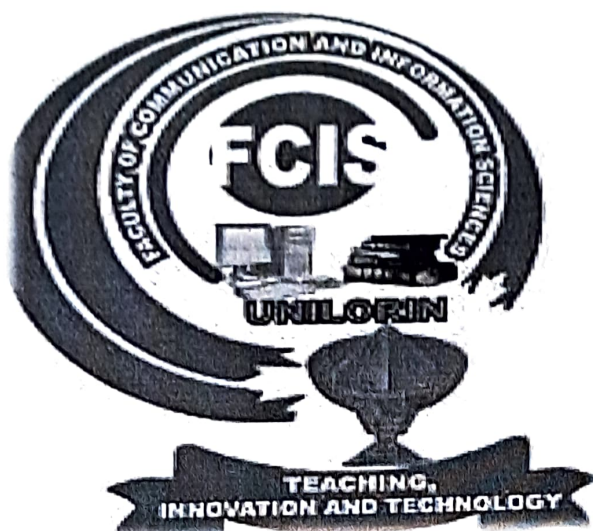


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Rasheed Gbenga JIMOH, Ph.D.
Editor-in-Chief

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EDITORIAL PREFACE

International journal of Information Processing and Communication (IJIPC) is an official publication of the Faculty of Communication and Information Sciences, University of Ilorin. The journal has attained some level of sustainability as this edition is the eleventh volume containing one issue 1 (Volume 11 (1)). The journal provides a platform for reporting findings of quality researches conducted in the fields of computing, telecommunications, information technology/systems, library and information science, mass communication/media technology and other related areas. The Journal Management Team under the present leadership has taken the journal to the next level by providing required visibility for the journal as a global standard and practice. Registration of the journal with relevant databases is almost completed and there is consistency in the operations of the journal through our electronic journal management system. All activities are fully automated through our journal portal system.

This volume covers issues related to computer/information security, data communication and network, knowledge management, e-learning, expert systems, library management, telecommunication science techniques, algorithms, media practices, social media, e-commerce, e-resources, e-government among others. On behalf of the Faculty, I appreciate the efforts of members of the editorial team for a job well done in putting this volume together.

Rasheed Gbenga JIMOH, Ph.D.

Professor of Computer Science

**Editor-in-Chief and
Dean Faculty of CIS,
University of Ilorin, Ilorin, Nigeria**

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Awareness and ICT Skills as Determinants of Electronic Information Resources Utilization by Undergraduate Medical Students in University of Ilorin, Nigeria

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Abstract

Background: This study was conducted on the medical students of the University of Ilorin. **Aim:** This study investigated the awareness and ICT skills as determinants of electronic information resources utilization by medical students in University of Ilorin. **Method:** The study adopted a survey method. A total of one hundred and twenty-five (125) medical students were randomly sampled. The simple random sampling technique was used for this study, five (5) research questions guided the study and data were collected using a structured questionnaire. It was analyzed using descriptive statistics. The findings showed that e-resources are available to the students. **Results:** The findings also revealed that the averages of the available electronic information resources are utilized frequently. In addition, the study revealed that the respondents are experts in the use of ICT tools. Considerably, the majority of the respondents have a purposely use e-resources. The study recommends that the library needs to make sure the electronic resources are updated ICT tool, the library should provide a conducive environment for its users.

Keywords: Awareness, ICT skills, Electronic Information Resources, Utilization, Medical Students, University of Ilorin

1. Introduction

Several higher institutions of learning around the world have adopted Information and Communication Technology (ICT) to enhance their educational process (Buabbas, Al-Shawaf & Almajran, 2016). This is because there is now a tremendous technological advancement in ICT. As technology is evolving rapidly so also the advancement in Electronic Information Resources (EIR). The development has led to an increase in the use of electronic information resources especially within higher institutions of learning (Israel & Zawedde, 2018).

