

Challenges Confronting Undergraduate Students in the Use of Electronic Information Resources in Olabisi Onabanjo University Ago Iwoye

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ABSTRACT

This study examined challenges confronting undergraduate students in the use of electronic information resources (EIR) in Olabisi Onabanjo University Ago Iwoye Library (OOUAI). Two objectives were guided the study. The study sample population comprised 8,225 registered undergraduate students of the libraries (2019/2020) academic sessions. The instrument used for data collection in this study was questionnaire. Research questions were answered using frequency, chart and percentages. The results shows that majority of the respondents strongly agreed and agreed that lack of skills to access the database, constants power supply, lack of proper maintenance, insufficient e-resources in my field and difficulties in identifying relevant information to meet my information needs among others are burden to the use of EIR in academic libraries. The findings, also, indicated ways of improving use of EIR such as increasing time of accessing the e-resources create awareness and encourage users to use e-resources, training and retraining of e-library users and provision of alternative power supply among others. Suitable recommended were offered.

KEYWORDS: Hindrance; Use; Electronic; Information; Resources; Academic libraries.

INTRODUCTION

The Olabisi Onabanjo University was established in November, 1982 with the University Library coming to existence in a year later. The University is operating multi-campus system. The University and the Library have an impressive history of existence since inception. Currently, the

university library operates at its Main Campus at Ago-Iwoye, with its Law Library and four faculty libraries (Arts, Education, Sciences and social and management sciences). The other campuses branch libraries located at the campuses of the university serving staff and students in faculties of Basic medical sciences (Ikenne); Pharmacy and Medical Sciences (Shagamu), Agricultural-Sciences (Ayetoro)

and Engineering and Environmental Sciences (Ibogun). The Library is partially automated using the ALICE for Windows Automation Software and deployed the Online Public Access Catalogues (OPAC) to the various campus libraries. Airtel Nigeria is the current GSM service providers since 2013. The University Library subscribed to sizeable number of scholarly databases and electronic resources, such as, PROQUEST, AJOL, OARE, JSTOR, OARE, AGORA, HINARI, Science Direct, APS Physics and Lyell Collection and so on for the use of staffs (academic, non-academic and researchers) and students. Library information resources are frequently acquired through outright acquisition or subscription and they are in both print and non-printing format (e-formats). Library information resources serve an important drive in learning, teaching and research in any academic institution of higher learning. Effort is usually made by libraries management to acquire relevant information resources to meet the information needs of the library users. Library users usually patronize databases that are authoritative, which provides information that is up to the minute, international in scope and accessible. Availability of e-resources has changed what users actually read and use (Renwick, 2005). Meanwhile, there is a growing demand on the use of electronic information resources (EIR) in academic libraries. This is because of its vibrant nature, interoperability and elasticity compared to print resources. EIR also known as e-resources come in different forms such as e-book and e-journal, e-dictionaries, e-magazine among others which are accessible via CD-ROMs, e-database and the Internet. According to Igbo and Imo (2014) opined that a major advantage of electronic information resources is being able to share and distribute the resource. According to Oyedapo and Ojo (2013), e-journal offers a range of potential advantages to libraries and end users.

EIR are aboded in CR-ROMs, computer hard disc and databases and disseminated through electronic library of a University. Most e-libraries have necessary facilities for the management, access and dissemination of EIRs. This may include power supply, information and communication technology infrastructure such

as computers, networking, server, Internet access, router and modem. The need for library users to acquire skill in searching, accessing and retrieving of information in the library cannot be overemphasized. This will increase the users' confidence and use of library resources. Bamidele, Omeluzor and Amadi (2013) advocated that that as electronic journals are fast becoming more acceptable and usage is increasing, it is pertinent for library users to attain high level of expertise or possibly learn to utilize them effectively. Prangya and Rabindra (2013) found that lack of training; poor infrastructure and high cost of usage are the obstacles to proper and full utilization of electronic resources. It is against this back drop that the current study intends to examine challenges confronting undergraduate students in the use of EIR in Olabisi Onabanjo University Ago Iwoye.

The specific objectives of the study were:

- To identify the challenging factors facing undergraduate students in the use of electronic information resources (EIR) in Olabisi Onabanjo University Ago, Iwoye library.
- To find out the ways of improving use of electronic information resources in Olabisi Onabanjo university Ago, Iwoye libraries? The findings of this study are significant as it will identify and recommend practical improvement in measure efficient utilization of e-resources facilities by the University students.

