

THE IMPACT OF E-RESOURCES ON STUDENTS OF NEWLAND POLYTECHNIC, ILORIN,
KWARA STATE

BY

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DECLARATION

I EBOH BENARD OMEJE declare that this work was done by me and has never been presented elsewhere for the award of degree. Apart from other people's works cited in this research, all the remaining ones are mine. I also hereby relinquish the copyright to Kwara State Polytechnic, Ilorin

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CERTIFICATION

This is to certify that EBOH BENARD OMEJE an undergraduate student in the department of Library and Information Science with the Matriculation number ND/22/LIS/PT/0014 satisfactorily completed the requirements for the course and research work for the National Diploma in Library and Information Science. The work embodied in the project is original and has not been submitted in part or full for any other diploma or degree of this Polytechnic or any other Polytechnic .

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TABLE OF CONTENTS

Title Page	_____
Declaration	_____
Certification	_____
Dedication	_____
Acknowledgement	_____
CHAPTER ONE - INTRODUCTION	
1.1 Background of the study	_____
1.2 Problems of the Statement	_____
1.3 Research Questions	_____
1.4 Research Objectives	_____
1.5 Significance of the Research	_____
1.6 Scope and Limitation	_____
1.7 Definitions of Research Terms	_____
CHAPTER TWO - REVIEW OF RELATED LITERATURE	
2.0 Introduction	_____
2.1 Using Electronic Resources in Libraries	_____
2.2 Purpose of ERs utilization	_____
2.3 Categories of ERs utilized by users	_____
2.4 Frequency Level of ERs Utilization	_____
2.5 Challenges Faced by Academic Libraries in the Use of Electronic Information Resources	_____
2.6 Reading habits	_____
CHAPTER THREE - METHODOLOGY	
3.0 Introduction	_____
3.1 Research Design	_____
3.2 Population of the Study	_____
3.3 Sampling Techniques	_____
3.4 Sample Size	_____
3.5 Data Collection Methods	_____
3.6 Method of Data Analysis	_____
CHAPTER FOUR - DATA ANALYSIS AND PRESENTATION	
4.0 Introduction	_____
4.1 Demographic Distributions of the Respondents	_____
4.2. Academic Level of the Respondents	_____
4.3. Various Electronic Resources Used by Students	_____
4.4. Frequency of Utilization of Electronic Resources among the students –	_____
4.5. Impact of electronic resources use on reading habit of students	_____
4.6 Factors hindering the effective use of electronic resources on students reading	_____

culture in Nigerian Polytechnics _____

CHAPTER FIVE - SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction _____

5.1 Summary _____

5.2 Conclusion _____

5.3 Recommendation _____

5.4 Bibliography _____

Appendix I _____

Appendix II _____

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Reading habit as a settled or regular tendency or practice influences the promotion of people's reading interest for personal, academic, social, economic, cultural, etc., development. Consistent and methodical reading habit guarantees a highly sharpened intellect, refined emotions, elevated tastes, and consequently effectual involvement in social, religious, cultural, and political life. Reading habit ignites the fire of enthusiasm and imagination of an individual.

Reading is an attempt to read through the contents of information materials to digest and comprehend the message such information resources are passing. It is principally through reading that people obtain knowledge (Ganiyu and Abomoge, 2013).

Nssien (2018) posits that reading habit is identified as an essential determination of a student's success in education and his recent complex environs. Possessing a reading culture requires a process of building up a positive reading attitude among students and children over a while.

Satija (2020) affirmed that the mind attains more wisdom while the eyes gain additional through reading which re energizes the mind. He further noted that those who are accustomed to regular reading are further opportune to secure multiplying successes through wider mental horizons. Reading habit is a vital factor affecting intellectual and emotional growth and one of the places where people can develop a good reading habit is the library. The library plays a pivotal role as an information center where information can be readily obtained as well as a study place for users to engage in beneficial reading.

