agreed satisfactorily with nine (9) items with respect to the criterion mean (2.5), and they are presented in a ranking order: (3.5) online databases; (3.1) has the following: e-books, e-research project and internet services; (3.0) e-journals; (2.9) has the following: e-newspapers and e-projects; (2.8) CD ROM while (2.7) e-magazines. It therefore shows that students are aware of the availability of online databases, e-books, e-research project, internet services and e-journals to a large extent. However, these two (2) items are considerably below the mean score and thus rejected, these include: e-preprints and e-lecture notes which are least used. This implies that students use a few of the electronic resources to a great extent.

**Table 3:** Access to electronic resources

S/n	Access to electronic resources	SA	A	D	SD	N	X	Decision
1.	E- books	42	39	9	12	102	3.8	Accepted
2.	E- journals	32	51	7	12	102	3.0	Accepted
3.	E- newspapers	44	31	12	15	102	2.9	Accepted
4.	E- magazines	31	30	16	25	102	2.7	Accepted
5.	E- pre prints	8	15	41	38	102	1.9	Rejected
6.	CD ROM	34	32	18	18	102	2.8	Accepted
7.	E- projects	38	35	8	21	102	2.9	Accepted
8.	E- lecture notes	15	12	45	30	102	2.1	Rejected

<b>9.</b>	E- research Reports	45	31	19	7	102	3.1	Accepted
<b>10.</b>	Online Databases	42	33	18	9	102	3.5	Accepted
<b>11.</b>	Internet Services	51	33	13	5	102	3.3	Accepted

Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree.

Table 3 above shows that the mean responses of the students' access to electronic information resources in Kogi State University, Anyigba. It shows that out of the (11) eleven items, the respondents agreed satisfactorily with nine (9) items with respect to the criterion mean (2.5), and they are presented in a ranking order: (3.8) e-books; (3.5) online databases; (3.3) internet services; (3.1) e-research projects; (3.0) e-journals; (2.9) has the following: e-newspapers and e-projects; (2.8) CD-ROM while (2.7) e-magazines. It therefore shows that students had access to e-books, online databases, internet services, e-research projects, e-journals, e-projects, CD ROM and e-magazines. However, these two (2) items are considerably below the mean score and thus rejected, these include: e-preprints and e-lecture notes which are least used. This implies that majority of the students had access to electronic resources in the university library under study.



**Table 4:** Extent in which students use electronic resources

S/n	Extent of use of electronic resources	VHE	HE	LE	VLE	N	X	Decision
1.	E- books	32	51	7	12	102	3.0	Accepted
2.	E- journals	44	31	12	15	102	2.9	Accepted
3.	E- newspapers	8	15	41	38	102	1.9	Rejected
4.	E- magazines	11	20	55	16	102	2.2	Rejected
5.	E- pre prints	21	11	43	27	102	2.3	Rejected
6.	CD ROM	42	39	9	12	102	3.1	Accepted
7.	E- projects	55	32	8	7	102	3.3	Accepted
8.	E- lecture notes	18	32	34	18	102	2.4	Rejected
9.	E- research Reports	43	31	8	20	102	3.0	Accepted
10.	Online Databases	19	24	16	43	102	2.2	Rejected
11.	Internet Services	61	23	7	11	102	3.3	Accepted

Key: VHE= Very High Extent; HE=high Extent; LE= Low Extent; VLE: Very Low Extent

Table 4 above shows that the mean responses on the extent in which students use electronic information resources in Kogi State University, Anyigba. It shows that out of the (11) eleven items, the respondents agreed satisfactorily with nine (9) items with respect to the criterion mean (2.5), and they are presented in a ranking order: (3.3) internet services and e-projects; (3.1) CD ROM; (3.0) e-books and e-research reports while (2.9) e-journals. It therefore shows that students had access to e-books, online databases, internet services, e-research projects, e-journals, e-projects, CD ROM and e-magazines. However, these five (5) items are considerably below the mean score and thus rejected, these include: online databases, e-magazines, e-newspapers, e-preprints and e-lecture notes. This implies that a few of the electronic resources were effectively utilized.