REVIEW OF RELATED LITERATURE

Prior studies in the literature have shown that electronic information resources are underutilized due to a number of obstacles (Gupta, 2011, Madhsudhan, 2010, Sheeja, 2010, Kuruppu and Gruber, 2006). Okogwu (2019) explored difficulties of accessing electronic resources among student library users in university libraries in South-East Nigeria. The study identifies the difficulties of accessing electronic resources by postgraduate library users in university libraries in South-East Nigeria. The study revealed seven difficulties experienced by postgraduate library users while using e-resources in university libraries which had mean values ranging from (2.78) to (3.18) which are all above the cut-off point of

2.50 on a 4-point rating scale. The overall mean shows that lack of perpetual access to electronic resources (mean = 3.18) is ranked highest, while e-resources are too complicated to use (Mean = 2.78) is ranked lowest as difficulties experienced in using the library's electronic resources. Similarly, Okite-Amughoro, Makgahlela and Bopape (2015) explored the challenges of using electronic information resources (EIR) for academic research by post-graduate students at Delta State University (DELSU), Abraka, Nigeria. The findings revealed that the post-graduate students' use of EIR at DELSU is hampered by limited access to some EIRs due to limited space, low bandwidth, and erratic power supply. More so, Ugwu and Orsu (2017) they studied challenges of utilization of online information resources by undergraduate students. The study revealed that the challenges with the use of online information include lack of browsing skills, low internet bandwidth and insufficient ICT infrastructure, whereas the indirect factors include lack of internet access at home, absence of online assignments, lack of motivation to use online information and majority of the students not having personal laptops.

Similarly, Omeluzor Madukoma, Barmidele and Ogbuiyi (2014) opined that lack of personal computer and erratic power supply among others are major constraints that inhibit use of electronic information resources by postgraduates in Nigeria universities which invariably affects their research output. Bakare, Owolabi, Bamigboye and Bankole (2013) found that limited time and lack of effective information retrieval skills are the main barriers to using e-sources. More so, Enakire and Onyenania (2007) outline the following challenges as hampering students' use of electronic resources: financial constraints, lack of formal training on how to browse the internet, little or lack of knowledge of websites/search engines in searching for information on the internet, slow speed of the students in typing, disinterestedness or lack of interest on the part of some of the students, lack of knowledge on how to use computers effectively, and lack of time in searching for information on the internet.

Also, Omeluzor, Akinwoye and Asimi (2016) in their studies found out the ways of improving use of electronic information

resources in academic libraries, the result indicated that 63.9% and 36.1% of the respondents strongly agreed and agreed that available e-resources in the library should be accessible 24/7. Result also shows that 58.3% and 41.7% of the respondents strongly agreed and agreed that creating a database of available e-resources will enable users to use them. It also reveals that 86.1% and 13.9% of the respondents strongly agreed and agreed that time allotted for accessing the e-library and e-resources should be increased. Faculty members in universities are not left out of the challenges of using e-resources. Similarly, Omosekejimi, Eghworo and Ogo (2015) found out that the factors affecting use of e-resources are download delay occasioned by slow network problem, inadequate electronic information resources facilities, inaccessibility of some electronic resources and difficulty in navigating through electronic resource as a result of inconsistency training for users. Okafor (2014) examined the attitude of undergraduate students towards academic use of electronic information resources in two federal universities in Eastern Nigeria. The finding revealed that the students face the problem of limited access to computer terminals, slow internet connectivity, irregular power supply, lack of IT knowledge to effectively utilize the electronic information resources services, as well as inadequate time to access electronic information resources due to pressure from academic work. Some of the strategies for improving the academic use of electronic resources by the students include giving them more education on the use of electronic information resources, provision of more computers in the university libraries, provision of free internet connectivity to students within the university and providing constant power supply among other suggestions.

Equally, Ajibili and Gana (2013) study indicated that inadequate computer systems, slow Internet speed and epileptic network service are the major challenges militating against effective utilization of e-resources in the e-library. However, the story were not differ compared with others countries on challenges facing the use of EIR in the university libraries. Madondo, Chisita and Sithole (2017) they studied use of electronic information resources by undergraduate students in the faculty of management and

administration at Africa University, Mutare, Zimbabwe. The findings revealed that the majority of the participants indicated that they were very eager to use e-resources offered by 24/7 the library but they faced various obstacles when accessing and using the electronic information databases. 70% of the participants gave slow or unreliable Internet connection as the major challenge they faced when accessing electronic information sources. 15% of the participants mentioned insufficient number of workstations in the library, while 11% cited lack of Information Technology skills as the major challenge to using electronic information sources. Further 4% of the participants gave irrelevant information in most databases as the major challenge to electronic information usage. Adjoa and Dzokotoe, (2017) they studied the awareness and use of electronic resources in University libraries: A Case Study of University for Development Studies Library. The finding shows, that inadequate Library infrastructure, low internet bandwidth, and inadequate trained library staff were the major challenges confronting the use of e-resources of the Library. The study therefore, recommends that efforts to improve the use of e-resources in the Library should include ways of creating user awareness, training/workshops for users and staff, and responding to the challenges confronting utilisation.