In the words of Ajidahun (2021) the library is unarguably and indubitably one of the intellectual wonders of life and one of the greatest and remarkable innovations and inventions that have proved, indisputably, man's creative audacity. He considered the library to be a significant educational masterwork, with strong ability and comprehensive power, and the capability to bring the desired and incredible evolution and practical changes to human society with immeasurable outcomes. The outlined impact of libraries has been reinforced by the advent of ICT, which also facilitated electronic resources. Fundamentally, the word electronic refers to gadgets designed or

operated by the techniques or concepts of microchips and electrons implemented on or through electric-bite (automated) technologies such as a computer. Meanwhile, the other word, resources denote sources or supplies from which benefits are derived. Thus, Electronic Resources (ERs) could mean an automated source from which a benefit is derived. Despite that various attempts were made to define electronic resources in more scholarly expressions, few shall be highlighted here as a way of giving some insights into the subject matter.

Igwe and Uzuegbu (2019) describe electronic materials as information resources that one needs the computer to access, via a personal computer, mainframe, or handled mobile devices, and are accessed by the use of the internet or local area networks. The 21st Century has experienced a remarkable proliferation of electronic resources (eresources) which have tremendously changed the reading habits of users.

Recently, Lefuna (2019) identified electronic information resources as the most significant source of scientific information communication within the university community, especially among researchers. Nevertheless, the use of electronic resources has only facilitated access to large collections of library materials rather than displacing printed resources (Okazie, 2016). The changes that have occurred in the world of ICT have shifted the content of libraries' resources from printed information to online information resources (Israel and Edesire, 2016). Aside from that, the revolution in ICT has availed libraries to not necessarily require physical structures before they could provide information materials for their clientele to read, which how users read those electronic resources provided by libraries are based on their reading habits.

1.2 Statement of Problem

Over the last decade, academic libraries have spent large shares of their budgets to acquire or subscribe to electronic resources provided by publishers, aggregators, and vendors. This is primarily due to the relevance of electronic resources to the academic libraries in meeting the needs of the user community, improving their services in a variety of ways, and reducing the unit cost and total expenses of books and journals especially when no recourse is made to multiple copies as is the practice in the physical book collection.

Ferdinand, Eghworo, and Paul (2019), Adeniran (2013) reported that there is under-utilization of ERs by undergraduate students. This development is a reflection of the

students' poor reading habits, poor computer efficacy, and inadequate internet facility. It is on this basis that this study is set to examine the reading habits of library users as a determinant of the utilization of electronic information resources at College of Education, Ilorin.

1.3 Objectives of the Study

This study will be conducted based on general and specific objectives. The general objective is to examine the reading habits of library users as a determinant of the utilization of electronic information resources at College of Education, Ilorin. The specific objectives are to:

1. Find out the purpose for which Electronic Resources are utilized by students
2. Identify the types of electronic information resources library users read.
3. Assess the frequency of usage of Electronic Resources by the patrons
4. Examine the problems faced by the clientele when accessing electronic information resources.
5. Determine the reading habits of the student users and the impact of the ERs on the habits

1.4 Significance of the Study

The result of the study would be useful to all professional librarians, university libraries, students, university management, and researchers to understand and appreciate the role of electronic information resources in promoting reading culture among the new generation of library users. By leveraging on the acceptance of the ICTs by these digital natives, the dying reading habits can be revived via improved academic curricula flavored by ERs provisions. The present study would further raise the consciousness of academic staff, university administrations, university librarians, and other stakeholders in Nigerian universities about the fast-changing information environment due to the ICT revolution and the emergence of electronic information resources. The need to access and utilize ICTs and electronic information resources as modern tools for global research and integration is enhanced. The findings of the study would provide the platform for the integration of academic staff in Nigerian universities into the international research community and the emerging knowledge economy. Thus, the study would provide the basis for proffering a solution to the problem of nonutilization of electronic resources in the libraries in Nigeria even where they are available and

accessible. It is hoped that this research will go beyond finding the problems being envisaged to provide recorded knowledge of an ideal academic library situation. By elaborately discussing the topic, good reference material will be achieved at the end. In addition, the result of the study would be of empirical benefit to intending researchers as it will serve as reference material for those who may wish to undertake research in a similar area.

1.5 Research Questions

This study aims at answering the following research questions:

1. What is the purpose of utilization of Electronic Resources by the students?
2. What are the types of electronic information resources read by library users?
3. What is the frequency of usage of Electronic Resources by the patrons?
4. What are the problems faced by the clientele when accessing electronic information resources?
5. What is the impact of the ERs on the reading habits of the student users?

