

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

2021

## Assessment of Purpose and Problems of Using Electronic Information Resources by Patrons: the Case of Osun State University Library

Oluwatosin Okunoye  
oluwatosinokunoye@gmail.com

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



Part of the [Library and Information Science Commons](#)

---

Okunoye, Oluwatosin, "Assessment of Purpose and Problems of Using Electronic Information Resources by Patrons: the Case of Osun State University Library" (2021). *Library Philosophy and Practice (e-journal)*. 5023.

<https://digitalcommons.unl.edu/libphilprac/5023>

# ASSESSMENT OF PURPOSE AND PROBLEMS OF USING ELECTRONIC INFORMATION RESOURCES BY PATRONS: THE CASE OF OSUN STATE UNIVERSITY LIBRARY

**Oluwatosin Olubunmi OKUNOYE**

**Osun State University, Library, Osogbo, Osun State Nigeria,  
Email:oluwatosin.okunoye@uniosun.edu.ng. Phone Number +234-8053830726**

## **Abstract**

*The study assessed Library users' purposes for using Electronic Information Resources (EIRs) as well as the problems that militate against the use of the resources in Osun State University. A survey methodology using a case study research design was adopted. The questionnaire was used as research instrument for data collection. The population of study was made up of the staff and students of Osun State University from which was drawn a sample of 470 respondents using the stratified sampling technique. A total of 299 questionnaires were useably retrieved for analysis. Findings revealed more than 80% purpose for use rate, this included purpose of gaining knowledge, doing assignments, downloading educational materials, and others recording more than average rate. Also, about 50% of respondents indicated hindrances to satisfactory usage including poor electricity, insufficient skill and time, poor training, excess academic workload, inadequate knowledge and ineffective management and maintenance. It was recommended that provision should be made for proper management and maintenance policies, as well as more relevant and richer electronic information resources and services in the University library.*

**Keywords:** Electronic Information Resources, Purpose and Problems, Usage, Patrons, University Library.

## **Introduction**

Information is constantly growing at a very fast rate and this is also true in the academic world, where undertaking research is a continuous activity in every field of study. It has therefore become imperative for every academic library to ensure that satisfying their user information needs is a priority, especially ensuring the ease of accessing electronic information resources.

Electronic Information Resources (EIRs) are also referred to as electronic resources or e-

resources and are essentially products of Information Communication Technology (ICT). They are resources used in academics for teaching, learning, and research activities. According to Ezema and Leonard (2016) Electronic information resources are becoming more important in academic libraries as resources needed to meet up with parent institutional goals. They now judiciously supplement printed information sources in the university libraries. Kaur (2016) defines EIRs as any work that is encoded and made available for use by means of a computer. According to Haridasan and Khan (2009) electronic information resources are “resources in which information is stored electronically and which are accessible through electronic systems and networks.

In their observation, Ntui and Ofem (2011) explain that information is an important factor in life and society that people cannot do without. Popoola (2008) and Okilagwe (2009) note that libraries provide these resources to meet the information needs of their users who are lecturers, students, non-teaching staff and other members of the academic community. Academic libraries take the information needs of their users seriously especially as these users have multiple purposes for which they access EIRs in their academic pursuits. The intent for seeking to access EIRs by these users is reflected in their information needs and information seeking behavior. According to Bhat (2017) current global changes ensure that information needs of learners and knowledge seekers are met through various information resources while the electronic resources made available in the library are very pivotal in facilitating easy access to needed information to users. Such information can also be accessed from anywhere within the range of reach of the library network without physically accessing the library. Effective internet access is however dependent on high band width access, with advanced website design. This is besides problems

Achonna (2008) pointed out that plague access like irregular power supply, lack of skills, and inadequate computer provision or even insufficient access to data use on the part of users.

