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TABLE OF CONTENTS

Welcome to IJE	ii
Instruction to Contributors	iii
Editorial Team	vi
Table of Contents	viii
Innovative Strategies for Funding South-South Universities in Nigeria Iguodala W.A. & Igbineweka V.O.	1-12
Evaluation of Guidance Services to Senior Secondary School Students in Delta State Patrick U. Osadebe	13-20
The Entrepreneurship Literacy of Pre-Service English Language Teachers: The Nigerian Spectacle Samson Olusola Olatunji	21-30
Teachers' Perception of Hindrances to Realization of the Language in Education Policy Provision (LEPP) In Nigeria Adejumobi H.O.; Ohia I.N. & Fakeye D. O.	31-44
Principals' Time Management Strategies for Effective Administration in Public Secondary Schools in Ebonyi State Ohia, Adanma Ngozi & Uduma, Felicia Ogbonnaya	45-57
Teachers' Perception of the Difficulties in Educating Pupils in Riverine Areas of Rivers State Ohia, Adanma Ngozi	58-69
Roles of Education on Knowledge and Utilisation of Postnatal Care Services among Women of Child-Bearing Age in North-Eastern Nigeria Sani Buba; Abdullahi Mohammed Isiyaku; Saidu Isah; Zakari Abubakar; Bulus Yuyu Maiyanga & Mohammed Hassan	70-79
Public and Private Partnerships (PPP) in Higher Education in Nigeria: Roles, Challenges and Ways Forward for Sustainable Development Ileuma Senimetu	80-90

Parents Attitudes towards Government Involvementt in Pre-School Education in Kwara State Eniola Keji Ola-Alani	91-100
Effect of Cognitive Restructuring Counselling Technique on Self-Concept of Secondary School Underachievers in Ilorin Metropolis, Nigeria Abdul-Hameed Akorede ZAKARIYAH; Adebayo Issah RAHEEM; Esther Adebimpe OGUNWOLE, & Hussain Kehinde GARBA	101-111
Socio-Demographic Factors as Determinant of Gastroenteritis among Children Under Five Admitted into Children Specialist Hospital, Ilorin, Kwara State. Rejuaro, FM.; Umar, NJ.; Imam, A A.; Ibraheem, MA.; Umar, GA.; Onasoga, OA.; & Yusuf, AG.	112-120
Challenges Facing Effective Delivery of Social Studies Curriculum in Nigeria Adedayo Oyewole Sofadekan	121-130
Locus of Control and Self-Concept as Correlates of Academic Performance of Secondary School Students in Sokoto Metropolis Mustapha Fatai & Issa Gaata Abdullahi	131-139
Hawking, Maidship, Apprenticeship and Girl-Child Academic Performance in Secondary Schools, Ilorin-West LGA Kwara State AbdulGaniyu, Salman Sebutu & Alabi, Jimoh Adeniyi	140-146
Arabic and Islamic Education in Private Arabic Schools: An Assessment of Teaching Process in Az-Zumratul Adabiyah School, Ilorin Musa Siddiq ABDULLAHI & Abdulhameed Ishola JIMBA	147-157
Interactions in Study Groups among Undergraduate Students in University of Maiduguri, Borno State Nigeria Ibrahim T. BOKKO	158-166
Students' Awareness and Utilization of Electronic Resources and Services at the University of Ilorin, Nigeria Akande, Femi Titus & Otonekwu Florence Onyeisi	167-179
Influence of Marital Instability on Students' Academic Achievement as Perceived by Secondary School Students' in Offa, Kwara State HAMMED, Ayuba Olawale; ISIAKA, Gafar & ASHARA, Ozioma Chinasa	180-188