1.6 Scope of the Study

The research study covers only the Impact of Electronic Information Resources on the reading habit of library users at Newland Polytechnic, Ilorin, Kwara State Nigeria.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Researchers have conducted a number of studies on awareness, availability and use of digital/electronic resources across the globe. Some of these studies were reviewed and reported under this section.

2.1 Conceptual Overview

2.2 Using Electronic Resources in Libraries

2.3 Purpose of ERs utilization

2.4 Categories of ERs utilized by users

2.5 Frequency Level of ERs Utilization

2.6 Challenges Faced by Academic Libraries in the Use of Electronic Information Resources

2.7 Reading habits

2.1 Using Electronic Resources in Libraries

Electronic information resources can be described as any resources in which the accessibility and storage of information are done on electronic systems and networks (Adeleke and Nwalo, 2017).

The advent of electronic information resources has been playing a vital role in complementing and supplementing the paper-based information resources in academic libraries. The essence of proper organization and treatment of every information resource in the library is to serve the information needs of the users through proper utilization. Library patrons in large part rely on ERs to search, retrieve and communicate research findings thus turning ERs into an indispensable ally while seeking dependable, timely, and apposite information. The use of electronic information resources equally advances their research output (Burhansab, Batcha, and Ahmad, 2020).

Eiriemiokhale (2020) declared that his research findings show that university lecturers in South-west, Nigeria are cognizant of the advantages of most electronic databases for research and teaching. The South West Nigerian university libraries apply diverse marketing strategies to elicit awareness of the importance of these databases. The extent of use of electronic resources in universities of Tanzania corresponds to the level and status of the users, the skills they have been able to acquire via training, and their

awareness of the availability of such resources in the university libraries. Thus, there is a correlation between the degree of use and the academic position of the respondent (Manda, 2005).

Even though there is low use of e-resources by research scholars and post-graduate students at the University of Kashmir, the resources were more accessed by users from the faculty of science than those of social sciences (Nazir 2015). Earlier in their study, Manda & Nawe (2008) had observed an increase in the use of the electronic database by users of five public universities in Tanzania.

2.2 Purpose of ERs utilization

Findings show that students of federal universities in South-South, Nigeria consult electronic information resources to satisfy their academic information needs (Ubogu, 2020).

This was further corroborated by Ternenge and Kashimana (2019) who found that patrons used e-resources to conduct research activities. This agrees with the findings of Edem and Egbe (2016) that electronic resources were used by students for academic and research purposes at the University of Calabar library. Similarly, Owolabi, Idowu, Okocha & Ogundare (2016) discovered in a study that the majority of the patrons used electronic information resources for academic course works, sourcing for information materials for project/long essay writing, online application/registration, communication with acquaintances and classmates, complete classwork and for other personal assignments.

This is not far from the earlier position of Akinola, et al (2018) who averred that their respondents use digital databases, particularly for diverse functions; research studies, literature searching, generating novel information, and bringing knowledge up to date. However, in a different angle to academic exploits of ERs, undergraduate students of Nnamdi Azikiwe University Awka and Anambra State University read purposely to excel in their examination and not for knowledge acquisition or pleasure reading (Akabuike & Asika 2012).

In a slightly different study, Habiba and Chowdhury (2019) found that more than half of users of e-resources at Dhaka University Library used e-resources for learning purposes while 35% deployed them to seek current information. Hossaini 2017 in research conducted on two academic libraries agrees with the above position that the main

purpose of use by the patrons was research and learning. He equally noted that current information was an additional reason for the usage and that the quick retrieval process was an advantage despite the challenge of recall of irrelevant information. Beyond academic reasons and seeking current information.

Maitato (2020) asserted that the motivation for using e-resources was largely for classwork, assignment, and entertainment purposes even when he accepted that research scholars dominated the use of ERs.