Electronic information resources have been seen by Haridasan and Khan (2009) as a resource in which information is stored electronically and accessed through electronic mediums. Quadri and Abomoge (2013), affirmed that the Internet is now a means to bridge the digital divide between the developed and the developing countries in closing up access to electronic information. The use of electronic resources allows researchers and



students to have access to global information resources, especially the Internet for their scholarly work. Similarly, Okiki and Asiru (2011) view electronic resources as the product of information communication technologies that are found relevant to aid librarians' performance and research process in the universities. Subsequently, there is now the emergence of e-publishing, which providing online full-text databases such as Emerald, ScienceDirect, Academic Search Premier, Ebscohost, Oare Sciences, Hinari, Nigeria Virtual Library, AGORA and MEDLINE PLUS on and on (Prangya & Rabindra, 2013).

Since electronic information resources are digital contents stored electronically in digital systems and made accessible through electronic medium through computer networks, therefore, awareness is vital for medical students to fully harness these electronic information resource provisions. Awareness is the knowledge about something that exists based on information or experience (Ani & Ahiauzu, 2008). It is also obvious that the use of these electronic information resources requires special skills in information and communication technologies (ICTs). ICT skills are the skills needed to access, evaluate, communicate information and produce documents electronically by the use of computers and communication technologies (Buarki & Ian Murray, 2011). The skills will help medical students navigate the vast electronic information resources at their disposal via telecommunications technologies (Balogun, 2008).

Medical students undergo medical training in the University for Lifelong learning to serve as health information providers and medical practitioners. Medical students must acquire ICT skills to enable them to determine when and why information is required; where to find it; how to evaluate it; use and communicate information ethically and legally (Akpovire, Olawoyin, Adebayo & Esse, 2019). ICT in medical education is not only a tool but also a goal in producing better doctor that is technologically inclined in retrieving electronic information resources online for a better medical experience and application in a real-life situation. Therefore, medical students have to be properly aware of the use of computers, the internet and how to access relevant medical information electronically. This is because ICT has changed how medicine is being practised and taught nowadays. It has now become the responsibility of the medical librarian in the medical college's libraries to equip medical students with the necessary information retrieval skills to meet the challenges of this information age.

The medical librarian is trained professionals and they are in a better position to train medical students in effective skill for information retrieval on the internet needed to meet their information needs. Their expertise when deployed into teaching will enable medical students to be well equipped in searching and being able to access the most relevant information critical to health care professionals and as well as obtaining evidence-based information applicable to their clinical problems information needs. Babalola (2013) admitted that lack of relevant information and lack of skill to identify; access and use information can hinder access to essential information.

In the study of Ajayi, Shorunke and Aboyade (2014), on the influence of electronic resource use on students' reading culture in Nigerian Universities. They found out that the students use e-journals, e-news and e-books mostly and that they often utilize electronic information resources. The students also confirmed the fact that EIR use has enhanced reading habits, expanded their reading possibilities and made reading more pleasurable. Most students read for academic purpose and not for leisure. The study carried out by Emwata and Nwalo (2013) shown that undergraduates electronic resources were poor and the subject background had not influenced the use of electronic resource provision.

It is pertinent to note that when undergraduates are aware of e-resources they make adequate use of them for academic and research purposes. It is also important that for the students to make use of the resources, they ought to be skilled in Information and Communication Technologies (ICTs) applications in other to gain independent use of various electronic information resources around the globe. Consequent upon these, this



study seeks to establish awareness and ICT skills as a determinant to the utilization of electronic information resources by medical students at the University of Ilorin.

2. Statement of the Problem

In time past, information resources were mainly presented in paper formats. In recent time, information is being generated at an exponential rate and the need to make them readily available, accessible to all became an issue. In a bid to overcome this limitation, brought about an alternative medium for holding and broadcasting information resources with the emergence and the adoption of information and communication technology (ICT) especially the Internet in the early 1990s. The emergence of ICT brought about the needed change needed to cope with the ever-increasing and new era of information explosion. With the Internet and other electronic information resources (EIR) media such as CD ROM, databases, Online Public Access Catalogue, e-books, e-magazines, e-journals, and social media and so on were introduced.