Also, Premarathne (2017) studied use of electronic information resources by arts undergraduates during the preparation of final year dissertations, a study at University of Peradeniya. The study revealed the main problems associated with non-use of EIR are: lack of skills in information searching and very limited training opportunities and limited facilities in accessing the Internet. Several studies have discussed the impact of the Internet on collaborative and independent learning. Life-long education opportunities that became possible with the Internet have also been highlighted. Currently, several academic institutions have been offering a variety of courses on the Net, targeting different segments of society. Climah and Nwokocha (2013) empirical study of motivation, challenges and strategies in the use of electronic information resources by

postgraduate library users in Southeast Nigerian federal universities posited in their study depicts that 22 (18%) respondents from the four university agreed that there are insufficient computers with internet facilities in their libraries. 29 (24%) indicated that incessant power outage was a key barrier to access electronic resources. Slow internet connectivity was identified as another challenge by 17 (15%) of respondents. 16 (13%) of the postgraduate library users agreed that they lacked ICT skills which hindered their access to the available e-resources. 12 (10%) of respondents pointed out that they had difficulty in finding relevant information from the e-resources. Whereas 24 (20%) complained of inadequate IT infrastructure as a major inhibiting factor to availability and utilization of electronic information resources. One can deduce from the above analysis that large number (29) of postgraduate students complained that power failure is a major challenge in accessing the available e-resources in the institutions. This was followed by those (24) of the PG students who indicated that IT infrastructure were inadequate. Those who agreed that lack of ICT skills posed a challenge in the use of e-resources made up of 13% of the respondents.

METHODOLOGY

A descriptive Survey design was adopted for this study because it was considered appropriate. It involves a systematic and comprehensive collection of information about the opinions, attitudes, feelings, beliefs, and behaviours of people (Aina and Ajiferuke, 2002). Stratified random sampling technique was adopted in selecting Ten (10%) out of the total population. The total population for this study comprises of 8,225 (2019/2020) registered users of Olabisi Onabanjo University Ago, Iwoye libraries. A total sample size of 823 was drawn from the total population. Stratified random sampling technique was used to select respondents across the libraries and sample of 823 (10%) was drawn from the total population and simple random sampling technique was employed to select the sample. Questionnaire was used to collect data from the respondents and descriptive analysis of the responses was made using the statistic package for social

science (SPSS) research. Out of the 823 questionnaire that were distributed to the respondents, a total of 798 was duly completed and found usable, consequently, (96.9%) response rate. This was achieved because respondents filled the questionnaire and were immediately returned them with help of 5 research assistants. The data collected for this study was analysed using simple percentage and frequency counts and bar chart for easy interpretation.

Pilot Survey

The pilot survey was conducted by administering the draft questionnaire to 50 students that did not form part of the final study to gauge the effectiveness of the questionnaire. The results from this study resulted in the revision of the questionnaire to enhance its clarity and comprehensiveness.

RESULTS

The data collected was analysed with descriptive statistics using the Statistical Package for Social Sciences (SPSS) software.

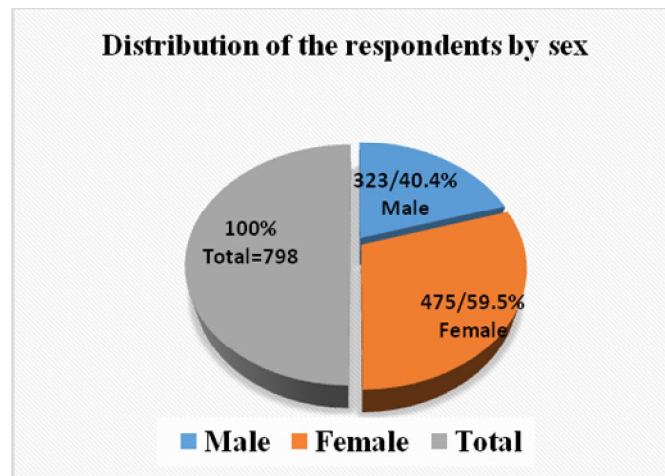


Figure 1: Distribution of the respondents by sex

Result in figure 1 indicated that 323(40.4%) of the respondents were male and 475(59.5%) were female. This means that there are more

female in the university under study than the male.