2.3 Categories of ERs utilized by users

The categories of ERs accessed by library users differ from one university to another. Felix, Dangani, and Fari (2019) asserted that undergraduate students in academic libraries in the universities situated in Gombe State utilized institutional repositories the most. This is contrary to the situation in several others within and outside Nigeria. Most of the users in both faculties of Science and Social Sciences, Kashmir University make recurrent use of e-books, e-journals, emails, and e-maps (Nazir 2015). This has a semblance to the discovery of Ternenge and Kashimana (2019) in research conducted on patrons of the Francis Sulemanu Idachaba Library University of Agriculture, Makurdi to determine the use of electronic resources by students found that they utilized the available electronic information resources such as Online Public Access Catalogue (OPAC), e-books, e-journal, e-newspapers, CD-ROM database, e-magazines, online databases, and e-research reports.

Similarly, Habiba and Chowdhury (2020) in their findings said that majority of the respondents (62%, 21%, and 11%) utilized electronic information resources such as e-journals, e-books, and online library catalogs respectively. Recently, this position was confirmed by Burhansab, Batcha, and Ahmad (2020) who affirmed the commonly used ERs were e-journals, e-research reports, and e-databases, and Hossaini (2019) said the clientele of all the university libraries sampled in the research would rather use ejournal than any other electronic information resources. However, it has been observed that users sometimes give preference to the use of e-textbooks.

Manda (2019) had noted that the obvious low percentage of undergraduates accessing these resources and their preference for e-textbooks rather than e-journals may not be unconnected with the minimal research activities of undergraduate students While more than 60% of the faculty use PERI resources at different levels, similar percentage of graduate/research students and more than thirty percent undergraduates do respectively. In addition to other findings, it was also affirmed by Owolabi et al (2016) that most of the undergraduate students of the University of Ibadan Library (Keneth Dike) rarely make use of the available electronic resources such as CD-ROM databases, Online Public access Catalogue, electronic books, and electronic journals.

Dadzie (2021) found out earlier that the use of scholarly databases was extremely low despite the very high usage of some internet resources. The low-level patronage was

ascribed to insufficient information about the existence of these library e-resources. In research on students' e-resources awareness at Sardar Vallabhbhai Patel University of Agriculture and Technology, the internet capped the usage at 98.4% closely accompanied by e-Books at 85.6%.

(Maitato, 2020). The patronage of ERs is a clear indication of a correlation between students' reading habits and the use of ERs by library users in Nigeria.

The study by Yusuf and Awoyemi (2018) which discovered a significant relationship between the utilization of information resources and reading habits of library users in some public libraries in South West Nigeria is a testimony. In a more negative tone, most respondents, in research on awareness and use of ERs by graduate students at the University of Ibadan, hardly use the electronic database (Akinola, Shorunke, Ajayi, Odefadehan, and Ibikunle, 2018).

2.4 Frequency Level of ERs Utilization

The issue of frequency of use of ERs has historically been controversial.

Manda (2019) discovered that there was no clear pattern in the frequency of use of e-resources among the various categories of users observed in his study. Some other authors such as Eiriemiokhale (2020) concluded that the frequency of use by the lecturer patrons was very low.

This is similar to Akinola, et al (2018) who noted that the outcome of their investigation also confirmed that the frequency of use by graduate students was low. In a more specific view, most students spend 1-2 hours, 2-3 hours, and above 3 hours while visiting the libraries to explore ERs (Burhansab, Batcha, and Ahmad, 2020).

The analysis of use ERs at Anna University libraries in Tamil Nadu by Thanuskodi (2019) had shown that the patrons would spend between 3-4 hours of access to the internet; a common phenomenon among student and academic users of the libraries.

Other literature by Hossaini (2019) and Maitato (2020) confirmed that users utilize electronic information resources every day. However, the majority of the patrons at Kabale University, Uganda use ERs weekly (Achugbue & Ahimbisibwe, 2020)

2.5 Challenges Faced by Academic Libraries in the Use of Electronic Information Resources

A couple of recurring issues have culminated into obstacles militating against the effective utilization of ERs by library patrons in academic institutions. These challenges

are multifaceted and multifarious. There is hardly any study on awareness and use of ERs that has not addressed these in a way. Beyond the availability and provision of ERs even in the cash-strapped economy of the countries in the South, attainment of users' satisfaction is lacking, and this has to do with the accessibility to the few available ERs platforms provided by academic libraries in Africa previously and lately. Nigeria as a third-world country is not immune to these hindrances. These are the general problems that have marred the management of systematically coordinated service delivery of electronic information resources to library clientele in Nigerian universities. Studies have shown that research students and scholars in Nigerian universities are unaware of subscription-based ERs packages despite the huge foreign currency invested in them. This is beside the other usability challenges and unfriendly interface (Uzuegbu, Chukwu, and Ibegwam, 2012; Ani, Ottong, and Edem, 2011).