However, observations have shown that medical students seem not to be utilizing these e-resources available to them. Could it be that they are not aware of these EIRs; if they are aware why it is that usage is poor as revealed from a preliminary investigation? Therefore, this study investigates the awareness and ICT skills as a determinant of electronic information resources utilization by medical students in the University of Ilorin, Ilorin, Nigeria.

3. Objectives of the Study

The main objective of this study is to investigate the awareness and ICT skills as a determinant of electronic information resources utilization by medical students in the University of Ilorin. The specific objectives of this study are to:

- i. examine the level of awareness of medical students about the availability of electronic information resources in the University of Ilorin.
- ii. determine the level of ICT skills required by medical students to explore those electronic information resources.
- iii. ascertain the purposes for which the medical students make use of electronic information resources.
- iv. determine the effects that utilization of electronic information resources have on the improvement of the academic performance of the undergraduate medical students.
- v. identify the challenges faced by undergraduate medical students when accessing electronic information.

4. Research Questions

This study will answer the following research questions:

1. What is the level of awareness of medical students about the availability of electronic information resources in the University?
2. Do medical students possess the ICT skills required to explore electronic information resources?
3. What are the purposes for which the medical students make use of electronic information resources?
4. What effect do these electronic information resources have on the academic improvement of medical students?
5. What are the challenges faced by medical students when accessing electronic information?

5. Review of Related Literature

The application of ICT has revolutionized the mode of operation, in our educational institutions which have led to improvement in the utilization of scholarly resources through the aid of technology (Owolabi, Idowu, Okocha & Ogundare, 2016). With electronic access to information resources, researchers, academic and students can now gain access to global information resources via the Internet for their scholarly materials (Egberongbe, 2011). With this development, it is expected that librarians in academic libraries should use their professional expertise to help students learn and work in the present realities. Through the vast scholarly



information that can be accessed via EIRs platforms, the Nigerian medical student needs to embrace the electronic resource provisions in their institution for learning and research.

Ahmed (2017), piloted a study on undergraduate medical students' usage of databases at Al-Jouf University in Saudi Arabia and the result revealed that about (72.7%) Medical Students reported having used some of the databases. The findings were similar to those of Kwafoa, Osman, and Afful-Arthur (2014) and other studies in which the percentage of usage was reported lower. This then means that efforts should be made to get students to use these important resources by creating awareness and organizing training on their usage.

According to Ahmed (2017), the data vary significantly in respective colleges. The findings of Ahmed (2017) data analysis found some differences when comparing the percentages of awareness and usage of the databases. For example, 35% indicated they were aware of Medline Plus but only 18.8% indicated using it. The trend was the same for PubMed, Ebscohost, ProQuest, McGraw-Hill and Anatomy. This finding, to some extent corresponds with the findings of Asemi and Riyahiniya (2007), Baro, Endouware, and Ubogu (2011), Ndinoshiho and Megameno (2010) and Kwafoa, Osman, and Afful-Arthur (2014).

Uzuegbua, Chukwub & Ibegwam (2012) in their indicated that for effective utilization of electronic databases, not only is computers and internet connection necessary, creating a usable interface is indispensable. This was supported by another study conducted by Nguyen Hong Sinh and Thi Hong Nhung (2012) and argued that users' behaviour like, the purpose of usage, preferred types of materials, search techniques, ways to learn the search, and expectations and difficulties in using the e-resource can also influence the usage. Furthermore, Nisha and Ali (2012), relevancy, currency and rich content also influence the use of a particular database. It is expected that medical students gather information from a variety of sources with effective searching and retrieval skills. This may be why Adeleke and Olorunsola (2010) stated, "It is one thing to make users aware of the e-resources available in the library, whereas it is another to train them on the necessary ICT skills to use the resource. Consequent upon ICT skills acquisition, Eromosele (2018) made vivid important ICT skills that are needed to successfully utilize EIRs provisions and these are: resolving minor technical hitches; good searching skills on the Internet; downloading online electronic resources; knowledge of file formats; ability to evaluate the content of online materials; good knowledge of web browser; integrating skill; creating skill; and management skill.