### **Objectives of Research**

1. Find out the purpose of using electronic information resources by patrons of Osun State University library
2. Identify the problems militating against the use of electronic information resources by patrons of Osun State University library

### **Research Questions**

1. what is the purpose of using electronic information resources by patrons of Osun State University library
2. what are the problems militating against the use of electronic information resources by patrons of Osun State University library

### **Literature Review**

Purposes for seeking electronic information resources in an academic institution are diverse. The information needs of the lecturers in a university, for example, may relate to what is needed to carry out effective teaching and also research related. However, often in academic libraries situated in less developed countries, some factors hinder the effective access and use of the electronic resources. There are several research studies that have been carried out in these areas. Sharma's (2019) research study revealed that faculty members as well as more than 3/5<sup>th</sup> of research scholars being investigated visited the library to read books and were aware of and utilized the library e-resources. They used the available Citation Index, Web of Science, and

Scopus for citation analysis, while the institutional repository was used for Thesis and Dissertations. Sharma, Gautam, and Shrivastava (2019) found that majority of members of faculty, research scholars and postgraduate students library users access electronic resources for purposes of research work rather than teaching. Haruna, Oni and Akpoduado (2018) conducted a study on the availability, challenges and use of print and electronic resources by students and found that majority of the students who utilized the library well especially during examination season, preferred electronic information sources to print. However, the institutional library lacked a functional library, had unstable power supply, unreliable network/bandwidth problem, and very expensive e-resources. Aravind (2018) in a study on impact and purpose of accessing e-journals by emerging college students found that the students utilized e-journals frequently for academic activities by personally accessing the resources through open source. In Duragappa, Beerappa and Sheshadri's (2017) study, findings revealed that faculty and postgraduate students in Presidency University utilized online databases for their research work for updating their subject knowledge. Adeyinka, et al (2017) showed that most of the academic staff in a study made use of e-resources for research, curriculum development and self-educational development. The academic staff however had problems of irregular power supply, slow internet service, low e-resources availability, and inadequate online access. Mane and Kuman (2017) researched the use of e-journals among library patrons in an Indian institute where the postgraduate students were found to use e-journals for the purpose of undertaking course work, while members of faculty explained that they utilized the e-journals for updating their subject knowledge. In a study on access to electronic information resources by students of Federal College of Education in South East Nigeria, Ezema and Leonard (2016) observe that while students were able to access electronic information resources, results also show several challenges encountered by the

students prominent among which are erratic power supply, unstable internet connectivity, and lack of access skills. Kwafoa, Imoro, and Afful-Arthur (2014) revealed in their study that faculty members depended heavily on online electronic resources for purposes of research as well for teaching. Aregbesola and Oguntayo (2014) study findings showed that faculty members make use of electronic information resources for academic purposes. The faculty members were able to access a wide collection of books and journals, current materials, hence were able to undertake research. The authors however also reported that the members of faculty had constraints of prolonged e-book reading and lack of adequate computer literacy.

Electronic information resources use have brought about new modes of organizing the educational environment in higher institutions of learning, as well as introducing new methods to the teaching and learning process (Emwata and Nwalo, 2013). Omoike (2013) Ajayi, Shorunke and Aboyade (2014) explain that undergraduate students utilize electronic resources for many academic purposes. These uses are to carry out class assignments, undertake research, study and prepare for examinations, and retrieve current literature for their studies and to enhance knowledge while participating in group discussions or communications with peers and teachers. Ravanan and Marry (2013) found that 62.50% of faculty members used e-resources for teaching. 15% of them used resources for research work, while 13.34% spent most of their available time surfing the internet. Okogwu and Nnam (2013) in their study also reported search for information in order to carry out research work, writing and presenting papers and generally updating knowledge. Khan and Shafique (2011) reported the information needs of library school teachers in the areas of teaching and research. Akinola (2009) in a study of art and history teachers in three universities found that they needed information for teaching. Several studies have been undertaken on the purposes for utilizing electronic information resources in academic

libraries, as well as the problems that hinder their effective usage. However, there is no documented research study to establish this in Osun State University library, hence this study.

## **METHODOLOGY**

This study adopted the survey research design to assess the purpose and problems of using electronic information resources by the users, who are also referred to as patrons, of Osun State University Library. This has enabled the researcher to determine the purpose of using electronic information resources by patrons of Osun State University Library. This research design was used to obtain answers to the research questions and also to interpret the results.

