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**USAGE OF UNIVERSITY LIBRARY BASED ELECTRONIC RESOURCES BY
UNDERGRADUATES AT ADEKUNLE AJASIN UNIVERSITY**

AKUNGBA –AKOKO, ONDO STATE

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Abstract

The study investigated the usage of university library-based electronic resources by undergraduates at Adekunle Ajasin University, Akungba Akoko, and Ondo State, Nigeria. The study design was a descriptive survey. Data was collected through questionnaires. The study population comprises undergraduates who visited the university electronic library during the 2020/2021 academic session. One hundred and fifty (150) copies of the questionnaire were administered, and 130 were retrieved giving a response rate of 86.7%.

The data were analyzed using frequency count and percentages. The findings of the study revealed that the majority of the respondents were female. The majority of the respondents use university library electronic resources twice a week, class assignments and preparation of class seminars were the primary purposes of university-based electronic resources usage, and access to comprehensive information and access to current data/information were the main reasons for a university library based electronic resources usage. Interrupted power supply and slow access speed were the significant challenges militating against university library-based electronic resource usage. It is recommended that the University library should acquire electronic resources that are relevant to the student's needs in order to attract library users and provide effective information delivery, provision of solar power system that will supply electricity round the clock to the university library, and increase in internet bandwidth to provide fast internet services among other

Key words: University library, Electronic resources, ICT, Internet

Introduction

The pervasive effect of ICT around the globe has undoubtedly had an impact on the field of education. ICT usage in educational institutions has an effect on the quantity and quality of teaching, learning, and research (Kwacha, 2007). Kumar and Kumar, (2008) stressed that electronic information sources are becoming more and more important for the academic community. Dhanavandan Esmail &Nagarajan (2012) affirmed that the digital resources offered by a library are very important in enabling quick access to the needed information for the user.

The development of information and communication technology (ICT) has significantly altered how information resources are produced, organised, stored, and distributed. Information is being created at a very fast rate in the ICT era, which has made it more challenging to keep up with the information that is available. This phenomenon is being referred to as a "information explosion." The techniques and means by which consumers access information resources have changed as a result of ICT (Oladokun & Adeoye 2022).

The advent of the Internet has fundamentally altered how society and institutions operate. It has resulted in a significant change in how libraries operate and provide services to their patrons. The libraries are now actively acquiring, organising, displaying, and issuing e-forms of books, journals, newspapers, theses, and dissertations. This is also because people' information-seeking habits have changed. Due to their need for instant access to all information, the younger generation of users favours internet resources. Users can find convenience in some of the intrinsic qualities of e-resources.

Ani (2008) asserted that the shift from print to electronic media has given consumers new tools and apps for finding and retrieving information in addition to causing an increase in electronic information. In a typical library system, print-based resources are complemented with essential electronic resources. Agashe and Bhopale (2021) defined electronic resources as the electronic information resources that can be accessed on the web, on or off campus. An electronic resource is defined by the International Federation of Library Associations (IFLA)

(2012) as "those items that need computer access, whether through a personal computer, mainframe, or portable mobile device." There are two ways to access them: locally or remotely through the internet. The following are a few of the most typical types: E-books, E-Journals, Full-Text Aggregated Databases, Abstracting and Indexing Databases, Reference Databases (biographies, dictionaries, directories, encyclopaedias, etc.), E-images, databases, and other data in the numbers Electronic audio-visual materials. According to Ray and Day (2006), there are three key reasons why students use online information resources: access to a greater variety of information, quicker access to information, and simpler access to information. According to Justin, Charles, and Chidinma (2016), integrating electronic resources into library services can have a number of advantages, such as boosting efficiency and offering better user services, expanding access to resources and fostering new research, assisting in conservation and preservation and enhancing the value of the parent organization's collection, supporting e-learning and online research, and supplanting traditional print resources with multiple digital formats.

Compared to print publications, electronic information sources according to Bhardway and Shama (2022) are more adaptable. They offer superior searching capabilities by utilising full text or keyword indexing. These formats provide simultaneous user access, in contrast to paper publications, and content may be viewed from distant locations like offices and residences. By giving users access to material that is either not available in hard copy or is more easily accessible through it, technology improves managing libraries' collections .

In spite numerous advantages of electronic resources, the use of e-resources by undergraduate students is hindered by a variety of obstacles, according to Adeleke and Nwalo (2017), Daramola (2016), Schaffner (2001), Devi and Sangeeta (2018), information mobility, lack of required ICT skills, power outage, Slow or unstable networks, poor information retrieval skills, irrelevant information in databases, dearth of workstations in the library, insufficient library funding, lack of technological infrastructure, lack of staff collaboration among staff.

