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**USER BEHAVIOUR AND SELF-EFFICACY AS ELEMENTS ON POSTGRADUATES'
USE OF ELECTRONIC INFORMATION RESOURCES IN FEDERAL UNIVERSITIES
IN SOUTHERN NIGERIA**

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Abstract

This study explored user behaviour and self-efficacy as elements to postgraduates' use of electronic information resources in federal universities in southern Nigeria. The purpose of this study was to identify the factors that influence user behaviour and ascertain how self-efficacy could increase the use of electronic information resources. The descriptive and inferential statistics were employed to analyse the data obtained from the respondents. The criterion mean was placed at 3.00. The sample size is 591. The purposive sampling technique was adopted for this study and the instrument used for data collection was a questionnaire which was analyzed using frequency counts, mean and standard deviation (SD). All statistical analysis was carried out using SPSS (Statistical Package for Social Science) version 16. However, findings revealed psychological factors such as trust on the information source and perceived usefulness, social factors like referral from course-mates and lecturers as the factors that influenced the use of electronic information resources like electronic journals such as African Journals Online (AJOL), electronic books, electronic theses and dissertation, electronic magazines and other electronic databases and high self-efficacy level increased the use of electronic information resources among the respondents. The study recommends that federal universities should improve on their subscription to various electronic information resources through their libraries and all electronic information resources should be from renowned publishers of high impact to increase their usage among postgraduates. This can be achieved by proper research on their indexing and abstracting bodies.

Keywords: User behaviour, Self-efficacy, Electronic, Information, Resources, Postgraduates

Introduction

The swiftness of information explosion has revamped the manner at which postgraduates behave and react to information obtained from university's library database to satisfy their insatiable needs and desire to conduct research and solve daily life problems. The use of electronic information resources in universities, according to Khan (2014), has profoundly affected the way students behave in accessing available information and to identify the needs of students, effective interaction between information professionals and students (patrons) is essential to better serve the requirement for information resources. This correlates with the study of Habib, Kazi, Ashraf, Mohammad and Hadyait (2018) which postulated that the confidence in analyzing, planning, searching and organizing information resources is required to suit needs as information are useful resources of today's society. Govinda (2010) found in his study that the use of electronic information resources is found to be significant among his respondents.

Thus, Babu (2018) stated that, electronic information resources play a vital role in all fields of human life and have rapidly changed the way of seeking and disseminating information. Electronic information resources can be used to supplement print information in university libraries in order to give information seekers the choice to have access to more convenient and reliable information sources to meet their information needs (Ankrah & Atuase, 2018). The use of electronic information resources at universities and colleges is associated with some important challenges like potential risks, institutional fears, etc. An effective strategy to deal with implementation problems may, therefore, include positive behaviour and high level of self-efficacy (Singh, 2012). Electronic information resources proffer several advantages and use

features that print resources cannot use as they can be updated quickly and distributed almost instantly.

Gradinaru (2006) surveyed searching behaviour in the digital age at the University of Lasi (Romana) and observed that users are searching for information horizontally and do not use a deep and vertical strategy and do not return to the same website or journal, rather bounce and search a panoramic (wide) view, and stated categorically that users navigate through the overwhelming quantity of information for picking up some small piece, the full-text download is perceived as an indicator of users' satisfaction. These may be as a result of their behaviour and efficacy level towards the use of electronic information resources.

There are varying elements that are vulnerable to the use of electronic information resources by postgraduates in universities, some of which are user behaviour and self-efficacy. User behaviour refers to the process users go through in search of information and the reactions they have towards electronic information resources retrieved. According to Szwacka-Mokrzycka (2015), users recognize needs or wants and go through a process to satisfy these needs which include the type of information resources, amount spent, frequency of use and what influences them to make such decision. It examines how emotions, attitude and preferences affect the behaviour of users. Therefore, during information search and evaluation stages, users work through processes designed to arrive at a number of information resources that represent viable use alternatives.