The population of study was made up of staff and students of Osun State University. The selected sample for the study was 470 respondent users, also referred to as patrons, of the library from all the seven colleges in the six campuses of the University using stratified sampling technique. This comprised of 400 students and 70 members of staff of the University. Students were selected using stratified random sampling technique with gender, level of study, department, and college as basis for stratification while stratification for the 70 members of staff was based on gender, designation, department and college.

The research instrument employed in this study for data collection is the questionnaire. Sections of the questionnaire include: Section A with items on personal data of the respondents; Section B had items on the extent of purpose of utilizing e-resources by library patrons; while Section C had items on the problems hindering the effective use of e-resources by library patrons. Data collected were analyzed using frequency counts and percentages.

## Findings and Discussion

A total of 470 copies of the questionnaire were distributed to the respondents out of which 299 copies were useably retrieved for analysis.

The study sought to find out the purpose for using electronic information resources by patrons of Osun State University Library. Responses were therefore elicited from users to a list of questions in order to make this assertion using a five-point Likert scale of measurement. This is represented in table 1 below.

**Table 1: Purpose of using e-resources by library patrons**

**KEYS:** O= Often, S= Sometimes, R= Rarely, N= Never, U= Undecided, T= Total

No	Purpose of use	O	(%)	S	(%)	R	(%)	N	(%)	UN D	(%)	T (%)
1	Browsing for knowledge	164	54.85	71	23.75	15	5.02	43	14.38	6	2.01	100
2	Information exchange/Group discussion	116	38.80	86	28.76	28	9.36	63	21.07	6	2.01	100
3	Article write-ups/Assignment	125	41.81	107	35.79	28	9.36	34	11.37	5	1.67	100
4	Downloading educational materials	152	50.84	77	25.75	31	10.37	35	11.71	4	1.34	100
5	Database searching	95	31.77	92	30.77	47	15.72	57	19.06	8	2.68	100
6	Professional duties	100	33.44	60	20.07	51	17.06	84	28.09	2	0.67	100
7	On-line course participation	100	33.44	79	26.42	50	16.72	70	23.41	0	0.00	100
8	Research collaboration	100	33.44	71	23.75	60	20.07	61	20.40	7	2.34	100
9	e-mail	120	40.13	58	19.40	35	11.71	67	22.41	19	6.35	100
10	PhD thesis	53	17.73	61	20.40	56	18.73	101	33.78	28	9.36	100
11	Masters dissertation/PGD field report	48	16.05	65	21.74	55	18.39	105	35.12	26	8.70	100
12	Music	67	22.41	54	18.06	49	16.39	105	35.12	24	8.03	100
13	Shopping on www	54	18.06	58	19.40	33	11.04	132	44.15	22	7.36	100
14	Games	43	14.38	49	16.39	40	13.38	145	48.49	22	7.36	100
15	Sexually explicit sites	50	16.72	73	24.41	44	14.72	111	37.12	21	7.02	100
16	Product and service information	73	24.41	89	29.77	38	12.71	81	27.09	18	6.02	100



17	Chat room	75	25.08	78	26.09	39	13.04	87	29.10	20	6.69	100
18	Using library OPAC	114	38.13	73	24.41	31	10.37	61	20.40	20	6.69	100
19	Current information	94	31.44	69	23.08	52	17.39	64	21.40	20	6.69	100
20	Downloading software and games	89	29.77	80	26.76	37	12.37	76	25.42	17	5.69	100

Table 1 above shows that browsing for general knowledge 164 (54.85%), downloading of educational materials 152(50.84%), for article write-ups or assignments 125 (41.81%), are indicated as being among the most often given reasons for using the library internet resources.