STUDENTS' AWARENESS AND UTILIZATION OF ELECTRONIC RESOURCES AND SERVICES AT THE UNIVERSITY OF ILORIN, NIGERIA

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Abstract

The study assessed student's awareness and utilization of e-resources and services at the University of Ilorin. The objectives of the study were: to analyse the level of awareness of students about the e-resources, Frequency of usage, to ascertain the location to e-resources, Determine the relevance of e-resources to the students' academic work, level of satisfaction to the e-resources facility. Survey research design was adopted for the study. A structured questionnaire designed by the researchers' was used to collect data. The questionnaire has close ended questions which were segmented into sections. The questionnaire was distributed randomly to 377 among the 20,925 registered undergraduate and postgraduate library users spread across all faculties except Health Science and Veterinary Medicine. From the 377 questionnaire distributed 265 were completed and returned making 70.3% response rate. The study shows that respondents use computer very well as 59.2% indicated that they use it frequently. The awareness of the e-resources was fairly high among the respondents. The findings showed that 74% indicated that they have knowledge of availability of e-resources in the university. The usage of the e-resources was low compare to level of awareness, 53.2% of the respondents indicated that they do not use the e-resources at all. The library was the point where most of the respondents access the e-resources. Online data, the Internet, electronic journal and books were the e-resources that were highly rated by respondents as being relevant to their academic work. Incomplete information material, slow Internet access, poor electricity services and lack of adequate training for users were the pronounced hindrances to the use of e-resources. Over 50% of the respondents indicated that they are satisfied with the services obtained from the e-resources services of the university. The researchers recommended that, the management of the library should create publicity program of the e-resources to be used maximally to justify the huge investment of the university on the provision of e-resources to the students.

Keywords: Electronic resources, Internet, user satisfaction, students' awareness and utilization, University of Ilorin.

Introduction

The University of Ilorin, was established in August 1975 and is located in Ilorin , the Capital of Kwara state. The city and consequently the university are located strategically

Students' Awareness and Utilization of Electronic Resources and Services

at the mid-way between northern and southern parts of Nigeria. The University of Ilorin is owned by the Federal Government of Nigeria and it has enjoyed a steady growth since inception. The university has impacted positively on the immediate communities and Nigeria in general and based on the recognition of consistent quality services put in place by the university to achieve her national mandate which are teaching, learning and research.

Among the services rendered in the university to support quality teaching, learning and research are the library services. The university main library is equipped to meet the scholarly information of both the students and the lecturers. It also has departmental libraries which assist students and lecturers in their academic work. The information resources in the University of Ilorin library include both print and electronic-resources. Mudassir (2013) described electronic information resources as the most recent development in information technology and according to him they are among the most powerful tools ever invented in human history. Electronic resources have become an important component of libraries. It's acquisition by libraries particularly academic libraries is increasingly becoming popular because it assists the libraries to perform its functions of providing correct, concise and comprehensive information to users with minimal stress. Electronic Resources is associated with making large volumes of information available to users, with the application of required computer skills. Users can access the catalogue and retrieve information from the network without being compelled to be in the library. The accessed information can be printed by users remotely from their offices, hostels and in the library.

In view of the advantages associated with e-resources, the management of University of Ilorin has over the years taken several steps to ease the process of accessing scholarly information by undergraduate and post graduate students in the university. Ellis and Oldman (2005) note that through the use of electronic resources, researchers and students; now have access to global information resources, particularly the Internet for their scholarly intercourse. E-resources are embedded with a wealth of information whose exploitation can positively transform research world and propagate academic research management, foster teaching and learning, comply with university legislations and cater for university modes of study (Omallah, 2013). According to Bashorun, Tunji, Isah Abdulmumin, and Adisa, M.Y. (2011) computer networking activities to aid quick accessibility of scholarly information by students and lecturers started in the university in 2002. The process witnessed many remarkable stages and in 2008 the university took a bold step to start a wireless network cloud on its campus and housing estate. The university investment in the project according to Bashorun Tunji *et al* (2011) was to improve the reach of the Internet access to members of the university community. Apart from the Cloud project, the management of University of Ilorin further strengthened teaching and research component of her mandate with investment in the acquisition of many scholarly databases which allowed lecturers and students to access many e-journals, e-books and collections of educational software programme and computer software applications. The infrastructure and tools put in place by the university to enhance accessibility of electronic resources by students and lecturers are quite impressive and enormous. This includes the policy of the University to make tablets available to all 100 level students. However, the effort of the

university to further improve her infrastructure for enhancement of the Internet was boosted by United Bank of Africa (UBA). The bank donated electronic library which accommodates 60 computers with the Internet connections. This was further expanded by the University to accommodate another 100 computers. The ICT facilities in the building are managed by librarians, computer staff and relevant technicians to support the usage of the facility maximally by students who formed the bulk of users of the e-library facility.