Hence, Dowhan (2013) asserted that behaviour is the range of actions and mannerism made by an individual in conjunction with themselves or their environment and that student with more complex or advance studies have a greater capacity to learn new responses and thus adjust their behaviour. In a study on Information security culture: behaviour compliance conceptual framework by Nelson, Alfawaz and Mohannak (2010), user behaviour holds the key to successful use of electronic information resources. The successful use of electronic information resources depends on user behaviour which is determined by his/her intention to perform such behaviour which is in turn influenced by the individual's attitude towards performing that behaviour.

User behaviour is the attempt to anticipate people's strategy for navigating with information structure, how users make optimal use of knowledge about expected information value and

expected costs of accessing and extracting relevant information (Stelmaszewska, Wong, Bhimani & Barn, 2010). Johnson (2011) believes that there is a need for universities to understand students' behaviour towards the use of different electronic information resources as well as how this behaviour is related to their usage skills. The problem of user behaviour towards the use of electronic information resources could be aligned with Majid and Kassim's (2000) findings which according to them, it seems as low level of self-efficacy may have impact on the use of electronic information resources, using a computer is a challenge to most students in developing countries like Nigeria, southern part in particular. Therefore, the use of electronic information resources and their behaviour depends on their self-efficacy level, their domain knowledge and understanding of the task they were given.

Self-efficacy is explored in many studies on electronic information resources. Ren (2000) referred self-efficacy as a student's ability to feel confident in conducting electronic searches to retrieve relevant information and noted that a higher level of self-efficacy is required in the use of library database. The findings of Johnson (2011) indicated that a high level of self-efficacy plays an important role in academic achievement. Nevertheless, recent studies have revealed that there is a statistical significant relationship between self-efficacy and information skill and based on individual's acknowledgement of the electronic environment and the need for possession of essential information skills and the varying behaviour exhibited by users for effective retrieval of electronic information resources, this study brings to focus user behaviour, information skill and self-efficacy as elements on postgraduates' use of electronic information resources in federal universities in southern Nigeria.

Review of related literature

Factors influencing user behaviour

Behaviour as defined by the Regional Training Seminar on Guidance and Counselling Module 4. Behaviour Modification, UNESCO (2000) could be seen as the way in which an individual behaves or acts. It is the way an individual conducts herself/himself. It could be seen in reference to social norms, or the way in which one treats others or handles objects. Behaviour, therefore, is the manner at which an individual acts towards another, society or objects. It can be either bad or good. It can be normal or abnormal according to social norms.

As noted by Bandura (2006), most behaviour is learned by observing others. One forms a concept of how new behaviours are performed, and on later occasions, this coded information is a guide for action, it is a continuous reciprocal interaction between psychological and environmental (social) influences. People behave differently by learning observationally, or consciously when they seek for electronic information resources, especially when they are working on a specific task.

User behaviour may, therefore, be seen as how people use and interact with information resources rather than simply accommodating existing needs. In a behaviour change context, postgraduates could be seen as thoughtful people who think about what they are doing, and why, analytically they are able to set and modify their own goals and are open to central route persuasion through reasoned arguments about why some behaviours are better than others, perhaps motivating them to change their attitude about a subject as a precursor to changing their behaviour heedfully. These are users who can learn from their mistakes and change their behaviour accordingly (Lockton, Harrison & Stanton, 2012).

Cheung, Chan and Limayem (2005) argued that the factors that influence user behaviour are individual characteristics, structural, degree of knowledge, ease of usage as well as factors concerning the characteristics of web pages and the speed of the network. Users of electronic information resources are exposed to various heterogeneous factors represented not only by exogenous variables but also endogenous ones. Therefore, in order to succeed in any venture, and especially in today's dynamic and rapidly evolving information explosion, professionals need to know everything they can about users - what they want, what they think, how they work, how they spend their leisure time. They need to understand personal and group influences that affect users' decisions and how these decisions are made. In the virtual space, users' choices are largely influenced by the virtual groups they are part of and their trust in the online environment (Cetina, Munthin & Radulescu, 2012). User behaviour is the means for systematic examination of the characteristics and behaviour of users linked with the effectiveness (performance) of library and information services provided as they aimed at the satisfaction of user needs. Therefore, these factors include psychological, social and cultural influences.