**Table 2: Problems hindering the effective use of e-resources by library patrons**

No	Possible hindrances	VH	(%)	H	(%)	L	(%)	VL	(%)	UND	(%)	T (%)
1	Poor electricity	117	39.13	77	25.75	50	16.72	36	12.0	19	6.35	100
									4			
2	Insufficient skill	50	16.72	102	34.11	76	25.42	52	17.3	19	6.35	100
									9			
3	Insufficient time	61	20.40	104	34.78	77	25.75	38	12.7	19	6.35	100
									7			
4	Poor training programs	63	21.07	93	31.10	78	26.09	45	15.0	20	6.67	100
									5			
5	Excessive academic workload	75	25.08	108	36.12	59	19.73	37	12.3	20	6.67	100
									7			
6	Inadequate knowledge about the library automation program	87	29.10	88	29.43	61	20.40	46	15.3	17	5.69	100
									8			
7	Ineffective management and maintenance	104	34.78	77	25.75	55	18.39	45	15.0	18	6.02	100
									5			

Poor electricity 194 (39.13%) and ineffective management and maintenance 181 (60.53%) are - according to the view of almost all the students and lecturers examined - the major hindrances to effective use of e-resources in the university libraries across the six campuses.

**Table 3: Purpose and degree of use of e-resources by library patrons**

<b>Purpose of use</b>	<b>Frequency</b>	<b>Percentage</b>
Never utilized	12	4.01
Occasionally Utilized	33	11.04
Heavily Utilized	254	84.95
Total	299	100

The table above shows that respondents are heavily utilizing the e-resources of the library majorly to achieve academic purposes as shown in the more than 80% purpose for utilization rate. A 20-item list of purposes of utilizing the library’s internet facilities showed a regular and occasional usage pattern that indicated that purposes of gaining knowledge, doing assignments, downloading educational materials, and other educational purposes all showed an above average degree of utilization. Precisely “Browsing for knowledge” showed a 71.43% degree of use, while “Downloading educational materials” showed a 69.6% degree of use.

Possible hindrance to effective use of library e-resources, were also determined and the results have been presented in table 2 above.

**Table 4: Problems hindering effective use of e-resources by library patrons**

<b>Hindrances</b>	<b>Frequency</b>	<b>Percentage</b>
Never	15	5.02
Rarely	54	18.06

Moderately	85	28.43
Greatly	145	48.49
Total	299	100.00

As great as the utilization of library e-resources are, the result from the respondents indicates that there are more hindrances which could, if not effectively handled, mare efforts of the library management in ensuring adequate utilization of the resources. About 50% of the 299 respondents indicated that hindrances such as poor electricity supply, insufficient skills, insufficient time, poor training programs, excessive academic workload, inadequate knowledge about the library automation program, and ineffective management and maintenance, are factors they consider as hindrances to their satisfactory use of the available electronic information resources.

## **Discussion**

Two research questions guided the study. Research question one sought to find out the purpose of using EIRs by patrons of Osun State University Library.

Results showed that quite a number of the library patrons made use of the e-resources for general knowledge, downloading of educational materials and for write-ups or assignments. Summarily, majority of the respondents heavily utilized the e-resources for their academic achievements. More than 80% purpose for utilization rate was recorded. This is in line with Sahu (2013) that revealed that over 70% of research scholars in a university utilized online resources weekly for research purposes. Also, Dhanavandan, Mohammed and Nagarajan's (2012) study that concluded that 38 (44%) of the students in their make use of e-resources for study purposes, while 14 (16%) of these users enhance knowledge accumulation with the resources.

Research question two was answered by identifying what the problems that were militating against the use of e-resources by patrons of Osun State University library were. Finding revealed that inadequate power supply, and ineffective management and maintenance were the major hindrances to the proper use of the e-resources in the University library. Some of the other hindrances indicated by up to 50% of respondents include insufficient time to enjoy usage of the e-resources, inadequate skill, excessive academic workload that does not allow them ample time of e-resources usage. Some of the respondents even indicated that they were not aware that the library was automated and had e-library. Hence, even though the patrons responded to heavy usage of the e-resources, they still were not able to enjoy effective usage due to the hindrances that were indicated. This corresponds with Ezema and Leonard (2016) study which showed that while students were able to access electronic information resources, several challenges were encountered by the students prominent among which are erratic power supply, unstable internet connectivity, and lack of access skills. Osimetha (2019) findings also revealed poor internet supply, inadequate electricity, inaccessibility to some electronic resources and lack of access to information resources due to inadequate computer facilities. The users indicate that poor electricity supply 60% and ineffective management 55% are what they perceive as the most hindrances to effective use of the library resources.

