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Factors Influencing the Utilization of Electronic Resources in the University of Ilorin Library by Undergraduate Students

BY

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ABSTRACT

This study examined the factors influencing the utilization of electronic resources by undergraduate students in the University of Ilorin Library. The descriptive method of survey research design was used in this study. The study population comprised 7,806 students, which comprises undergraduate students in the University of Ilorin who used the E-Library as at the month of July, 2018. A total of 191 students were sampled for this study, using simple random sampling technique, along with purposive sampling technique and convenience sampling technique. A Questionnaire was used as the instrument for data collection and 191 copies of the questionnaire were administered on the respondents. The data collected were analyzed, using frequencies, percentage and Pearson Product-Moment Correlation (PPMC) statistics. The study found that internet is the most used e-resource. Findings also showed that majority of the respondents used e-resources for research purpose, followed by self-development, personal assignment and surfing the internet. Finding from the hypotheses tested revealed that there was significant positive relationship between students' accessibility to and their use of e-resources. Based on the finding, it was recommended that seminars/workshops on the use of library instructions/resources should be carried out periodically for undergraduates in Nigerian universities. Also, the service of librarians should be extended to assisting undergraduate students in retrieving their needed information, as this will go a long way in enhancing their continued use of the EIRs in the library.

Keywords: Library, Electronic information resources (EIRs), Undergraduate students, University of Ilorin

Introduction

The university is one of the institutions from where students in different disciplines can acquire knowledge and skills for self-development. It is also the apex of all tertiary institutions, which is expected to make optimum contributions to national development by intensifying and diversifying its programmes for the development of high-level manpower within the context of national requirements. For the achievement of this goal, the university library is primarily set up to provide relevant information sources and reading materials such as journals, textbooks, magazines,

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periodicals, dissertations and other scholarly materials that could be accessed to promote teaching, learning and research.

However, as a result of the emergence of information and communication technology which has tremendously enhanced information generation, storage, dissemination and access to information, the library now adopts a more diversified and upgrading of its services in order to meet with the growing information needs of the users, particularly undergraduate students, and also to promote and enhance their academic pursuit during their course of study in the university. Bankole, Ajiboye and Otunla (2017) remarked that the dissemination of timely and up-to-date information is made possible through the introduction of modern technology, which aids the transmission of electronic information resources.

According to Adeniran and Onuoha (2018), electronic information resources (EIRs) consist of information resources provided in electronic formats such as internet, CDROM databases, e-books, e-journals, online database, Online Public Access Catalogues, online journal magazines, e-learning tutors and on-line test and other computer-based electronic networks. It was stressed further that the availability of these resources in a library plays a prominent role in facilitating access to the required information by the users in an easy and expeditious manner. Thus, Alagu and Thanuskodi (2018) agreed that electronic information resources are needed by students to support class work, assignments, research/projects, term papers and seminar presentation by providing relevant information and services. They stressed further that EIRs help to expand access to information, increase usability and effectiveness and establish new ways for students to use information in order to be more productive in their academic activities. Furthermore, use of EIRs help the students in keeping abreast with current developments in their respective subject areas, in contrast with the use of the print media, which are not regularly updated.

Thus, EIRs play a major role in helping libraries in their quest to support the teaching and learning process at university level and to provide quality access to the required information by the users. It is, therefore, obvious that the basic aim of providing EIRs by university libraries in Nigeria is to ensure that students have access to first-hand information that is timely, up-to-date and easy to access. In spite of these significant roles of EIRs in academic libraries, studies by Addisalem (2017), Fyneman, Idiedo and Ebhomeya (2015), and Omosebi and Okhakhu (2017) affirmed that their use among students in tertiary institutions is increasing rather slowly, and that some factors influence their usage, which varied from one population,

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environment and circumstance to the other. This, therefore, necessitated this study.