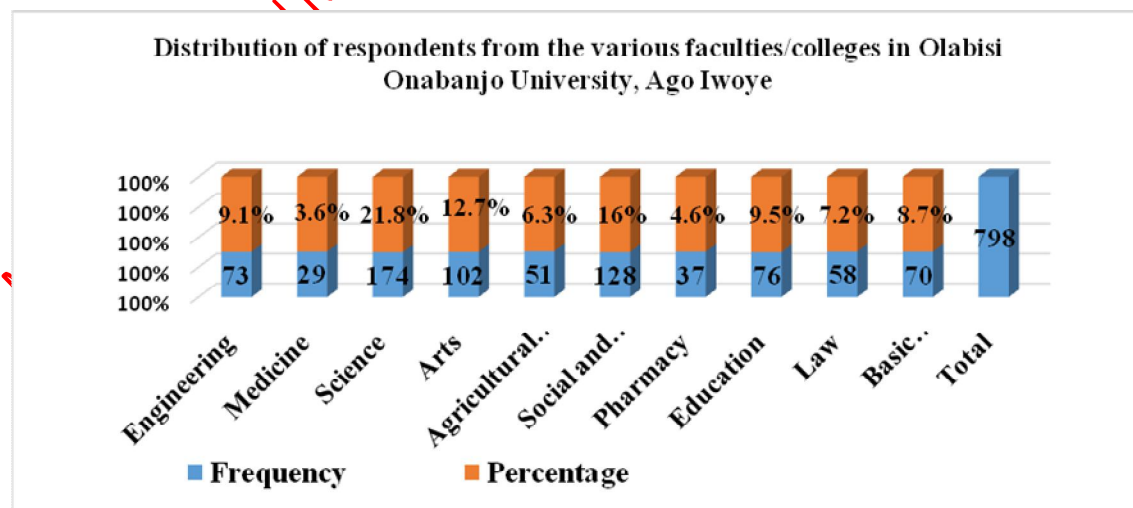


Figure 2: Distribution of respondents from the various faculties/colleges

Result in figure 2 shows that all the Faculties/Colleges in Olabisi Onabanjo University, Ago Iwoye are represented in this study. It indicates that 174(21.8%) of the respondents are in Sciences, followed by Social and Management Sciences with 128(16%) while Arts has 102(12.7%) of respondents

whereas Education has 76(9.5%), Engineering with 73(9.1%), while Basic Medical Sciences with 70(8.7%) while Law has 58(7.2%) whereas Agricultural Sciences and Medicine have the least respondents with 51(6.3%) and 29(3.6%) respectively.

Table 1: Challenges facing use of electronic information resources (EIR) by undergraduate students

Statement	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Lack of skills to access the database	231(28.9%)	415(52%)	152(19.0%)	-
Constant power failure	598(74.9%)	200(25.0%)	-	-
Inadequate funding	317(39.7%)	481(60.2%)	-	-
Lack of proper maintenance	613(76.8%)	185(23.1%)	-	-
Insufficient e-resources in my field of study	290(36.3%)	369(46.2%)	105(13.1%)	34(4.2%)
Difficulty in identifying relevant information to meet my information needs	291(36.4%)	264(33.0%)	243(30.4%)	-
Lack of awareness	231(28.9%)	261(32.7%)	184(23.0%)	122(15.2%)

Result in table 1 shows that 231(28.9%) and 415(52%) of the respondents strongly agreed and agreed that lack of skills to access the database is a burden to the use of EIR in academic libraries. It also shows that 598(74.9%) and 200(25%) of the respondents strongly agreed and agreed that constant power failure is a burden while 317(39%) and 481(60.2%) of the respondents strongly agreed and agreed that inadequate funding is a burden whereas 613(76.8%) and 185(23.1%) of the respondents strongly agreed and agreed that lack of proper maintenance is a burden to the use of EIR while 290(36.3%) and 369(46.2%) of the

respondents strongly agreed and agreed that insufficient e-resources in my field of study is a burden whereas 291(36.4%) and 264(33%) of the respondents strongly agreed and agreed that difficulty in identifying relevant information to meet my information needs is a burden while 243(30.4%) of the respondents disagreed. It also reveal that 231(28.9%) and 261(32.7%) of the respondents strongly agreed and agreed that lack of awareness is a hindrance while 184(23%) and 122(15.2%) of the respondents disagreed and strongly disagreed.