### **Conclusion and Recommendations**

Based on the data analyzed for this study, it can be concluded that electronic information resources are of great importance in the resources of an academic library as library users find them very useful in actualizing academic purposes. Furthermore, it can be concluded that there are hindrances to effective utilization of the resources, and necessary remedies should be found to them so as to enhance optimal usage of the resources. It is hoped, therefore that patrons of

Osun State University library will continue to utilize the available resources to meet their information needs.

Arising from the findings and conclusion drawn, this study recommends that:

1. Provision should be made for proper management and maintenance policies, as well as more relevant and richer electronic information resources and services in the University library in order for the patrons to have access and usage options to satisfy their information needs.
2. Adequate measures must be put in place to better stabilize the erratic power situation by the government if Nigeria will advance in the global economy and in extension academic libraries can be better developed.
3. The Library management should put in place a proper user instruction class wherein users are well intimated of the e-resources available and also in the library for their access and usage.
4. On the other hand, the library should accommodate in the instruction class, computer literacy skills training to enhance user ability to access and navigate e-resources.

## References

- Adeyinka, T., Orim, F. S., Ibrahim, D. M. & Memudu, S.A. (2017). The use of electronic resources by academic staff of the University of Ilorin, Nigeria. *Education and Information Technologies*; 23(1). Available at <https://www.researchgate.net/publication/313482885>  
\_The\_use\_of\_electronic\_resources\_by\_academic\_staff\_of\_the\_university\_of\_ilorin\_nigeria
- Achonna, I. (2008). Awareness, access and usage of e-journal resources of the library, by the students of Yaba College of Technology, Yaba, Lagos, Nigeria. *Samaru Journal of Information Studies*; 8(1); 26-34.
- Ajayi, S. A., Shorunke, O. A., & Aboyade, M. A. (2014). The influence of electronic resources use on students' reading culture in Nigerian universities: a case study of Adeleke University, Ede, Osun State. *Library Philosophy and Practice (e-journal)*. Available at <http://unllib.unl.edu/LLP/>
- Akinola, S. F. (2009). Information seeking behavior of lecturers in Faculty of Education in Obafemi Awolowo University, Ile-Ife and University of Ibadan. *Samaru Journal of Information Studies*; 9(2); 23-32.
- Aravind, S. (2018). Impact and purpose of accessing electronic journals by engineering college students at Dindigul District – a study. *International Research: Journal of Library and Information Science*; 8(3); 391-399.

Aregbesola, A. & Oguntayo, S. (2014). Use of electronic resources by faculty members in

Landmark University. Available at [http://www.researchgate.net/publication/277301007\\_use\\_of\\_electronic\\_resources\\_by\\_faculty\\_members\\_in\\_landmark\\_university](http://www.researchgate.net/publication/277301007_use_of_electronic_resources_by_faculty_members_in_landmark_university).

Bhat, M. I. (2017). Familiarity and use of electronic information sources by B.Ed. college

students of Computer College of Education, Sprinagar J & K, India. *International Research: Journal of Library and Information Science*; 7(1); 167-178.

Dhanavandan, S., Mohammed, E. S., & Nagarajan, M. (2012). Use of Electronic resources at

Krishnasamy College of Engineering and Technology Library, Cuddalore. *Library Philosophy and Practice (e-journal)*. Available at <http://digitalcommons.unl.edu/libphiprac/698/>

Duragappa, Beerappa, & Sheshadri, K. N. (2017). Awareness and usage of online databases at

Central University Library of P. U.: a case study. *International Research: Journal of Library and Information Science*; 7(1); 144-156.