Statement of the Problem

Electronic information resources offer the 21st century students new opportunities that were not available to the previous generations of students, even though a large number of students leave universities without necessary skills to cope with the information-based society utilizing e-resources. Akuegwu, Ntukidem, Ntudikem and Jaja (2017) attested that students do not utilize the e-resources. Shaibu and Mohammed (2017) also observed that over the years, e-resources were grossly under-utilized by undergraduate students, despite their availability in university libraries. Oghenere, Ondari-Okemwa and Nekhwevha (2018) posited that although undergraduate students in Nigerian universities extensively use the Internet, the use of e-resources such as e-journals and online databases by them was poor. Anyim (2018) stressed that EIRs have received high patronage with functional acceptance in other countries as against the situation in Nigeria.

Ankrah and Atuase (2018) identified a variety of factors, such as difficulty in getting information due to poor retrieval skills, unfamiliarity with the library environment and resources, as well as poor information literacy and evaluation skills that affected the effective use of electronic resources in academic institutions. In spite of the several studies on University of Ilorin Library, research evidence on the factors influencing the utilisation of EIRs by undergraduate students had been scanty. It is against this backdrop that this study examines the factors influencing the utilization of EIRs by the undergraduate students in the University of Ilorin Library.

Objectives of the Study

The specific objectives of the study are to:

- i. identify the available e-resources for undergraduate students in the University of Ilorin Library;
- ii. assess the level of accessibility of e-resources to the undergraduate students in University of Ilorin Library;
- iii. examine the types of e-resources used by the undergraduate students in the University of Ilorin Library;
- iv. determine the purpose for which undergraduate students use the e-resources in the University of Ilorin Library;

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- v. determine the extent of usage of e-resources among undergraduates in the University of Ilorin Library; and
- vi. examine the relationship between students' access to and their use of e-resources.

Research Questions

This study provided answers to the following research questions:

1. What are the available types of e-resources for undergraduate students in the University of Ilorin Library?
2. How accessible are the available e-resources for the undergraduate students?
3. Which type of electronic resources do the undergraduate students use?
4. What purpose do undergraduate students use e-resources for?
5. What is the extent of usage of e-resources among undergraduates in the University of Ilorin Library?

Research Hypothesis

The following null hypotheses were postulated and tested at 0.05 level of significance.

Ho: There is no significant relationship between students' accessibility to and their usage of e-resources in the University of Ilorin Library.

Significance of the Study

The findings of this study will be of benefit to undergraduate students, library management and librarians in the universities and other academic libraries, librarians working in the EIRs sections of libraries, the university management and future researchers. This study will sensitize undergraduate students on the need to acquire the relevant skills necessary for effective use of EIRs. The outcome of this study is expected to bring about enhanced utilization of the library's EIRs by undergraduate students, thereby leading to improved academic performances and research output as well as the ability to favourably compete with their counterparts in the developed parts of the world.

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Scope of the Study

This study focuses on all undergraduate students at the University of Ilorin Library with respect to their access and use of EIRs. The reason for restricting the focus of the study to electronic information resources in the University Library is based on the fact that they are primarily established to cater for the academic needs of the university; hence they provide highly specialized information resources and services to the library patrons. These resources are freely made available to the students. Though the study is focused on the undergraduate students using the University of Ilorin Library, it specifically covers all undergraduate students in the University of Ilorin using the library e-resources only.

Review of Related Literature

Electronic information resources, also known as e-resources, is a term used interchangeably with such other terms as "Electronic resources", "Virtual resources", "Online resources" and "Digital resources". These are collections of information in electronic or digital format that are accessed on electronic devices, such as a mobile phone and computer. They are published resources in electronic versions or formats such as e-encyclopedias, e-pamphlets, e-books, e-journals and databases. Thus, Nicholas, Boukacem-Zeghmouri, Rodríguez-Bravo, Xu and Watkinson (2017) viewed e-resources as reservoirs of information that may be milked through various electronic devices such as computers, smart phones and tablets. The authors added that e-resources are restructured and often stored within the cyberspace in a compact form. The major advantage of e-resources is that a great number of users can simultaneously access them ubiquitously around the world. Mawere and Sai (2018) noted that the use of electronic resources, such as search engines, was highly popular among students, irrespective of country, language and academic discipline. These resources are used in doing class assignments, writing term papers, class works, retrieving current literature for studies, following blog discussions on subject area of interest, searching for scholarship opportunities, searching for internship placement and for research purposes.