**Table 5:** Challenges associated with the access of electronic resources

S/n	Challenges of electronic resources	SA	A	D	SD	N	X	Decision
1.	Insufficient number of computer	32	51	7	12	102	3.0	Accepted
2.	Computer failure	44	31	12	15	102	2.9	Accepted
3.	Inadequate funding	31	30	16	25	102	2.7	Accepted
4.	Erratic power supply	45	31	19	7	102	3.1	Accepted
5.	Lack of conducive atmosphere	42	33	18	9	102	3.5	Accepted
6.	Users attitude	45	31	19	7	102	3.1	Accepted
7.	Low internet bandwidth	42	39	9	12	102	3.8	Accepted
8.	Lack of capacity building for library staff	34	32	18	18	102	2.8	Accepted
9.	Internet connectivity	51	33	13	5	102	3.3	Accepted

Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree.

The table 5 above shows the challenges associated with students' access and use of electronic information resources in the library. Responses show the mean value ranging from (3.8) to (2.7), all of which agree that there are challenges associated with students' access and use of electronic

resources in the library under study. These challenges ranged from insufficient number of computer, computer failure, inadequate funding, erratic power supply, lack of conducive atmosphere, users attitude, low internet bandwidth, lack of capacity building for library staff and internet connectivity. By implication, this table shows that there are several challenges limiting students' access and use of electronic information resources in the library under study.

### **Discussion of the Findings**

The result of the study revealed that students are aware of the available electronic resources in Kogi State University Library. Students' awareness of these resources include online databases, e-books, e-research project and internet services, e-journals, e-newspapers and e-projects, CD ROM and e-magazines. However, e-preprints and e-lecture notes were least used. This implies that students use a few of the electronic resources to a great extent. This finding is in line with that of Tsakonas (2006) who identified e-books, e-journals, e-newspapers, e-Magazines, CD ROMS, Online Databases and the internet services etc are resources available on the internet and as such as adopted to every electronic part of university libraries in Nigeria. However, the finding negates the study by Gbaje (2007) who noted that most university libraries in Nigeria do not have available e-resource facilities for their patrons.

The result of the study showed that students have access to e-books, online databases, internet services, e-research projects, e-journals, e-newspapers and e-projects, CD-ROM and e-magazines. This implies that majority of the students had access to electronic resources in the university library under study. Supporting this, Ezema (2015) agreed that e-books, e-journals, e-newspapers, e-magazines CD ROMS and internet services are accessible and used by students of colleges of education. This means that the students has knowledge of some electronic information resources even the ones that the library could not subscribe to.

Findings from the study indicated that, students use internet services and e-projects, CD ROM, e-books and e-research reports and e-journals to a great extent. However, online databases, e-magazines, e-newspapers, e-preprints and e-lecture notes were underutilized. This implies that a few of the electronic resources were effectively utilized. The study also agrees with the positions of Etebu (2010), and Azubogu and Madu (2007) all of whom showed that electronic resources and other ICT facilities are being used extensively by professionals in major disciplines of the world because it offers current information to the users and addresses the short comings experienced with manual system of information provision to the patrons.

Results from the study shows the challenges associated with students' access and use of electronic information resources in Dr. Aliyu Obaje Library. These challenges ranged from insufficient number of computer, computer failure, inadequate funding, erratic power supply, lack of conducive atmosphere, users attitude, low internet bandwidth, lack of capacity building for library staff and internet connectivity. By implication, this table shows that there are several challenges limiting students' access and use of electronic information resources in the library under study. This is in line with the findings of Ezema (2015) who found that challenges ranging from poor internet connectivity, lack of electronic resources, Erratic power supply, library staff indifference, lack of ICT skill, etc impede access and use in colleges of Education. What this means is that many

student could be hinder from benefiting from the enormous potentials that electronic information resources could offer to researchers and this could lead to poor research output.