Emwata, M. & Nwalo, K. I. N. (2013). Influence of computer literacy and subject background on

use of electronic resources by undergraduate students in universities in South-Western Nigeria. *International Journal of Library and Information Science*; 5(2); 29-42

Ezema, R. I. E. & Leonard, A. (2016). Access to EIRs by students of Federal College of

Education in South East Nigeria. *Nigerian Libraries*; 49(1&2); 53-61.

Haridasan, S. & Khan, M. (2009). Impact of e-resources by social scientists in National Science

Documentation Centre (NASSDOC), India. *The Electronic Library*; 27(1); 117-133

Haruna, Z., Oni, O. & Akpoduado, E. (2018). Availability, challenges and use of print and electronic resources by students of Auchi Polytechnic in the information age. *Nigerian Libraries*; 51(1); 41-51.

Khan, S. A. & Shafique, F. (2011). Information needs and information seeking behavior: a survey of college faculty at Bahawalpur. *Library Philosophy and Practice*. Available at <http://unlib.unl.edu/up/khan-shafique.html>

Kaur, G. (2015). Impact of EIRs on users of social science departments in Gulbarga University. *International Research: Journal of Library and Information Science*; 6(4); 578-589

Kwafoa, P. N., Imoro, O. & Afful-Arthur, P. (2014). Assessment of the use of electronic resources among administrators and faculty in the University of Cape Coast. Available at [http://www.researchgate.net/publication/280048501\\_assessment\\_of\\_the\\_use\\_of\\_electronic\\_resources\\_among\\_administrators\\_and\\_faculty\\_in\\_the\\_university\\_of\\_cape\\_coast](http://www.researchgate.net/publication/280048501_assessment_of_the_use_of_electronic_resources_among_administrators_and_faculty_in_the_university_of_cape_coast).

Mane, M. B. & Kuman, M. N. (2017). Use of e-journals among the library patrons: a survey of India Group of Institutes, Pune. *International Research: Journal of Library and Information Science*; 7(2); 260-274.

Ntui, A. & Ofem, C. (2011). The use of policy analysis and research project library in conducting research. *The Information Technology*; 8(1); 182-192.

Okogwu, F. I. & Nnam, M. U. (2012). Open access to knowledge: role of library information



centers in achieving vision 20:2020 in Nigeria. *Nigerian Libraries*; 45(1); 1-13

Omoike, A. D. (2013). Use of electronic resources by distance students in Nigeria: the case of the National Open University, Lagos and Ibadan Study Centers. *Library Philosophy and Practice (e-journal)*. Available at <http://digitalcommons.unl.edu/libphilprac/>

Osimetha, I. S. (2019). Use of library e-resources and user's satisfaction by undergraduates of National Open University of Nigeria, Lagos Study Center, Nigeria. *Nigerian Libraries*; 52(1); 153-161.

Ravanan, C. & Marry, A. L. (2013). User attitude towards digital information research: a case study of Vellore District Engineering College Teachers. *Journal of Advances in Library & Information Science*; 2(1); 15-18.

Sahu, G. (2013). Use of e-resources by the research scholars of Utkal University and Sambalpur University, Odisha: a comparative study. VSRD. *International Journal of Technology and Non-Technology Research*; 4(1).

Sharma, N. (2019). Access and use of electronic resources by the faculty members and research scholars of social sciences in Maharshi Dayanand University, Rohtak, Haryana.

Available at

[http://www.researchgate.net/publication/336102537\\_access\\_and\\_use\\_of\\_electronic\\_resources\\_by\\_the\\_faculty\\_members\\_and\\_research\\_scholars\\_of\\_social\\_sciences\\_in\\_Maharshi\\_Dayanand\\_University\\_Rohatak\\_Haryana](http://www.researchgate.net/publication/336102537_access_and_use_of_electronic_resources_by_the_faculty_members_and_research_scholars_of_social_sciences_in_Maharshi_Dayanand_University_Rohatak_Haryana)

Sharma, P. K. Gantam, J. N. & Shrivastava, J. (2019). Use of e-resources and satisfaction level of faculty members, research scholars and PG students in engineering institutions affiliated to Rajiv Gandhi Technical University, Bhopal. *Library Progress (International)*; 39(1); 117-124.