In view of the commitment made by management of the University of Ilorin towards the use of electronic resources, by providing uninterrupted Internet services and access to different databases for use of students and lecturers to facilitate teaching, learning and research. It is desirable to assess regularly whether the students are aware and are utilizing the resources for their studies. Also to find out what challenges are militating against the use of e-resources by students of the University, who formed the largest population of users of the e-resources. The assessment can be done towards a deliberate attention of the management of the University of Ilorin to nip the challenges that may occur timeously. It is expected that steps taken to understand the feeling of users of the e-resources, databases will further enhance its usage, so that the investment made by the university will have desired impacts.

Objectives of the Study

The general objective of this study was to examine students' awareness and utilization of electronic resources at the University of Ilorin. The specific objectives are to:

- i. analyse the level of awareness of students about the e-resources in the University.
- ii. Determine the frequency of usage of e-resources among the students.
- iii. ascertain the location of access to e-resources by the students.
- iv. determine the relevance of e-resources to the students' academic work.
- v. ascertain level of utilization and satisfaction of the respondents to the e-resources facility in the University.

Literature Review

It is generally known that one of the roles of a university is to serve as a place that is conducive for teaching, learning and research. Unilorin diary (2011) asserts that the mission statement of University of Ilorin is to provide world-class environment for learning, research and community service. Universal role of a university demands that it should have infrastructure that will facilitate availability of required scholarly information resources to the lecturers and the students. One of the major sources identified today, where lecturers and students can get required information for teaching, learning and research is electronic resources. (Tyagi 2011).

Furthermore, Angello (2010) posited that from twentieth century, information usage have been shaped by application of communication technologies. The emergence and use of information technology was said to be the century's significant development affecting scholarly communication.

Salam (2007) indicated that over the last few years, a significant transformation is said to be noticeable in the university libraries collection development, policies and practices. Print medium is increasingly giving way to the electronic form of information materials. Egberongbe (2011) further revealed that transition from print to electronic medium, apart from resulting in growth of electronic information, provides users with new tools for information seeking and retrieval. Hence, from various studies carried out, which includes Akhtar Hussain, Krishna Kumar (2006) a survey of the use, collection and services of IIRS Library, Naushad Ali (2005) focuses the purpose of study that the use of electronic information services (EIS) among the users of the Indian Institute of Technology (IIT) Library in Delhi, India, Adeyinka Tella *et al* (2007) Self-Efficacy and Use of Electronic Information as Predictors of Academic Performance, and so on.

It was observed that there is increase in the awareness and use of e-resources among lecturers, researchers and students in the universities. The emergence of electronic information resources has tremendously transformed information handling and management in Nigerian academic environments, and University libraries in particular (Ani and Ahiauzu, (2008). Tenopir (2003) Reviewed available literature on usage of electronic resources from 1995 to 2003, and concluded that electronic resources have become widely adopted in the academic environment, and that users in different disciplines have distinct usage patterns.

Crawford (2006) studied the use of electronic information services and information literacy at Glasgow Caledonian University. The study found that students used electronic information resources for their academic pursuits, communication, current awareness, and entertainment.

Ozoemelem (2009) conducted a study on the use and perception of e- resources by Postgraduate Students of Library Science at Delta State University, Abraka, Nigeria that revealed a low level of electronic awareness among the respondents. The study showed that Internet use in the Cyber cafe was the major facility of accessing electronic resources by the postgraduate students. The findings revealed hindrance to the use of e-resources to include large amount of irrelevant information, which they need to filter, download delay, failure to find information, lack of adequate search skills by students. The study also revealed high cost of access, power outages, inaccessibility of some electronic resources and difficulties in navigating through electronic resource. On the whole the respondents still perceive e-resources as resources that have potential to boost their knowledge and research capabilities because of available information and eases of access associated with it.

Methodology

To collect data from students of the University of Ilorin, survey research design was adopted for this study. A structured questionnaire was designed by the researchers and distributed randomly to students of the university to capture information on different variables being considered in the study. The population of students studied was 20,925 undergraduate and post graduate registered library users.

The Health sciences were exempted because the students in that faculty stayed on another campus of the university while students in Veterinary Medicine were not included because; the faculty is far to the main library and their students make use of their faculty library. From the 377 questionnaire distributed 265 were completed and returned making 70.3% response rate. The collected questionnaires were analyzed using tables and percentages. The distribution of the questionnaire was done at early part of 2015/2016 academic session which started October 2015 to January 2016.