The 21st century's libraries and information services are evolving rapidly. With the quick growth of electronic publication, libraries are not only buying reading materials like physical books and journals but also setting up access to a variety of online learning resources (Kenchakkanavar, 2014).

Literature Review

One of the numerous formats the library gathers to support its universal collections is electronic resources. Websites, online databases, e-journals, e-books, and physical carriers in all formats, whether free or fee-based, that are necessary to assist study in the subject covered are considered electronic resources. These resources may also comprise audio, video, and/or text files. There are literally hundreds of e-books, e-articles, online newspapers, magazines, and other materials that might be accessed through e-resources; considerably more than a library could ever hope to subscribe to in print format. Due to the fact that most online databases include reference links, it is feasible to locate similar research while browsing the internet.

In order to choose relevant papers for the current research study, several sources were consulted, and their content was carefully examined. Following are a few of the significant research that are pertinent to the current topic:

On the frequency of e-resource usage Ojo and Akande (2005) investigated students' access, usage, and awareness of electronic information resources at the University College Hospital (UCH) Ibadan, Nigeria. The study revealed that the level of usage of electronic information resources was not high.

In a related study by Adenarinwo (2022) on the awareness and use of electronic resources among undergraduates at Fountain University, Osun State, Nigeria, the results showed that 42% of the respondents used research for life on a daily basis, 18% on a weekly basis, 21% on a monthly basis, 10% on an irregular basis, and 9% of the respondents said they never used research for life. This indicates that undergraduates at Fountain University in Osun State, Nigeria, used research for life as an internet resource frequently.

Singh and Arora (2010) examined the use of e-resources in college libraries in Delhi (2010). The study revealed that the majority of the students 25 (60.97%) and 21 (51.21%) use electronic resources sometimes. About 8 (19.51%) students frequently use electronic resources. Thanuskodi (2012) also examined the use of E-resources by the students and

researchers of the faculty of Arts, Annamalai University. The study revealed that the majority of respondents used e-resources weekly (48.88%), daily (23.34%) and weekly twice (21.12%). Only a few respondents (6.66%) used e-resources monthly.

There is evidence of a broad range of benefits derived from the use of e-resources. Sahu and Tiwari (2020) investigated awareness and use of electronic resources by the undergraduate students of selected constituent colleges of Indira Gandhi Krishi Vishwavidyalaya, Raipur. The result showed that 502 (73.61%) students prefer to use electronic resources because of time saving 482 (70.67%) students prefer to use electronic resources due to better sources of information, and 461 (67.60%) students prefer to use electronic resources due to round-the-clock access, anywhere and anytime. 278 (40.76%) students prefer to use electronic resources due to access to up-to-date information; 277 (40.62%) students prefer to use electronic resources due to information available in various formats as per their needs; and 255 (37.39%) students prefer to use electronic resources due to the easy portability of e-resources. This implies that the majority of students used electronic resources because it saved time.

Okello-Obura and Magara (2008) investigated electronic information access and utilisation at the East African School of Library and Information Science, Makerere University, Uganda. Out of the 250 targeted students, 190 responded, giving a response rate of 76%. The study revealed that users derived a lot of benefits from electronic resources, gaining access to a wider range of information and improving academic performance as a result of accessing quality information.

A study conducted by Mostafa (2013) on the use and impact of e-resources at some private university libraries in Bangladesh revealed that an increasing number of users are becoming dependent on e-resources for study and research purposes.

Babel (2022) investigated an analytical study on the purpose and use of E-Resources in libraries with special reference to Mody University of Science and Technology, Rajasthan. The purpose of utilisation of E-Resources is to update knowledge was 30% and the minimum percentage of respondents had the purpose of preparing for class work, whose percentage was 21%.

Biranvand and Khasseh (2014) examined access to and awareness of ICT resources and services in the Medical College Libraries in Puducherry, Iran and discovered that (87.33%) of

the respondents used electronic databases for the purpose of their research, while (61.33%) of the respondents used them for communication purposes, (54.66%) of the respondents used electronic resources for finding relevant information, (34.66%) of them used electronic resources for career development, and (20.66%) of the respondents used electronic resources for other activities.