In training in the use of e-resources in the Redeemer's University, Nigeria, Adeleke and Olorunsola (2010) reported that "as soon as the library started subscribing to e-resources, efforts were put in place to train users on how to access the resources, particularly databases under the AGORA and HINARI programs which are used by both faculty and students". Lwehabura (2008) in his study on skills and training needs for use of electronic information resources (EIRs) among students in four Tanzanian universities revealed that while students in Tanzanian universities have access to and use various EIRs both for academic and non-academic work, they still lack adequate knowledge and skills in some aspects, including searching and evaluation. The study recommends that librarians and teaching staff become role models that will teach students in using EIRs, and that teaching staff adopt an active learning and student-centred approach in their teaching and in addition strengthening information literacy programs for improving student's ICT skills.

Based on the literature reviewed, it has clearly shown that the use of electronic information resources plays a crucial role in the academic performances of medical students. The reviewed literature indicates an appreciation and acceptance that EIRs enhances medical students' research output because of the wider access to a large volume of information resources. The literature also suggested faculty-medical librarians' collaborative efforts is needed to increase the awareness of EIRs to undergraduate medical students by organizing orientation and training programs for improving students' skills, thereby enhancing EIRs usage. There are few works of literature related (Bashorun et al., 2011; Isah, 2010) to this topic but the one thing they all have in common is that there is a need to make EIRs more available and easily accessible to medical students. Also, there is a need for medical students to be trained to acquire the necessary skills to properly use EIRs. It is easy to conclude that the use of EIRs will make undergraduate medical students more proficient in



their field of study, therefore, making them better medical practitioners. However, it seems none of the literature reviewed dealt with awareness and ICT skills as a determinant to the use of electronic information resources by medical students. Therefore, there is a need for research aimed at discovering awareness and ICT skills to determine the use of EIRs by medical students at the University of Ilorin. This study will help fill the gap of knowledge observed.

6. Methodology

The survey design was used in this study because the study population was relatively large. The target population of the study consists of medical students of the University of Ilorin. The sampling technique adopted in this study was stratified random sampling. This sampling technique was adopted because the population is divided into homogeneous groups of strata and samples were drawn from each stratum using the simple random sampling technique. The size of the sample taken from each stratum was determined by the population size of the strata. Each stratum was represented by the year of study the medical student is in the faculty, bringing it to a total of six (6) strata; in other words, the stratification factor used in this study is the year of study of the respondents. The stratification ensures that each type of population member is included in the sample and hence yields higher precisions even though the total number of people in each stratum may vary.

From the data retrieved from the Registrar's Office of the University of Ilorin, there were eight hundred and nine (809) returning (200 - 600 level) medical students in the University of Ilorin. The sampling covers five levels in the Faculty of Basic Medical Sciences. Twenty per cent (20%) of the population of each level was selected as sample size because the sample size must be proportionate to the population of each level. The instrument used in collecting data for the study was a questionnaire. The questionnaire was administered to the respondents by the researchers. The questionnaire was administered when students were in session because that was the time they could be easily reached. To ensure a maximum response, the respondents were asked to fill and return the questionnaire immediately but some that could not return the questionnaire immediately was asked to return it later. Items in the questionnaire comprised of closed-ended questions. The data collected from the field was analyzed using descriptive statistics of simple percentage and frequency count. Data collected were coded using Statistical Package for the Social Sciences (SPSS).