Psychological factors that influence user behaviour

The behaviour of users is influenced by a number of internal psychological factors such as attitude, learning, beliefs and motivation which may either be favourable or unfavourable. This factor plays a vital part in determining user behaviour. User behaviour can change with the slightest change in the atmosphere and trend. The demonstration influence is also dependent upon the psychology of an individual as learning is the major factor because when users act, they learn something at the same time.

Fortes and Rita's (2016) study evidenced that the attitude of users toward the use of electronic information resources suffers the impact of diverse beliefs, which is positive in the case of a trust, perceived usefulness and perceived ease of use. Perceived usefulness is defined as the extent to which users feel the online resources could add value and efficacy to them when performing or using the system. Motivation is channelling behaviour towards satisfying a requirement or desires. It is a drive or urges to do something. Every individual has motives, driving forces behind his or her actions, needs or intentions. The needs can take different forms. The satisfying of a requirement plays a crucial part in behaviour. When the necessity is fulfilled the individual is satisfied, confident and happy. When the requirement is not met, the result is frustration. These issues confirm the behaviour patterns of an individual. The extent to that the individual is happy or pissed off can rely greatly on personality.

Cultural (environmental) factors that influence user behaviour

Culture is crucial when it comes to understanding the behaviours of an individual. Basically, culture is a part of every society and is the vital reason for person behaviour. The influence of culture on user behaviour varies from one university to another; thus, librarians have to be very careful in analyzing the culture of different groups, regions or even countries. Throughout his existence, individuals are influenced by his family, his friends, his cultural setting or society which will teach him values, preferences as well as common behaviours to their own culture.

Lacović (2014) conducted a study on Students' information behaviour and the role of academic library and noted that, students in this generation are influenced by their peers, and had a poor understanding of their information needs. They prefer quick Google search, navigation through virtual libraries and spend more time downloading the materials than utilizing electronic

sources. For Information resource, it is important to understand and take into account the cultural factors inherent to each resource or to each situation in order to adapt its usage strategy. These will play a role in the perception, habits, behaviour or expectations of users (Rani, 2014).

Social factors that influence user behaviour

According to Ramya and Ali (2016), man is a social animal, hence our behaviour patterns, likes and dislikes are influenced by people around us to a great extent. The behaviour of a user is not only influenced by their motivations and personalities but also their families, blood relationship, reference group (course mates), roles and status.

Studies on user behaviour

Numerous studies on user behaviour suggested that end users look for information relevant to their information needs, they demand efficiency and are impatient and lack perseverance in information search which leads them to terminate their searches than looking beyond the first screen of results (Lau & Goh, 2006). Early 20th Century studies on user behaviour of graduate students were predominantly focused on theoretical aspects (Kumar, 2012). During the last few years, however, the literature on user behaviour has been enriched with more empirical studies related to information skills or self efficacy of postgraduate in particular (for example Leon & Holsanova, 2000; El-Maamiry, 2017, Jin, Chen, Wang, Hui & Vasilakos, 2013; Stelmaszewska, Wong, Bhimani & Barn, 2010). These studies, in addition to others, are discussed below:

Leon and Holsanova (2000) conducted a quantitative study of user behaviour of World Wide Web at Lund University Cognitive Science, Lund, Sweden. Eight participants were filmed whilst performing the user-defined task then asked to review the videotaped session during prompted recall through which the data gathered formed the basis for a series of description of user behaviour and postulation of a number of underlying cognitive mechanisms. Their results indicated that people: lack readymade methods, prefer alternatives that are visible, immediately available and familiar, exhibit social forms of behaviour etc. In search of information, however, users' interaction with the media does not correspond to their expectations. The suitability of the medium for distributing new information is partially conducted by actual user behaviour.

El-Maamiry (2017) took a more practical approach to the behaviour of students: a case of University of Dubai. It examined attainable factors and issues in their searching habits, information seeking, use and retrieval, in satisfying their needs. The result showed that students of the University of Dubai, ultimately, due to cultural effects, adopts different searching processes, use different phrases and mostly spend time to search for information to satisfy their needs. It is assumed that poor information skills are preventing them from searching for information, effectively.