Despite the availability of these resources and their benefits to university education, studies by Addisalem (2017), Adeleke and Kenneth (2017), Bankole, Ajiboye and Otunla, (2017), as well as Potnis, Deosthali, Zhu and McCusker (2018) at both local and international levels revealed that their effective usage among students varies and is hampered by varying factors. For example, Potnis, Deosthali, Zhu and McCusker (2018), using an

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interdisciplinary mixed study method, examined the factors influencing 279 undergraduates' use of e-books at a land-grant university in the Southern United State of America. Findings from the survey suggested that organizational environment for information technology, external locus of control, subjective norm, perceived enjoyment (i.e. joyfulness), and information technology features, play a significant role in influencing the intention of students to use e-books. In another study, Khan and Nisa (2017) similarly conducted a research on gender difference in information seeking of research scholars at University of Sargodha, Pakistan. Findings revealed that gender difference plays an important role in the information behaviour of research scholars at university level. There is also a strong association between gender and the time spent online for information seeking.

Results from an investigation conducted by Mawere and Sai (2018) on e-resource utilisation among 836 university students at Great Zimbabwe University revealed that despite the fact that many Zimbabwean academic institutions have placed the provision of facility of e-libraries on top of the agenda in their strategic plans, the adoption rate among students is still very limited. This can be attributed to a myriad of facts, including poor marketing strategies, lack of resources among the students and exorbitant data charges by Internet Service Providers (ISPs). In a similar finding, Madondo, Sithole and Chistia (2017) reported in a survey carried out to examine the use of electronic information resources by undergraduate students at Africa University, Mutare, Zimbabwe that there was a low usage of EIRs by undergraduate students due to social and technical challenges.

In another Eastern African study, Addisalem (2017) established that the majority (87%) of the respondents used EIRs, while the availability of internet connections and electricity determined the frequency with which e-resources were used. The study also reported that a lack of ICT infrastructure, such as limited internet access, inadequate internet connectivity and frequent electric power interruptions, were the main factors that affected postgraduate students' electronic information-seeking behaviour. Besides, the remoteness and poor facilities of the Addis Ababa University library also had a negative impact on students' information usage.

Adeleke and Kenneth (2017) examined the availability, use and constraints to use EIRs among 300 postgraduate students at the University of Ibadan. Results indicated that internet was available and used mostly in the university. Low level usage of electronic resources in the study was linked

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to such constraints as interrupted power supply, speed and capacity of computers, retrieval of records with high recall and low precision, retrieving records relevant to information need, lack of knowledge of search techniques to retrieve information effectively, non-possession of requisite IT skills and problems accessing the Internet.

Bankole, Ajiboye and Otunla (2017) also investigated the usage of EIRs among 200 undergraduates of Federal University of Agriculture, Abeokuta, Nigeria. The findings revealed that 92.4% of the respondents had used EIRs, with 51.8% of them being frequent users. The major electronic resources used by students were Internet, search engines, e-lecture notes and e-books, and they use them for completing class assignments, to obtain course related materials and to keep abreast of latest developments in their field. The main access points were home/hostels and university e-learning centres. Only 31.2% of respondents used the library to access e-resources and 84.9% of them were satisfied with the library e-resources. The major barriers hindering effective use of e-resources were insufficient skills, difficulty in finding relevant information and frequent power outage.