7. Results

The results encompass the analysis of the data gathered from the respondents that participated in the study. The data gathered was through administering a questionnaire to medical students across the college of health sciences at the University of Ilorin. A total of one hundred and twenty (125) questionnaire were distributed, one hundred and twenty (120) were returned and one hundred and ten (110) were found valid. Therefore, the return rate of the questionnaire administered was 88%.

Analysis of Research Questions

Research question 1: What is the level of awareness of medical students about the availability of electronic information resources in the University?

Table 1 revealed that 56 (50.9%) of the respondent were highly aware of the E-audio visual resources, 35 (31.8%), were moderately aware, 3 (2.7%) were partially aware of E-audio visual resources 16 (14.5 %) were not aware. For the level of awareness of EBooks 65 (59.1) of the respondent were highly aware of e-books, 26 (23.6%) were moderately aware, 4 (3.6%) were partially aware of e-books 15 (13.6%) were not aware. Also, 46 (43.6%) of the respondent were highly aware of the e-journal, 31 (28.2) were partially aware, 17 (15.5%) were moderately aware while 16 (14.5) were not aware of the e-journal. The result in all shows that there is a higher significance of awareness of resources.



Table 1: Level of Awareness of Available Electronic Information Resources

S/N	Awareness of Electronic Information Resources	Highly Aware	Moderately Aware	Partially Aware	Not Aware
1	E-audio/visual Resources	56 50.9%	35 31.8%	3 2.7%	16 14.5%
2	E-books	65 59.1%	26 23.6%	4 3.6%	15 13.6%
3	E-image Resources	18 16.4%	9 8.2%	25 22.7%	58 52.7%
4	E-journals	46 41.8%	17 15.5%	31 28.2%	16 14.5%
5	E-thesis	19 17.3%	20 18.2%	19 17.3%	52 47.3%
6	Indexing and Abstracting Databases	19 17.3%	26 23.6%	23 20.9%	42 38.2%
7	Numerical and Statistical Databases	19 17.3%	31 28.2%	21 19.1%	39 35.5%
8	Official Publications	47 42.7%	12 10.9%	29 26.4%	22 20.0%
9	Online Newspapers	47 42.7%	31 28.2%	17 15.5%	15 13.6%
10	Reference Databases (e.g Dictionaries, Directories, Encyclopedias, etc.)	31 28.2%	43 39.1%	10 9.1%	26 23.6%

Research question 2: Do medical students possess the ICT skills required to explore electronic information resources?

Table 2: Level of ICT skills of the Respondents

S/N	Level of ICT skills	Beginner	Intermediate	Advance	Expert
1	Computers	11 10.0%	10 9.1%	11 10.0%	78 70.9%
2	Tablets	17 15.5%	41 37.3%	30 27.3%	22 20.0%
3	Mobile Phones	4 3.6%	2 1.8%	6 5.5%	98 89.1%
4	Printer	17 15.5%	55 50.0%	22 20.0%	16 14.5%
5	Projector	62 56.4%	24 21.8%	15 13.6%	9 8.2%
6	Photocopier	23 20.9%	52 47.3%	19 17.3%	16 14.5%

Table 2 revealed that 78 (70.9%) of the respondent were expert in the use of computers, 11 (10.0%) were advance, 11 (10.0%) were beginner while (9.1%) were intermediate in the use of computers. 98 (89.1%) of the respondent were expert in mobile phones, 6 (5.5%) were advanced, 4 (3.6%) were beginner while 2 (1.8%) were intermediate in the use of mobile phones. The 98 (89.1%) response rate can be attributed to the fact that the majority of the students possesses a mobile phone in the study.



Research question 3: What are the purposes for which the medical students make use of electronic information resources?