Jin, Chen, Wang, Hui and Vasilakos (2013) undertook a comprehensive survey on understanding user behaviour in online social Networks: Connection and interaction, traffic activity mobile social behaviour and malicious behaviour. The findings revealed that users paid attention to the characteristics of social behaviours in mobile environments and several solutions to detect misbehaving users. However, the survey serves the important roles of both providing a systematic exploration of existing research highlight and triggering various potentially significant research.

Stelmaszewska, Wong, Bhimani and Barn (2010) proposed a study on user behaviour: searching for scholarly materials using electronic resources discovery systems and focused on the differences between behaviour displayed by their study group and those presented in previous work on information seeking. Their results showed that, people use personal or social networks at the initial stage of information seeking in order to understand the concept to find information and develop the keywords. It further revealed that participants rarely apply only one search (e.g. simple search) but that their strategy changed during information seeking process in relation to the results obtained, users perform another search, refined or reformulate search, abandon a search or resource or they change resource. Most users tended to carry out combined searches.

Lockton, Harrison and Stanton's (2012) study on models of the users: designers' perspective on influencing sustainable behaviour. They made use of a wide variety of techniques and methods. It revealed simple models of user behaviour emerging from statements by designers taking part in a workshop on influencing behaviour through design.

It is noticeable that the majority of the reviewed studies on user behaviour were conducted in the developed world, whereas studies in developing countries remain scarce,

especially those of an empirical nature (Sife, 2013 & Urhibo, 2017). In an overview of user behaviour, Sife (2013) discovered that most postgraduates were experienced web users and accessed the Internet mostly through their own modems and most relied on web resources for their research, class assignment and communications and have a positive attitude towards these resources. Almost all (98.5%) respondents felt (agree or strongly agree) that the standard of their academic work would suffer without web services. These findings are in agreement with the one by Swain and Panda (2009) which noted that library users' attitude is shifting towards electronic resources.

Urhibo (2017) conducted a descriptive survey on the information behaviour of undergraduate law students and revealed that the main purpose of the use of electronic library Internet includes research, retrieval of legal information and to achieve access to on-line law information. The extent of use was from moderate to massive and this was done most of the time. The most influential factors to the use of the electronic Internet were the personal ownership of electronic gadgets and non-availability of online learning and lack of information skills. He concluded that the electronic library must provide a conducive environment for its use if expedient behaviour toward the use of information is to be noted.

Postgraduates' self-efficacy and the use of electronic information resources

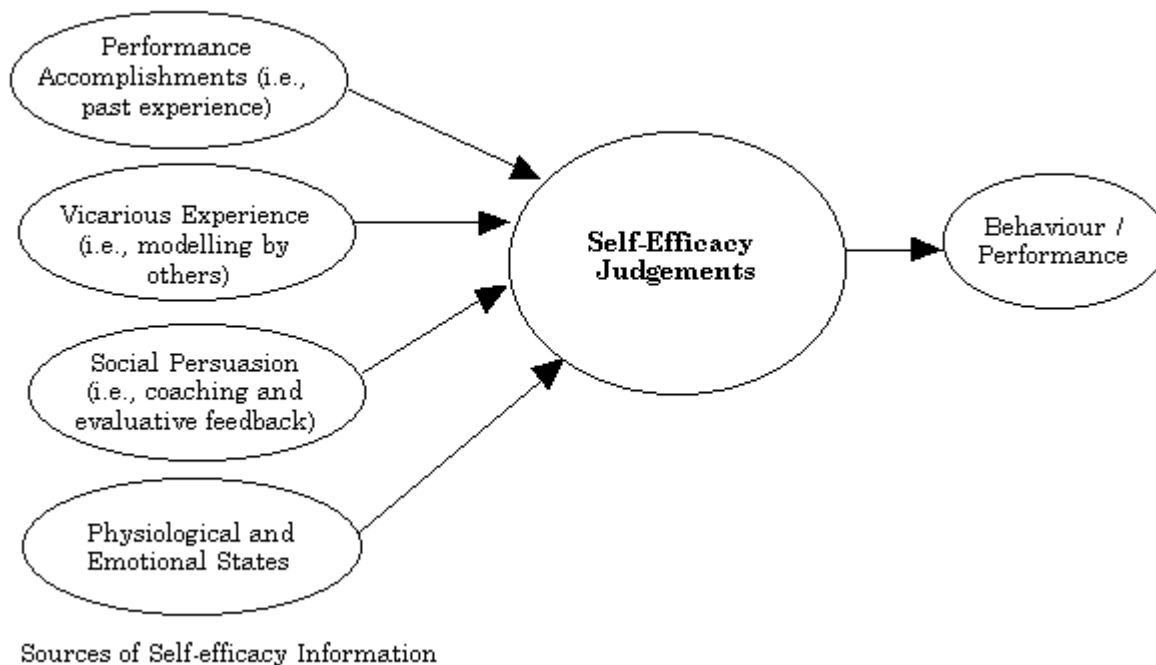
Self-efficacy is a personality's belief in their innate ability to attain goals. Developing a strong sense of self-efficacy can play an important role in almost every aspect of life. Life is full of challenges and high levels of self-efficacy can help better deal with these difficulties more effectively. It also involves determination and perseverance to overcome obstacles that would interfere with utilizing those innate abilities to achieve goals (Kolbe, 2009).