Several studies have been done to investigate the factors that constitute challenges to the use of electronic resources for instance Oduwale and Akpati (2003) investigated accessibility and retrieval of electronic information at the University of Agriculture Library, Abeokuta, Nigeria. The 425 participants responded out of a survey population of 1,000, giving a response rate of 53.87 percent. The constraints identified included an insufficient number of terminals available for use despite high demand and inadequate electricity supply.

Sambo and Ntogo (2022) investigated challenges facing undergraduates in the use of electronic information resources in universities in Southwest Nigeria. The descriptive survey design was adopted for this study. The population for the study comprised 85,526 registered undergraduate students (2018/2019) academic session in the federal and state universities in Southwest Nigeria. The sample size for the study was 398. Proportionate sampling techniques were used to draw the sample. A four-point scale questionnaire was the instrument used for data collection from the respondents based on a four-point scale rating. The findings revealed high costs of access; power outages; information overload; lack of proper maintenance; and funding of library services, among others. Based on the findings, the study recommended the provision of alternative sources of funds, constant maintenance of e-resources, and that first-year students should be introduced to computer training, among others.

Watts, C., & Ibegbulam, I. (2006) examined access to electronic healthcare information in developing countries, focusing on the Medical Library, College of Medicine, University of Nigeria. Information gathered from a series of interviews with the librarian at the Medical Library identifies a number of issues, including the lack of adequate ICT infrastructure and unaffordable online access. The study recommended library staff and library users gain ICT skills and information-seeking skills.

Manda (2005) studied the assessment of electronic resources in 10 academic institutions in Tanzania. Its primary focus is on the use of electronic resources available through the

Programme for the Enhancement of Research Information (PERI). Data was collected using face-to-face interviews and questionnaires. Slow Internet connectivity; limited access to PCs; poor search skills to effectively use electronic resources; and power outages were among the major findings. Based on the findings, the study makes policy recommendations on training in the use and marketing of electronic resources for specific user groups and resources.

Ugwu and Orsu (2017) explored the direct and indirect factors underlying the students' challenges with the use of online information resources at the University of Nigeria, Nsukka . This study used qualitative descriptive inductive content analysis that enabled the researchers to reveal who said what with respect to the research questions. Data was collected from a total of two hundred third-year undergraduate students who visited the university library between September 30, 2015 and March 31, 2016. The data collection was done through a questionnaire developed by the researchers. While the demographic information of the participants was illustrated in descriptive statistics, qualitative data was analysed through inductive content analysis to represent participants' views on each of the research questions. The greatest of the direct factors underlying students' challenges with the use of online information include lack of browsing skills, low internet bandwidth and insufficient ICT infrastructure, whereas the indirect factors include lack of internet access at home, absence of online assignments, lack of motivation to use online information and the majority of the students not having personal laptops.

Objective of the Study

The general objective of the study is to find out usage of university based electronic resources by faculty of education undergraduates at Adekunle Ajasin University, Akungba – Akoko, Ondo state

The specific purposes of the study are as follow:

- i. to examine the frequency of usage of the university library based e- resources by the undergraduate students.
- ii. to examine the purposes of the usage of the university library based e- resources by the undergraduate students
- iii. to determine benefits of the university library based e- resources by the undergraduate students

- iv. to identify challenges militating against the use of the university library based e-resources by the undergraduate students

Research Questions

- i. What are the frequencies of the university library based e- resources usage by the undergraduate students?
- ii. What are the purposes of university library based e- resources usage by the undergraduate students?
- iii. What are the benefits of the university library based e- resources usage by the undergraduate students?
- iv. What are the factors militating against the university library based e- resources usage by the undergraduate students?

Methodology

This study investigated usage of the university library's based electronic resources by undergraduates at Adekunle Ajasin University, Akungba-Akoko, Ondo state. The study design was a descriptive survey. Data was collected through questionnaires. The sole purpose of descriptive research is to provide an accurate and valid representation of the factors or variables that are relevant to the research question (Amedahe, 2002). According to Aina (2006), a descriptive survey is a study which uses the sample data in any systematic investigation to describe and explain what is existent or non-existent in the present status of a phenomenon being investigated. The population of the study comprises undergraduates that visited and used the university e-library during the 2020–2021 academic session. One hundred and fifty (150) copies of the questionnaire were administered, and 130 were retrieved, giving a response rate of 86.7%..

Data Analysis

Demographic Data

Table 1: Distribution of the Respondents by Gender

S/N	Sex	Male	Female

1	Male	53	40.8%
2	Female	77	59.2%
	Total	130	100%

Table 1 shows that the highest number of respondents, 77 (59.2%), were female, while 53 (40.8%) were male. The study is in line with Adeniran (2013) that female undergraduates are the most frequent users of electronic resources.