### **Conclusion and recommendations**

Many electronic information resources are available to students of Kogi State University, Anyigba which they can tap to carry out their academics activities and research endeavors. Among these electronic information resources are E-books, E- journals, E- magazines, Internet services, and CD ROMS etc. The study found that students' awareness of these resources include online databases, e-books, e-research project and internet services, e-journals, e-newspapers and e-projects, CD ROM and e-magazines. However, e-preprints and e-lecture notes were least used. Also, the study discovered that students use internet services and e-projects, CD ROM, e-books and e-research reports and e-journals to a great extent. However, online databases, e-magazines, e-newspapers, e-preprints and e-lecture notes were underutilized. The major challenges of accessing and using the electronic information resources in Dr. Aliyu Obaje Library have to do with insufficient number of computer, computer failure, inadequate funding, erratic power supply, lack of conducive atmosphere, users attitude, low internet bandwidth, lack of capacity building for library staff and internet connectivity. Based on the findings of this study, these following recommendations were made:

1. Computer rooms or ICT centers should be created in faculties and departments to ease congestion and make electronic resources easily accessible to students. This would no doubt enable the students to have wider access to more and current electronic information resources without restriction of space and time.
2. University libraries should give more education to users on the available electronic information resources. Current awareness services, selection dissemination of information on electronic information resources should be intensified by university library staff to users of the libraries.
3. University libraries should properly train personnel on how to manage electronic information resources in the libraries. The personnel should be committed to providing the students with required information resources and services.
4. Alternatives sources of power should be provided for equipment/facilities that enable uninterrupted power supply to facilities in order to enable students interrupted services.
5. University libraries should include ICT/web training in their curriculum to train students at all level on the relevant skill needed to access and use the web.

### **References**

- Adeyinka, T. et al (2008). Self –efficacy and use of electronic information as predictor of academic performance, *Online Electronic Journal of Academic and Special Librarianship*, 8 (2) 1-17.
- Adika, G. (2003) Internet use among faculty members of Universities in Ghana. *Library Review*, 52, 29 -37.

- Ankrah, E. and Acheampong, K. (2017). Students' Use of Electronic Resources in University of Professional Studies, Accra, Ghana, *Journal of Information Science , Systems and Technology*, 1 (2), 11-26.
- Ansari, M. N. and Zuberi, B.A. (2010). Use of electronic resources among academics at the University of Karachi. *Library Philosophy and Practice*, 385.
- Biokuromoye, F., Idieodo and Ebhomeya (2014). Use of electronic resources by undergraduates in two selected Universities in the Niger Delta Region of Nigeria, *Journal of Information and Knowledge Management*, 5, (2), 170-175.
- Enakrire, D. & Onyenania, F. (2007). Awareness and use of electronic information resources at the Health Sciences Centre of Kuwait University. *Library Review*, 53, 150 -156.
- Ezema, F. (2015). *Use and Users of Electronic Library Resource. International Journal of Library and Information Science*, 5(2), 468-473
- Ndubuisi, C.J., Nwokocha, U. (2013). Empirical study of motivation, challenges and Strategies in the use of electronic information resources by postgraduate library users in South – East Nigerian Federal Universities. *International Journal of Library and Information Science*, 5(2), 468-473.
- Ukonu, M., Wogu, J., and Obayi, P. (2012). Problems and challenges facing undergraduate students in the use of University of Nigeria Digital Library, *Journal of Humanities and Social Science*, 3 (2), 4-12.
- Urhiewhu, L.O. (2015). Factors militating against the use of digital information resources by undergraduate students in Delta and Edo States, Nigeria, *International Journal of Academic Library and Information Science*, 3 (1), 20 -30.