As noted by Porter, Bigley and Steers (2003), people generally avoid tasks where self-efficacy is low but undertake tasks where self-efficacy is high. When self-efficacy is considerably beyond actual ability, it leads to an overestimation of the ability to complete tasks. On the other hand, when self-efficacy is significantly lower than actual ability, it discourages growth and skill development. Research shows that the optimum level of self-efficacy is slightly higher than ability; during this scenario, individuals are most inspired to tackle difficult tasks and gain expertise. The successful use of electronic information resources requires some level of

confidence in postgraduates as it depends on the individual level of information skill possession and possession of these skills is not enough for successful use of these resources. The individual must develop a high level of self-efficacy beliefs in these skills (Kurbanoglu, 2009).

Self-efficacy is the bedrock for human motivation necessary for personal accomplishment. It is an indispensable element on the use of electronic information resources, as technology is rapidly evolving; students are expected to possess a high level of self-efficacy to function effectively in their studies and information society. The importance of electronic information resources to postgraduates has forced them to learn how to access and use a wide variety of resources judiciously and skilful use of these resources as a research and learning tool among them to be successful in their research task (Odede, 2018).

According to Singh (2011), self-efficacy reflects an individual's confidence in his/her ability to perform the behaviour required to produce an outcome and its thought to directly impact the choice to engage in a task, as well as the effort that will be expended and the persistence that will be exhibited. Contrary, an individual who possesses low self-efficacy is less expected to persevere doing challenging activities.



The sources of an individual self-efficacy, as represented in the model (Fig. 1), starts from performance accomplishment, vicarious experience (learning by observing others), persuasion (comes from encouraging and discouraging messages of others), psychological arousal that can be interpreted as enthusiasm or anxiety and ends with the actual performance or behaviour towards the task or activity. This is in consonance with Bandura's study (as cited in Pechackova, Drahokoupilova & Kramova, 2015) which defined self-efficacy as one's belief to recognize and perform activities which lead towards the desired result. It expresses the reviews of own; one's expressed potentialities for the performance of certain activities and is created on the basis of authentic experience and belief. Self-efficacious users should have more experience with electronic information resources via enactive mastery experience and vicarious experience. Self-efficacy is a useful construct beyond the traditional research area of predicting self-focused and efficacy-based performance (Hocevar, Flanagin & Metzger, 2014).

Fig 1.

Self-efficacy plays an important role in setting the course of intellectual development and functions as a significant contributor to academic achievement (Haselden, Sanders & Sturkle, 2012). It seems that one of the obstacles to a more positive self-efficacy may be a student's academic behaviour that seems to be habitual. Ma and Liu, (2005) noted that self-efficacy is not a measure of skills. Rather, it reflects on what individuals believe they can do with the skills they possess.