The distribution of questionnaire to students took place at the period, when students were expected to come to the main library of the university to renew their library users' registration card. The structured questionnaire distributed randomly among the students had close-ended questions and it was segmented into sections. The first section, seek to know the demographic status of the respondents. The second part asked questions on computer usage and literacy of the respondents. Also, respondents awareness of the presence of e-resources in the university. The second parts also include questions on mode, frequency and usage of e-resources by the respondents. The third part of the questionnaire requested respondents to express their view on the significant of some of the electronic databases to their academic work. The last segment was designed for respondents to rate the problems that they are likely to have encountered while using the e-resources in the university. The respondents were also requested to indicate their level of satisfaction with the e-resources and the area of improvement they are expecting the university to pay attention to.

On the whole 377 questionnaires were distributed randomly among the 20,925 registered undergraduate and postgraduate library users covering all the faculties in the university, except the health science and veterinary medicine. The health sciences students were not involved because they stayed and take their lectures on different campus. The faculty of veterinary medicine is also far to the main library and their students make use of their faculty library for their studies. Among 377 questionnaire distributed, 265 was completed and returned making 70.3% response rate. The Sample size adopted was Krejcie and Morgan (1970), who assert that when the study population is 20,000, 377 Could be used to represent the whole Population of the respondents. The collected questionnaires were classified, analyzed using tables and other statistical descriptive approach of IBM Statistical Package for Social Sciences (SPSS,2015).

Data Presentation and Analysis

Table 1: Gender of the respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	147	55.5	55.5	55.5
Female	118	44.5	44.5	100.0
Total	265	100.0	100.0	

Students' Awareness and Utilization of Electronic Resources and Services

Table 2: Academic level of respondents

Academic Level	Freq.	Percent	Valid Percent	Cumulative Percent
100	41	15.5	15.5	15.5
200	96	36.2	36.2	51.7
300	64	24.2	24.2	75.8
400	56	21.1	21.1	97.0
500	4	1.5	1.5	98.5
Postgraduate	4	1.5	1.5	100.0
Total	265	100.0	100.0	

Table 3; Faculty of respondents

Faculty	Frequency	Percent	Valid Percent	Cumulative Percent
Management Science	37	14.0	14.0	14.0
Physical Science	42	15.8	15.8	29.8
Life Science	67	25.3	25.3	55.1
Education	34	12.8	12.8	67.9
Engineering	12	4.5	4.5	72.5
Arts	18	6.8	6.8	79.2
Social Science	31	11.7	11.7	90.9
Agriculture	16	6.0	6.0	97.0
Environmental Science	3	1.1	1.1	98.1
Law	5	1.9	1.9	100.0
Total	265	100.0	100.0	

Table 1 revealed that male respondents were 55.5% while the female respondent is 44.5%. The analysis showed that 15.5% of the respondents are in 100 level (first year of their studies), 36.2% of the respondents are in 200 level (second year of their studies) 24.2% of the respondents are in 300 level (third year of their studies) 21.1% of the respondents are in 400 level (fourth year of their studies), 1.5% of the respondents are in 500 level (fifth year of their studies) 1.5% of the respondents are postgraduate students. While 14% of the respondents are students from the faculty of management science, 15.8% of the respondents are students from the faculty of physical science, 25.3% of the respondents are students from the faculty of life science, 12.8% of the respondents are students from the faculty of education, 4.5% of the respondents are students from the faculty of engineering, 6.8% of the respondents are students from the faculty of arts, 11.7% of the respondents are students from the faculty of social science, 6% of the respondents are students from the faculty of

agriculture, 1.1% of the respondents are students from the faculty of environmental science, 1.9% of the respondents from the faculty of law.

Table 4; Level of computer literacy of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	13	4.9	4.9	4.9
Disagree	9	3.4	3.4	8.3
Agree	139	52.5	52.5	60.8
Strongly Agree	104	39.2	39.2	100.0
Total	265	100.0	100.0	

4.9% of the respondents strongly disagreed that computer literacy is important to use electronic resources, 3.4% of the respondents disagreed that computer literacy is important to use electronic resources, 52.5% of the respondents agreed that computer literacy is important to use electronic resources, 39.2% of the respondents strongly agreed that computer literacy is important to use electronic resources, 39.2% of the respondents agreed that computer literacy is important to use electronic resources.