Table 2: Ways of improving use of Electronic information resources in the libraries.

Statement	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Increase time of accessing the e-resources	537(67.2%)	190(23.8%)	71(8.8%)	-
Create awareness and encourage users to use e-resources	508(63.6%)	189(23.6%)	101(12.6%)	-
Training and retraining of e-library users	271(33.9%)	367(45.9%)	160(20.0%)	-
Provision of alternative sources of income to the library	401(52.2%)	363(45.4%)	-	34(4.2%)
Available e-resources should be 24/7 accessible	427(53.5%)	371(46.4%)	-	-
Improve Internet connectivity and a distributed access to e-resources	601(75.3%)	197(24.6%)	-	-
Provision of alternative power supply	725(90.8%)	73(9.1%)	-	-
Constant maintenance of e-resources facilities	691(87.6%)	107(13.4%)	-	-

Result in table 2 shows that 537(67.2%) and 190(23.8%) of the respondents strongly agreed and agreed that increase time of accessing the e- resources is a way of improving use of EIR in the libraries. Finding also indicated that 508(63.6%) and 189(23.6%) strongly agreed and agreed that create awareness and encourage users to use e-resources will improving use of EIR whereas 101(12.6%) disagreed. The result also shows that 431(54%) and 367(45.9%) of the respondents strongly agreed and agreed that training and retraining of e-library users will enhance the use of EIR. Result also shows that 401(52.2%) and 363(45.4%) of the respondents strongly agreed and agreed that provision of alternative sources of income to the library will improving use of EIR in the library. It also reveals that 427(53.5%) and 371(46.4%) of the respondents strongly agreed and agreed that available e-resources should be 24/7 accessible to the user whereas 601(75.3%) and 197(24.6%) strongly agreed and agreed that improving internet connectivity will enhance the use of EIR while 725(90.8%) and 73(9.1%) strongly agreed and agreed that provision of alternative power supply will enhance the use of EIR whereas 691(87.6%) and 107(13.4%) of the respondents strongly agreed and agreed that constant maintenance of e-resources facilities will positively enhance use of EIR in the libraries.

DISCUSSION

Result in table 1 shows that 231(28.9%) and 415(52%) of the respondents strongly agreed and agreed that lack of skills to access the database is a burden to the use of EIR in academic libraries. It also shows that 598(74.9%) and 200(25%) of the respondents strongly agreed and agreed that constant power failure is a burden while 317(39%) and 481(60.2%) of the respondents strongly agreed and agreed that inadequate funding is a burden, whereas 613(76.8%) and 185(23.1%) of the respondents strongly agreed and agreed that lack of proper maintenance is a burden to the use of EIR while 290(36.3%) and 369(46.2%) of the respondents strongly agreed and agreed that insufficient e-resources in my field of study is a burden. The finding corroborates with the findings of Ugwu and Orsu (2017) they studied challenges of utilization of online information resources by undergraduate

students. The study revealed that the challenges with the use of online information include lack of browsing skills, low internet bandwidth and insufficient ICT infrastructure, whereas the indirect factors include lack of internet access at home, absence of online assignments, lack of motivation to use online information and majority of the students not having personal laptops

More so, Amughero, Makgahlela and Bosape (2015) explored the challenges of using electronic information resources (EIR) for academic research by post-graduate students at Delta State University (DELSU), Abraka, Nigeria. The findings revealed that the postgraduate students' use of EIR at DELSU is hampered by limited access to some EIR due to limited space, low bandwidth, and erratic power supply. On financial constraint and lack of training, lack of knowledge of websites/search engine among others, the findings is in line with the findings of Enakrire and Oyenania (2007) outline the following challenges as hampering students' use of electronic resources: financial constraints, lack of formal training on how to browse the internet, little or lack of knowledge of websites/ search engines in searching for information on the internet, slow speed of the students in typing, disinterestedness or lack of interest on the part of some of the students, lack of knowledge on how to use computers effectively, and lack of time in searching for information on the internet.