Methodology

Design/Population/Sample

A quantitative research approach was adopted for the study, using descriptive design of survey research method. Undergraduate students using the University of Ilorin Library, during the 2017/2018 academic session, numbering 7,806, constituted the study population. Simple random sampling technique was employed to purposively select a total of 191 undergraduate students found using the e-library during the four days of data collection for the study. The questionnaire method was used for data collection. After it was face and content validated by experts, it was administered. A pilot study was conducted on 20 undergraduate students of the College of Health Sciences e-Library to determine the reliability of the instrument, the result of which was subjected to Cronbach's Alpha test, which yielded a reliability coefficient of 0.87. A total of 191 copies of the questionnaire were administered, while the data collected were analyzed, using descriptive statistics, and the hypotheses formulated were tested using Pearson Product Moment Correlation at 0.05 level of significance.

Analysis and Results

Return Rate

A total of 191 copies of the questionnaire were administered randomly to students at the e-library section of the University of Ilorin Library. However, a total of 183 participants responded and completed the survey questionnaire giving a response rate of 95.8%, which formed the basis of the analysis.

Demographic Characteristics of the Respondents

Table 1: Distribution of Respondents by Faculty

Faculty	Frequency	Percent
Agriculture	9	4.9
Basic Medical Sciences	3	1.6
Clinical Sciences	1	0.5
Communication and Information Sciences	26	14.2
Education	17	9.8
Engineering and Technology	13	7.1
Environmental Sciences	8	4.4
Humanities	20	10.9
Life Sciences	27	14.8
Management Sciences	13	7.1
Physical Sciences	33	18.0
Social Sciences	13	7.1
Total	183	100

Source: Field Survey (2018)

Table 1 shows that 1 (0.5%) of the respondents was in the Faculty of Clinical Sciences which has the lowest frequency due to the fact that they are located at the College of Health Sciences. However, majority of the respondents, 33 (18.0%), were in the Physical Sciences.

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	148	80.9
Female	35	19.1
Total	183	100

Source: Field Survey (2018)

Table 2 implies that 148 (80.9%) were male, while 35 (19.1%) were female. This implies that majority of the respondents were male because most respondents were from Physical Sciences, as they are more involved in utilizing e-resources in the E-Library.

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Table 3: Distribution of Respondents by Level

Level	Frequency	Percent
100 Level	38	20.8
200 Level	33	18.0
300 Level	51	27.9
400 Level	58	31.7
500 Level	3	1.6
Total	183	100

Source: Field Survey (2018)

Table 3 shows that the least of the respondents 3 (1.6%) were in 500 Level. This is because most courses are for a duration of four years. Therefore, there were few 500 Level students in the school, while 58 (31.7%) were in 400 Level with the highest frequency.

Research Question 1: What are the available types of e-resources for undergraduate students in the University of Ilorin Library?

Table 4: Availability and Types of Electronic Resources

E-resources	Available		Not Available	
	Frequency	Percent	Frequency	Percent
E-journal	102	55.7	81	44.3
E-books	111	60.7	72	39.3
Full text database	60	32.8	123	67.2
CD-ROM	41	22.4	142	77.6
Internet	174	95.1	9	4.9
E-serials	41	22.4	142	77.6
E-magazine	64	35.0	119	65.0
E-mails	136	74.3	47	25.7
Reference Databases	81	44.3	102	55.7

Source: Field Survey (2018)

On the availability and types of electronic resources, Table 4 reveals that most of the respondents affirmed that internet (174; 95.1%) was the most available e-resources at the E-Library. This could be as a result of the presence of a strong bandwidth connection, while CD-ROM and e-serials were the least available (142; 77.6%).

Research Question 2: How accessible are the available e-resources for the undergraduate students?