Table 2: Research Questions Two: What are the frequencies of university library based e- resources usage?

S/N	Items	Frequency	Percentage
1	Daily	36	27.7%
2	Twice in a week	61	46.9%
3	Weekly	23	17.7%
4	Fortnightly	8	6.2%
5	Monthly	2	1.5%
	Total	130	100%

Table 2 presents the results on the frequency of university library-based e-resources usage by undergraduates. The result revealed that the highest number of respondents (61, 46.9%) used university library based e-resources daily, 36(27.7%) indicated that they used library e-based resources twice a week, 23 (17.7%) used library base e-resources weekly, eight (6.2%) used university library based e-resources fortnightly, and the least two (1.5%) used university library based e-resources monthly. It can be concluded that the majority of the respondents (61, 46.9%) use the university e-library twice a week.

Table 3: Research Questions Three: What is the purpose of library based e – resources usage?

S/N	Purpose	Frequency	Percentage
1	Online registration	10	7.7%
2	Project writing	21	16.2%
3	Class assignment	60	46.2%
4	Prepare class Seminar	20	15.4%
5	Developing knowledge	19	14.6% %
	Total	130	100%

From table three, it is clear that the highest number of respondents (60, or 46.2%) use university library based e-resources for class assignments; 21 (16.2%) of respondents use library based electronic resources for project writing; 20 (15.4%) of respondents use university library based electronic resources to prepare for class; 19(14.6%) of the respondents use university library based electronic resources to develop knowledge; and the least number of respondents use university-library based electronic resources for online registration.

Table 4: Research Questions Five: What are the benefits of the university library based electronic resources usage?

S/N	Benefits	Frequency	Percentage
1	Time saving	23	17.7%
2	Access to current data/information	36	27.7%
3	Increased collaboration with distant colleagues	11	8.5%
4	Access to comprehensive information	40	30.8%
5	Better access to information	20	15.4%
	Total	130	100%

Table 4 shows the benefits of using university library based e-resources where 40 (30.8%) of the respondents revealed that access to comprehensive information has been a major benefit derived from library based e-resources usage; 36(27.7%) indicated access to current data/information as the benefit derived from library based e-resources usage; 23(17.7%) indicated time savings as a benefit derived from library based e-resources usage, and 20(15.4%) indicated better access to information as a benefit derived from library base e-resources usage. In conclusion, 11(8.5%) ascribed increased collaboration with distant colleagues as a benefit derived from library-based e-resource usage.

Table 5: Research Questions Five: What are the challenges militating against university based e- resources usage?

S/N	Challenges	Frequency	Percentage
1	Slow access speed	56	43.1%
2	Overload of information on web	2	1.5%
3	Interrupted power supply	58	44.6%
4	Lack of ICTskills	7	5.4%
5	Difficulty in finding relevant information	7	5.4%
	Total	130	100%

Table 5 depicts the obstacles to university library base e-resources. Where 58 (44.6%) of the respondents agreed that interrupted power supply is a factor militating against library based e-resources usage, 56 (43.1%) also were of the opinion that slow access speed is another challenge militating against university library based e-resources usage. 7(5.4%) of the study participants also stated that lack of ICT skills and difficulty in finding relevant information are factors militating against the usage of library-based e-resources respectfully. In conclusion, 2 (1.5%) ascribed the challenges experienced to the overload of information on the web.

Summary of major findings

The following major findings were established after the analysis of the data retrieved from the respondents:

1. The highest number of respondents were females.
2. A majority of the respondents use university library electronic resources twice a week.
3. Class assignment and preparation of class seminar were the main purposes of university-based e-library usage.
4. Access to comprehensive information and access to current data/information were the main reasons for university library-based electronic resource usage.
5. Interrupted power supply and slow access speed were the major challenges militating against university library-based electronic resource usage.

Conclusion and Recommendations

Based on the findings of this study, the following recommendations were made;

1. University libraries should purchase electronic resources that are relevant to their customers in order to attract library users and provide effective information delivery.
2. Provision of solar power system that will supply electricity round the clock to the university library.
3. Internet Bandwidth should be increased to provide fast internet services
4. The training should include needed skills and techniques for data input into the computer, internet surfing and using different telecommunication facilities to exchange information.
5. Fund should be provided to library on regular basis. The university library need financial support to be able to acquire latest electronic resources in the electronic library.

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