Electronic information resources play a vital role in all field of human life, which have rapidly changed the way of information seeking and dissemination (Babu, 2018). As stated by Boe, Safvenbom, Johansen and Buch (2018), Self-efficacy is thought to increase performance through different mechanisms. For instance, individuals that reveal high levels of self-efficacy tend to set more difficult goals for themselves. Students with higher self-efficacy have better information search strategies and learnt better than those with low self-efficacy in the internet-based condition (Tsai & Tsai, 2003). According to Pavani and Agrawal (2015), self-efficacy is the measure of one's own competence to complete tasks and reach goals.

Although the use of electronic information resources is increasing, people are afraid to give up print resources; people still have some kind of uncertainty about electronic information resources. At the same time, users still feel that electronic sources are increasingly relevant, in an

electronic environment, users seek information outside the library, it is difficult for library staff to guide users and to pin down information skill needs of the users (Umesh & Chandrashekara, 2013). Waldman (2003) surveyed a class of freshmen at Baruch College on the role of self-efficacy role in search of information and use of the library's electronic resources. The findings revealed that the use of the library is correlated to students' use of library electronic resources. It was also observed that students who express an interest in learning about the library's electronic resources would be more likely to have higher self-efficacy.

Adeyinka, Adedeji, Ayeni and Ogie (2008) undertook a study on self-efficacy and use of electronic as a predictor of academic performance. They used Morgan-Tinks academic efficacy scale with a population drawn from 700 students (undergraduates and postgraduates) in seven departments and the University of Ibadan. The finding indicated that self-efficacy and use of electronic information jointly predict and contribute to academic performance; that respondents with high self-efficacy make better use of electronic information and have better academic performance, and that a correlation exists among self-efficacy, use of electronic information and academic performance, influenced respondents' performance in general education subjects more than other subjects. The level of self-efficacy expressed by postgraduates could have a relationship with their use of electronic information resources. It leads to higher use of electronic information resources since it helps in exploiting the sources to their maximum information needs (Uppal, 2018).

Postgraduates' use of electronic information resources

Digital revolution and related electronic resources have come to play a central role in education. Ashikuzzamen (2014) declared that electronic information resources are resources that need pc access or any electronic product that delivers a set of knowledge, be it text pertaining to full-textbases or electronic journals (e-journals) and are basically divided into two major categories viz; online resources which include e-journals, electronic books, online databases and websites. Other may include CD-ROM, diskettes or other computer databases. The word "use" is stressed as a result of electronic resources complement, but seldom replaces more conventional teaching techniques.

The initiative of electronic library evolved out of the necessity to beat the challenges related to the physical library and ushers data seekers, irrespective of their location and time into

the global world of electronic information resource. Electronic information resources are valuable tools for study, learning, research and offer advanced search capabilities to students in various formats and force them to learn how to find, select and use a variety of sources without the restriction of time and location (Togia & Tsigilis, 2009).

Asom, Suleiman and Kudus (2018) revealed in their study that, most of the electronic information resources frequently used by postgraduates as identified are, online databases, electronic book, electronic journal, CD-ROMs, electronic newspapers and magazines, electronic theses and multimedia products were the kind of electronic information resources accessible to the postgraduate students except for OPAC (Online Public Access Catalogue) that was not accessible to the (88.9%). Developing electronic information resources and becoming a member of networking libraries has been a principal trend noticed among higher education libraries.

The findings of Uwaifo and Azonobi (2014) revealed that, postgraduates use electronic/Internet resources due to their fast accessibility, low cost and an additional contribution to meeting their information needs. The mostly used are electronic journal articles, electronic books, electronic thesis and dissertation, etc. According to Ndubuisi and Udo (2013) in an empirical study of motivation, challenges and techniques within the use of electronic information resources by postgraduate library users in South-east, Nigerian federal universities, postgraduates were motivated to use electronic information resources in their libraries because they are found to be informative, easy to access and use, saves time, more useful and less expensive. Similarly, Hadagali, Neglogal and Bachalapur (2012) investigated the use of electronic resources by postgraduates in different universities of Karnataka State and found that the information contained in electronic resources is better than that of print versions; most of the users access electronic resources to search bibliographical information. Some of the predominant electronic information resources used by postgraduates, according to Reitz (2005), are discussed thus;

Electronic book (e-book): This is a digital version of a traditional print book designed to be read on a personal computer or an e-book reader, with the use of a software application on a standardized computer or a book-sized computer used solely as a reading device.