It also reveal that 231(28.9%) and 261(32.7%) of the respondents strongly agreed and agreed that lack of awareness is a hindrance while 184(23%) and 122(15.2%) of the respondents disagreed and strongly disagreed. This finding substantiate the findings of Igbo and Imo (2014) who examined use of electronic information resources sharing and networking among University libraries in Nigeria and found out that a major challenge of non-use of e-resources is due to lack of awareness. The finding also concurs with the finding of Anaraki and Babalhavaeji (2013) stated that where students are not aware of existence of e-databases they tend to use general search engines to meet their information needs. Studies have shown that lack of awareness can hinder library users from using available e-journals and other e-

resources in the library. Supported by Okafor (2014); Ajibili and Gana (2013); Prangya and Rabindra (2013); Omeluzor Madukoma, Barmidele and Ogbuyi (2014); Omosekejimi, Eghworo and Ogo (2015).

Result in table 2 shows that 537(67.2%) and 190(23.8%) of the respondents strongly agreed and agreed that increase time of accessing the e-resources is a way of improving use of EIR in the libraries. Finding also indicated that 508(63.6%) and 189(23.6%) strongly agreed and agreed that create awareness and encourage users to use e-resources will improve use of EIR whereas 101(12.6%) disagreed. The result also shows that 431(54%) and 367(45.9%) of the respondents strongly agreed and agreed that training and retraining of e-library users will enhance the use of EIR among others. This is supported by the findings of Anarki and Babalhavaeji (2013) opined that academic libraries should organise orientation classes and training programs in accessing, searching and downloading of e-resources. Andreou (2001) insisted that with increasing amount of electronic information sources, there is a demand for information skill training for both staff and students.

Result also shows that 401(52.2%) and 363(45.4%) of the respondents strongly agreed and agreed that provision of alternative sources of income to the library will improve use of EIR in the library. It also reveals that 427(53.5%) and 371(46.4%) of the respondents strongly agreed and agreed that available e-resources should be 24/7 accessible to the user whereas 601(75.3%) and 197(24.6%) strongly agreed and agreed that improving internet connectivity will enhance the use of EIR while 725(90.8%) and 73(9.1%) strongly agreed and agreed that provision of alternative power supply will enhance the use of EIR whereas 691(87.6%) and 107(13.4%) of the respondents strongly agreed and agreed that constant maintenance of e-resources facilities will positively enhance use of EIR in the libraries. This is in line with the findings of Omeluzor Akinwoye and Asimi (2016) in their studies found out the ways of improving use of electronic information resources in academic libraries, the result indicated that 63.9% and 36.1% of the respondents strongly agreed and agreed that available e-resources

in the library should be accessible 24/7. Result also shows that 58.3% and 41.7% of the respondents strongly agreed and agreed that creating a database of available e-resources will enable users to use them. It also reveals that 86.1% and 13.9% of the respondents strongly agreed and agreed that time allotted for accessing the e-library and e-resources should be increased. Faculty members in universities are not left out of the challenges of using e-resources. Also, supported by Okafor (2014) suggested the following strategies for improving the academic use of electronic resources by the students include giving them more education on the use of electronic information resources, provision of more computers in the university libraries, provision of free internet connectivity to students within the university and providing constant power supply among others.

CONCLUSION

This study showed challenges and ways of improving use of electronic information resources in academic libraries. It is evident in this study that undergraduate students were facing a number of challenges in accessing e-resources in academic libraries. Some challenges which are not insurmountable, these include constant power failure, inadequate funding, lack of proper maintenance, insufficient e-resources in my field of study, difficulty in identifying relevant information to meet my information needs and lack of awareness. Therefore, library management should endeavour to create alternative power supply and look inwards to those challenges for effective service delivery. That will definitely minimize the challenges in the use of e-resources.

In line with the findings of this study, the following recommendations are made:

1. Management should look inward for alternative fund, alternative power supply and proper maintenance of the library for effective services delivery.
2. Electronic information resources should be made accessible on a 24/7 basis. This will encourage usage as well as channel to improve the use of EIR in the academic libraries.

3. Training of all level of users (students, staff, and researchers) must be taken seriously to ensure that they make adequate use of the resources.
4. Library must carry out an extensive awareness campaign using every available opportunity such as user education, use of library class, congregational meeting, orientation, seminar, workshop, libraries social media page among others to sensitize users about e-resources in the library. This will create awareness of the available information resources in the library.
5. Librarians should assist library users on possible ways to navigate through e-resources to achieve better search results.
6. Libraries should carry out needs assessment to identify users' information needs in order to subscribe to e-resources that will be useful in their field of study.
7. Internet connectivity must be improved in academic libraries for effective use of electronic information resources by library users.

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