Table 5: Accessibility of Electronic Resources

E-resources	Accessible		Not Accessible	
	Frequency	Percent	Frequency	Percent
E-journal	67	36.6	116	63.4
E-books	95	51.9	88	48.1
Full text database	39	21.3	144	78.7

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CD-ROM	17	9.3	166	90.7
Internet	174	95.1	9	4.9
E-serials	23	12.6	160	87.4
E-magazine	43	23.5	140	76.5
E-mails	128	69.9	55	30.1
Reference Databases	56	30.6	127	69.4

Source: Field Survey (2018)

On the accessibility of e-resources, Table 5 shows that internet is the most accessible e-resources (174; 95.1%) among undergraduate students as a result of a strong bandwidth connection. However, CD-ROM was the least accessible (166; 90.7%).

Research Question 3: Which type of electronic resources do the undergraduate students use?

Table 6: Utilization of Electronic Resources

E-resources	Utilised		Not Utilised	
	Frequency	Percent	Frequency	Percent
E-journal	55	30.1	128	69.9
E-books	85	46.4	98	53.6
Full text database	26	14.2	157	85.8
CD-ROM	11	6.0	172	94.0
Internet	176	96.2	7	3.8
E-serials	9	4.9	174	95.1
E-magazine	24	13.1	159	86.9
E-mails	113	61.7	70	38.3
Reference Databases	34	18.6	149	81.4

Source: Field Survey (2018)

On the utilization of e-resources, Table 6 reveals that the majority of the respondents utilized the Internet (176; 96.2%) and e-mails (113; 61.7%). In addition, a considerable portion of the respondents utilized e-books (85; 61.7%), e-journal (55; 30.1%), reference databases (34; 18.6%), full text database (26; 14.2%) and e-magazine (24; 13.1%).

Research Question 4: What purpose do undergraduate students use e-resources for?

Table 7: Purpose of Using Electronic Resources

Purpose	Agreed		Disagreed	
	Frequency	Percent	Frequency	Percent
For surfing the Internet	116	63.4	67	36.6
For personal assignment	145	79.2	38	20.8
For research purpose	151	82.5	32	17.5
For self-development	144	78.7	39	21.3

Source: Field Survey (2018)

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Table 7 revealed that most of the respondents 151 (82.5%) used e-resources for research purpose, perhaps due to easy accessibility when compared to books. 116 (63.4%), which is the least of the respondents, attested to using e-resources for surfing the Internet to carry out different academic related activities.

Research Question 5: What is the extent of usage of e-resources among undergraduates in the University of Ilorin Library?

Table 8: Extent of Electronic Resources Usage

E-resources	Very well		Moderately		Not at all	
	F	%	F	%	F	%
E-journal	22	12.0	46	25.1	115	62.8
E-books	46	25.1	59	32.2	78	42.6
Full text database	10	5.5	34	18.6	139	76.0
CD-ROM	4	2.2	18	9.8	161	88.0
Internet	126	68.9	57	31.1	-	-
E-serials	7	3.8	22	12.0	154	84.2
E-magazine	12	6.6	50	27.3	121	66.1
E-mails	61	33.3	74	40.4	48	26.2
Reference Databases	11	6.0	46	25.1	126	68.9

Source: Field Survey (2018)

Table 8 shows that 126 (68.9%) respondents used internet very well, perhaps due to the presence of a strong bandwidth connection, while 154 (84.2%) do not use e-serials because of low availability and 74 (40.4%) respondents used e-mails moderately as a result of the fact that it is mostly used to relay information to others.

Hypotheses Testing

Ho: There is no significant relationship between students' accessibility to and their usage of e-resources in the University of Ilorin Library.

Table 9: Relationship between students' accessibility to and their usage of e-resources

Correlations		Accessibility	Usage
Accessibility	Pearson Correlation	1	.302
	Sig. (2-tailed)		.000
	N	183	183
Usage	Pearson Correlation	.302	1
	Sig. (2-tailed)	.000	
	N	183	183

As indicated in Table 9, the calculated r-value (0.302) is greater than the critical r-table value (0.197) at 0.05 significance level for 281 degree of

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freedom. Hence, the null hypothesis is rejected. This shows that there was significant positive relationship between students' accessibility to and their use of e-resources.