Electronic journal (e-journal): A digitized version of print journal or a journal-like electronic

publication with no print counterpart, made available via the web, e-mail or other means of Internet access.

Electronic magazine (e-magazine): A magazine-like electronic publication with no print counterpart. It is a digital version of the print magazine.

Electronic thesis and dissertation (e-thesis and e-dissertation): This is a Master's dissertation and PhD thesis submitted in digital form rather than hard form, as opposed to those submitted on paper and subsequently converted to machine-readable formats.

SCOPE AND LIMITATIONS

The scope of the present study is to investigate user behaviour, self-efficacy and postgraduates' use of electronic information resources in federal universities in southern Nigeria. The study is restricted to three federal universities in southern Nigeria; they are: University of Nigeria, Nsukka, University of Benin, Benin-City, Ugbowo and University of Ibadan, Ibadan.

OBJECTIVES

The primary objective of the present study is to investigate user behaviour, self-efficacy and postgraduates' use of electronic information resources in federal universities in southern Nigeria. The specific objectives are:

- i. identify the factors that influence user behaviour in federal universities in southern Nigeria and
- ii. ascertain the extent to which postgraduates' self-efficacy will increase their use of electronic information resources;

METHODOLOGY

Postgraduates constitute the target population for the study which is 591. Questionnaire was used to collect the required data for the study. The study employed the purposive sampling technique. The descriptive and inferential statistics were employed to analyse the data obtained from the respondents. The criterion means was placed at 3.00. All statistical analysis was carried out using SPSS (Statistical Package for Social Science) version 16.

RESULTS AND DISCUSSIONS

The findings arising from this investigation as well as their discussion are presented in this segment of the study.

Table 1 shows the results of the factors influencing user behaviour.

Table 1: Factors influencing user behaviour

Factors	Mean score	Std. Deviation
Psychological	3.71	0.51
Cultural	3.55	0.57
Social	3.62	0.53
Aggregate mean/Std. Deviation	3.24	0.62

criterion mean = 3.00

Table 1 shows the factors that influence user behaviour in their use of electronic information resources. The result revealed that, the postgraduates strongly agreed that psychological factor with a mean score 3.71 and standard deviation of 0.51 and social factors with means score of 3.62 and 0.53 standard deviation were the factors that influence their use of electronic information resources, based on trust, perceived usefulness and perceived ease of use. This is in consonance with Sarkar and Shit (2015) findings which indicated that, users in general, restrict themselves to full-text information and the reason for the preference was that the perceived effectiveness of these electronic resources enhances the teaching-learning process.

Furthermore, Table 2 is on the extent to which postgraduate's self-efficacy increase the use of electronic information resources.

Table 2: Extent to which postgraduates' self-efficacy increase the use of electronic information resources

Extent	Mean	Std. Deviation
High	4.34	0.92
Moderate	4.52	0.71
Low	4.20	0.95
Average Mean/Std. Deviation	4.16	0.93

Criterion mean =3.00

Table 2 shows the extent to which postgraduates make use of electronic information resources. With an average calculated mean of 4.16, which is greater than the criterion mean of 3.00, the result reveals that, self-efficacy increases the usage of electronic information resources. This correlates with findings of Odede (2018) and Sadiku and Kpakiko (2017) which averred that 91(79.1%) and 24(20.9%) of the respondents strongly agreed and agreed respectively that self-efficacy has an effect on their use of electronic information resources. They further affirmed that students with higher computer self-efficacy inclined to use the e-resources more often and most likely would be more satisfied with library use.

Conclusion and recommendations

This study concludes that postgraduates are influenced by psychological and social factors and have a high level of self-efficacy (confidence) to use electronic information resources within their reach to supplement their coursework, research activities and complement traditional information. Based on the findings of this study, the following recommendations are hereby made:

- i. Universities should improve on their subscription to various electronic information resources databases through their libraries by the provision of more funds and collaboration with other institutions.
- ii. Effort should be made to acquire resources from renowned publishers of high impact, to increase their usage. This can be achieved by proper research on their indexing and abstracting bodies.

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