Table 3: Purpose of Electronic Information Resources

S N	Purpose of EIRs Utilization	Strongly Agreed	Agreed	Strongly Disagreed	Disagreed
1	I use EIRs for assignments, term papers	34 30.9%	36 32.7%	25 22.7%	15 13.6%
2	I use EIRs to read for Tests and Exams	23 20.9%	39 35.5%	33 30.0%	15 13.6%
3	I use EIRs to get news on politics	25 22.7%	26 23.6%	37 33.6%	22 20.0%
4	I use EIRs to catch up on celebrity gossip	30 27.3%	37 33.6%	23 20.9%	20 18.2%
5	I use EIRs to find out about business opportunities	26 23.6%	38 34.5%	24 21.8%	22 20.0%
6	I use EIRs for Entertainment Purposes	25 22.7%	42 38.2%	34 30.9%	9 8.2%
7	I use EIRs get Religion information	10 9.1%	13 11.8%	41 37.3%	46 41.8%

Table 3 revealed that 34 (30.9%) of the respondent strongly agreed that they use EIRs for assignments, term papers, 36 (32.7%) agreed that they used the same too, while 25(22.7%) strongly disagreed and 15 (13.6%) disagreed. Also, 23 (20.9%) of the respondent strongly agreed that they use EIRs to read for tests, 39 (35.5%) agreed while 33 (30.0%) strongly disagreed, 15 (13.6%) of the respondent disagreed that they use EIRs for assignments, term papers.

Research question 4: What effect do these electronic information resources have on the academic improvement of medical students?

Table 4: Effect of Electronic Information Resources on Academics Improvement

S/N	Impact of Electronic Information Resources	Very much	Much	Little	None
1	E-audio/visual Resources	36 32.7%	23 20.9%	32 29.1%	19 17.3%
2	E-books	38 34.5%	31 28.2%	21 19.1%	20 18.2%
3	E-image Resources	6 5.5%	9 8.2%	29 26.4%	66 60.0%
4	E-journals	33 30.0%	40 36.4%	16 14.5%	21 19.1%
5	E-thesis	7 6.4%	9 8.2%	27 24.5%	67 60.9%
6	Indexing and Abstracting Databases	4 3.6%	3 2.7%	14 12.7%	89 80.9%
7	Numeric and Statistical Databases	16 14.5%	13 11.8%	13 11.8%	68 61.8%
8	Official Publications	31 28.2%	44 40.0%	17 15.5%	18 16.4%
9	Online Newspapers	33 30.0%	23 20.9%	29 26.4%	25 22.7%
10		38	20	24	28



Table 4 revealed that 36 (32.7%) of the respondent attest that e-audio/visual resources contributed very much to their academic performances, 32 (29.1%) attest that it contributed little, 23 (20.9%) attest that it contributed much while 19 (17.3%) attest that e-audio/visual resources contributed none to their academics performances. 38 (34.5%) of the respondent attest that e-book contributed very much to their academic performances, 31 (28.2%) attest that it contributed much, 21 (19.1%) attest that it contributed little while 20 (18.2%) attest that e-book contributed none to their academic performances. 40 (36.4%) of the respondent attest that e-journal contributed much to their academic performances, 33 (30.0) attest that it contributed very much, 21 (19.1%) attest that it contributed none while 16 (14.5%) attest that e-journal contributed little to their academic performances.

Table 5 revealed that 36(32.7%) strongly agreed and 34 (30.9%) of the respondent agreed that they were not enough EIR available while 25 (22.7%) strongly disagreed and 15 (13.6%) disagreed. Also, 54 (49.1%) of the respondent strongly agreed and 19 (17.3%) agreed that they were faced with outdated ICT tools while 12 (10.9%) strongly disagreed and 25 (22.7%) disagreed that they were faced with outdated ICT tools. Meanwhile, 49 (44.5%) strongly agreed and 29 (26.4%) agreed that there were poor ICT skills challenges while 17 (15.5%) strongly disagreed and 15 (13.6%) disagreed that there were poor ICT skills challenges. Finally, 28 (25.5%) strongly agreed and 49 (44.5%) agreed of the respondent strongly agreed that there was a lack of awareness of EIR while 16 (14.5%) strongly disagreed and 17 (15.5%) agreed that there was lack of awareness of EIR.