Discussion of Findings

On the availability of e-resources for undergraduate students in the University of Ilorin Library, findings from the study revealed that although there is availability of all the listed e-resources, majority of the respondents attested to the availability of Internet, e-mails, e-books and e-journals. On the other hand, most of the respondents attested to the non-availability of CD-ROM, e-serials, full-text databases, e-magazines and reference databases. This was in line with the finding by Adeniran and Onuoha (2018), who affirmed that Internet was readily available in Babcock (83.5%) and Redeemer's (92.8%), while other e-resources were not readily available.

Similarly, on the accessibility of e-resources, findings showed that there is high accessibility of internet, e-mails and e-books. However, there is low accessibility of CD-ROM, e-serials, full-text databases, e-magazines, reference databases and e-journals as majority of the respondents attested to their non-accessibility. It can be deduced from the findings that there is low accessibility of e-resources aside internet, e-mails and e-books. This finding is in consonance with Shaibu and Mohammed (2017), where high utilization was reported for Internet among undergraduates in Nigerian universities. However, there is low utilization of e-serials, CD-ROM, e-magazines, full-text databases, reference databases, e-journals and e-books. This is in line with Madondo and Chistia's (2017) study, which agreed that there was a low usage of electronic information resources by undergraduate students and that few online resources were widely used, and participants preferred accessing these resources from Cyber cafes. This finding contradicts Alagu and Thanuskodi (2018), who reported that students use electronic resources very regularly, and further revealed lack of information and communication technology knowledge as a barrier to effectively utilizing the available resources.

On the extent of usage of e-resources, it can be deduced from the findings that there is low usage of e-resources, except for Internet and e-mails. Notably, there is low usage of e-journals, e-books, full text databases, CD-ROM, e-serials, e-magazines and reference databases. These findings are in line with those of Yebowaah and Plockey (2017), where it was reported that there is low usage of e-resources, in contradiction with those of Alagu

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and Thanuskodi (2018), which reported varying degrees of frequency and extent of utilization of, as well as increased duration of usage.

Findings also revealed that there is significant correlation between students' accessibility to and their use of e-resources. This implies that the higher undergraduate students have access to e-resources in the library, the higher its usage. It also suggests that without access to the available e-resources, its use among undergraduates could be jeopardized. This finding is similar to Anyim (2018) who revealed that majority of the participants from academic library asserted that internet was very accessible to them and there is positive relationship between students' accessibility and their use of electronic information resources.

Conclusion and Recommendations

The study established the availability of all the listed e-resources, Internet, electronic mails, books and journals, as well as the non-availability of CD-ROM, e-serials, full-text databases, e-magazines and reference databases. Whereas the Internet, e-mails and e-books were highly accessible, CD-ROM, e-serials, full-text databases, e-magazines, reference databases and e-journals were established to have low accessibility. The study also affirmed that both gender and academic level of the undergraduate students had no significant relationship with electronic resources usage. Based on the conclusion above, the study recommended that:

1. the University Librarian should also create more awareness about the availability of e-resources in the library for more and better usage by the students;
2. the Internet bandwidth should also be upgraded to enhance easier accessibility and eliminate the frustration being experienced due to incessant downturn.;
3. the library personnel should give adequate library orientation to the students during their first two months in the university to teach them how to search and retrieve needed information practically, as well as on the relevance of the use of EIRs;
4. seminars/workshops on use of library instructions/resources should be carried out periodically for undergraduates in the university. This should also incorporate information literacy skills education during the first and second semesters of their first year in the university. This course should not be made to be part of another course but a stand-alone course with three (3) credit units during each of the semesters;

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5. the service provision of the library staff should be extended to assisting undergraduate students in retrieving their needed information. This will go a long way in enhancing their continued use of the EIRs in the library; and
6. the Library Management should endeavour to provide adequate Internet-connected computer terminals and also subscribe to electronic resources that have user friendly interface to facilitate ease of use of the resources by the users.

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