Table 5; Awareness of electronic resources in the university library

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	196	74.0	74.0	74.0
No	69	26.0	26.0	100.0
Total	265	100.0	100.0	

The awareness of the respondent about their knowledge of availability of e-resources in the university is fairly high as 74% are aware of the e- resources.

Table 6: Frequency of Access and Utilization of Electronic Resources

	Frequency	Percent	Valid Percent	Cumulative Percent
Daily	36	13.6	13.6	13.6
Once a week	44	16.6	16.6	30.2
Fortnightly	17	6.4	6.4	36.6
Once in a Month	27	10.2	10.2	46.8
Never	141	53.2	53.2	100.0
Total	265	100.0	100.0	

Students' Awareness and Utilization of Electronic Resources and Services

Despite high level of awareness it can be noted that the level of usage among respondents is low, with 53.2% of the respondents indicating that they have never used the e-resources in the university.

Table 7: Location of Access to Electronic Resources

	Frequency	Percent	Valid Percent	Cumulative Percent
From the Library	86	32.5	32.5	32.5
From my Office	1	.4	.4	32.8
From lecture room	33	12.5	12.5	45.3
Other Places	51	19.2	19.2	64.5
Non respondent	94	35.5	35.5	100.0
Total	265	100.0	100.0	

The library is the main place where the majority of the respondents access the electronic resources of the university.

Table 8: Assessment of significance of some electronic resources to academic work of respondents

	Online data	Electronic Journal	Online Books	Online Catalogue	Online Reference Workbook	Internet	Electronic mail	www	E-Newspaper	OPAC Web	CD ROM
Not Very Important	6	13	3	12	6	1	5	6	8	16	20
Not Important	16	17	8	22	17	2	12	10	21	33	34
Somewhat Important	34	46	20	72	41	12	38	26	59	67	74
Important	108	96	84	76	90	63	90	86	90	81	75
Very Important	79	62	129	54	80	169	91	108	66	37	34
Non respondent	22	31	21	29	31	18	29	29	21	31	28
Total	265	265	265	265	265	265	265	265	265	265	265

The online data has high significance to the academic work of the respondents 40.8% and 29.8% respectively find it significant, when put together is 70.6%. The electronic journal is also needed by the respondents in retrieving information, 36.2% and 23.4% respectively find it important, it totals 59.6%. From the data collected and analyzed, it can be noted that online books are very important, with 80.4% of the respondent responding positively to it. The online catalogue is also a good source of information for the respondents, some of the respondent find it slightly important, with the percentage totalling 49.1%. The respondents value the online reference workbook, with 64.2% of the respondents agreeing to it being important. The internet is very crucial to the academic work of the respondents, with 87.6% of the respondents agreeing to the use of internet.

The use of Electronic mail is also emphasized, with 68.3% of the respondents in total agreement to its importance to their studies. The electronic newspaper is highly regarded, 58.9% of the respondents agreed to the use of E-newspaper. The use of OPAC web has low reception with 44.6% of the respondents agreeing to its importance. The use of CD-Rom has a low relevance to the retrieval of information from the respondents, with 41.1% agreeing to its importance.

Table 9; Satisfaction with the provision of Electronic service in the University

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Satisfied	16	6.0	6.0	6.0
Satisfied	109	41.1	41.1	47.2
Very Unsatisfied	30	11.3	11.3	58.5
Unsatisfied	87	32.8	32.8	91.3
Non respondent	23	8.7	8.7	100.0
Total	265	100.0	100.0	

From the data gathered, it can be observed that the respondents are satisfied with the electronic service provided in the university, with 6% and 41.1% of the respondents stating they are very satisfied and satisfied respectively, totalling 47.1%