Research question 5: What are the challenges faced by medical students when accessing electronic information?

Table 5: Challenges Faced by the Undergraduate Medical Students in Accessing EIRs

S/N	Challenges of Accessing EIRs	Strongly Agreed	Agreed	Strongly Disagreed	Disagreed
1	Erratic power supply	7 6.4%	9 8.2%	27 24.5%	67 60.9%
2	Poor internet connection	4 3.6%	3 2.7%	14 12.7%	89 80.9%
3	Not enough EIR available	36 32.7%	34 30.9%	25 22.7%	15 13.6%
4	Outdated ICT tools	54 49.1%	19 17.3%	12 10.9%	25 22.7%
5	Poor ICT skills	49 44.5%	29 26.4%	17 15.5%	15 13.6%
6	Lack of awareness of EIR	28 25.5%	49 44.5%	16 14.5%	17 15.5%
7	High cost of usage	6 5.5%	9 8.2%	29 26.4%	66 60.0%
8	Lack of technical support	42 38.2%	47 42.7%	9 8.2%	12 10.9%



8. Discussion of Findings

The first objective of the study was to identify the electronic information resources available to medical students in the University of Ilorin, and it was gathered that their students are aware of electronic information resources in the library and e-books is agreed to be the most available resources followed by the e-audio/visual resources. This study counter Omoike (2013) study who reported the use of electronic information resources by students of the National Open University of Nigeria (NOUN) in Lagos and Ibadan study centres and revealed that there is a lack of awareness of the different types of EIRs available at their study centres by the students.

The second objective of the study was to determine the level of ICT skills of the respondents, it has been determined that the majority of the students were quite knowledgeable in the utilization of mobile phone applications resources and the use of the computer. However, the study further discovered that the majority of students are beginners in the operation of a projector. Odede and Odede (2016) in their study revealed that the majority of their respondents agreed that computer skills enhance their use of online information resources as well as confidence in using electronic information resources.

The third objective of the study was to find out the purpose of utilizing electronic information resources, it was discovered that the students access electronic information resources majorly for class assignments as well as for entertainment and so on. However, the study further revealed that electronic information resources are not mostly used for religious information consultation. This is similar to Steinerova and Susol (2007) in their study noticed differences between real use and preferences of access to electronic resources, 92 per cent of the respondents claim to use electronic resources during their work (of those, 67 per cent frequently and 25 per cent rarely).

The fourth objective was to determine the effect of electronic information resources and the study revealed that official publication, e-books, e-journals and e-audio/visual resources have much more impact on the academic performance than other electronic information resources. This is similar to Ahmed (2017) findings that the majority of respondents agreed that electronic information resources have little impact on their academic performance.

The fifth objective of the study was to identify the challenges faced by the medical students when accessing electronic information and the study found out that the students were being faced with varieties of constraints in the utilization of electronic information resources ranging from insufficient resources, outdated ICT tools, and poor ICT skills to lack of awareness. However, the study further revealed that erratic power supply, poor internet connection and high cost of usage are not constraints to the students in the use of electronic resources, this may be attributed to the uninterrupted power supply in the school, availability of internet connection (WI-FI) in the school vicinity and free accessibility of electronic information resources which were physical observation that the researcher captured in the University of Ilorin, Medical College while administering the questionnaire.

9. Recommendations

Based on the results of the findings, the following recommendations are made:

- i. The library needs to make sure the electronic resources are updated ICT tools
- ii. The library should provide a conducive environment for its users
- iii. The library needs to embark on sensitization on how to fully use electronic information resources available.

10. Conclusion

Electronic information resources is a great asset to the library as it enables students to electronically gain wider access to scholarly information. The study result revealed that lack of awareness and poor ICT skills can



hampers the effective utilization of EIRs. The study, therefore, concludes that Medical librarians should play a vital role to assist and orientate medical students in the use of electronic information resources; embark on awareness sensitization and provide a conducive environment for the use of electronic resources for the students.

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