Students' Awareness and Utilization of Electronic Resources and Services

Table 10: Challenges of e-resources utilization

	Frequently problem	Occasional problem	Never a problem	Not sure	Non respondent	Total percent
Non availability of desired information material	12.5	46	15.1	14.3	12.1	100
Incomplete information material	16.2	40.8	15.5	14.7	12.8	100
Slow internet access	38.1	40.4	5.7	3.8	12.1	100
Long time to download information	36.2	37.0	7.2	7.5	12.1	100
No adequate support from library staff	20.4	22.6	23.8	20.8	12.5	100
Poor electricity supply	17.7	31.7	31.3	7.5	11.7	100
e-library environment not conductive	10.6	14.3	38.5	24.5	12.1	100
e-library closing time as hindrance	21.9	21.9	29.4	15.5	11.3	100
No adequate training for users	32.8	20	14	21.1	12.1	100

Non availability of desired information is part of the problem faced by the respondents, with 12.5% and 46% of the respondent stating it's a problem. Incomplete information material is a problem when accessing electronic resources, with 16.2% and 40.8% of the respondents stating it's a problem frequently and occasional. Slow internet access is a very big challenge to accessing electronic resources, with 38.1% and 40.4% of the respondents agreeing to it frequently and occasionally respectively. The respondents agreed to have problems in the time it takes to download information, with 36.2% and 37% of the respondents agreeing to it frequently and occasionally totaling 73.2%. From the data gathered, it can be observed that there is little adequate support from library staff, which means this is not a problem. The availability of power in accessing electronic resources is slightly part of the problems encountered, with 17.7% and 31.7% of the respondents agreeing to it frequently and occasionally. The E-learning environment is conducive, thus, it is not a problem as stated by the respondents with 38.5% of the respondents agreeing to this. The respondents stated that the closing time for the Library and E-library is a hindrance in accessing electronic resources, with the respondents stating it's a problem frequently and occasionally 21.9% and 21.9% respectively. The respondents stated that there is little or no adequate training for users to get familiar with the resources available, with 32.8% and 20% of the respondents agreeing to it being a problem frequently and occasionally respectively

Conclusion

It can be observed from (Table) 6 that more than 50% of the respondent use computer frequently. This is likely to assist them to acquire computer skills that could help them use the e-resource efficiently. Also their consciousness that they need computer skills before they can efficiently use e-resources database is also high as more than 50% of the respondents also agree to this. This is in support of the research carried out by Osunrinde, Adekiya and Adeyemo (2002) which find out that the use of electronic information has become prominent in the drive for making information and data transfer available to users, especially students. There is fairly high level of awareness of the e-resources among the respondents. The study indicated that 74% of the respondents are aware of the presence of e-resources in the university. Despite the high level of awareness, it is observed that the level of usage is very low among the respondents. The library is the major source of access of the database by most of the respondents. On the use of different e-resources by the respondents, it noticeable that the internet is the electronic resources found most relevant by the respondents to their academic work.

However, it is worthy of note that quite a fair percentage of the respondents indicated that they are satisfied with the e-resources usage in the university. Among the respondents, 109 (41.1%) and 30 (11.3%) expressed that they are satisfied, and very satisfied respectively with the e-resource usage and 30 (11.3%) and 87 (32.8%) indicated that they are not very satisfied and unsatisfied respectively.

Recommendation

Though the study indicated high level of awareness of e-resources among the respondents. It is still necessary that the management of the library should create publicity program of the e-resources, so that it can be used maximally and there could be justification for huge investment of the university on the provision of e-resources to the campus. The level of awareness seems very high compared to level of usage of the e-resources by the students. It is only 36 (13.6%) of respondents that use the e-resources daily while 141 (53.2%) indicated that they do not use it at all. To improve usage, the library management need to improve on its user education, training and equally randomly interview the students to elicit why they do not use it, so that effort could be made by the university to focus attention on identified hindrances. For example the closing time of the e-library which is presently 6pm was identified as one of the hindrances to maximum use of the e-resources. Hence it is being suggested that the library management should extend their closing time to 10pm during the week days as done in the main library.

Also, the users education of the university should be designed to educate students about each databases that are available in the e-resource, collections of the university, so that the e-resources will not be underutilized based on ignorance by the students. Since the library is the place of access to the databases by many of the respondents it is suggested that while the students are in the library using the computer terminal to search the database, skillful library staff can assist the students who are not competent in the use of e-resources. The staff should wear an identity card that will make the students know that the staff is

around to attend to their problem. The university through library staff should continually interview students and staff about how satisfied they are with the databases. This may improve usage if the complaints of users are attended to and at the end the investment of the university shall be justified.

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