Manjack, Dangani, and Fari (2019) confirmed that power outage was the greatest challenge users encountered in the process of accessing and using electronic information resources.

Previous studies by Dafiagbor (2019), Abdullah and Gibb (2020), Ojo and Akande (2018), and Colvin and Keene (2020), all alluded to this.

In the same vein, Bhatt and Rana (2019) identified that the major obstacle bedeviling ERs usage include; are low-speed connectivity, technical problems, lack of awareness about statutory provision for accessing e-resources, unavailability of sufficient e-resources, and doubts in permanency.

Achugbue & Ahimbisibwe (2020) noted that users in a Ugandan university protested the slow internet connectivity. These findings further confirmed another study by Kwafoa, Osman, and Afful-Arthur (2019) that the highest challenge faced in the use of electronic resources in the library is the slow nature of the internet.

Alhassan and Macaulay (2019) found in their work that restricted accessibility to workstations, dearth of necessary IT skills, absence of guidance by library personnel as well as the failure of the internet networks were some of the hindrances to the effective use of ERs in the library. This aligns with the finding of Iroroeavwo and Ahimbisibwe (2020) that the primary challenge confronting students with the use of ERs is inadequate training, closely followed by a dearth of experts who could assist.

Akinola, et al (2018) however revealed a contrary position where it found that the extent

of expertise of graduate students in the usage of digital databases had been largely moderate, a high degree of expertise was visible and only a few respondents had no ability in the usage of digital databases. Besides, skills acquired in the process of information retrieval via electronic databases are inadequate.

2.6 Reading habits

Reading is an attempt to read through the contents of information materials to digest and comprehend the message such information resources are passing. It is principally through reading that people obtain knowledge (Ganiyu and Abomoge, 2019).

Nssien (2020) posits that reading habit is identified as an essential determination of a student's success in education and his recent complex environs. Possessing a reading culture requires a process of building up a positive reading attitude among students and children over a while. Reading activity is considered a habitual trend when it is repeatedly carried out by the concerned individual.

Wagner (2020) posits that reading habits can be scaled by the following: the number of materials being read, the frequency of reading habits as well as the period spent on reading. The primary source of knowledge is reading and it can easily be developed at a very early age. Putatively, a reading habit is a practice that aids the innovation and personal thinking of an individual (Clark and Rumbold, 2019). All reading patterns in terms of emotional response support the emotional satisfaction of individuals.

Arslanoğlu and Mor (2018) disclosed in a study that female students have a greater degree of book reading habits among university students learning Physical Education and Sports in Turkey. Those with primary or secondary school graduates as their fathers are more inclined to read books. They consider reading habits an essential part of their life. Closely related to the information in the available literature, it also draws notice to an incontrovertible fact that today students in tertiary institutions especially universities do not possess a satisfactory level of bookreading habits. It is frightening that book reading habit is too low even in the ivory towers where the expectation should be naturally high. Thus, the bar could be raised if activities such as making necessary arrangements in the circles of family, friends, and the immediate community, organizing social and educational campaigns to motivate book reading at various structures and strata of education hierarchy are activated. In a similar study, Alsaeedi, Ngadiran, Abdul Kadir, Altowayti, and Al-Rahmi (2021) noted that hinged on

the accessible literature, the generality of students does not derive enjoyment from reading. They read mainly to pass the examination. The majority of them prefer to read magazines and fiction materials. Nonetheless, their most treasured source of the reading is electronic materials. Moreover, literature has shown that social networking sites affect the reading habits of students negatively. Cultivating reading habits is possible cultivated if students are motivated to read from their cradles. Promoting reading habits and inculcating helpful attitudes toward reading among students can be midwived by parents, schools, and peer groups. Moreover, it is a self-evident truth that reading improves students' professional performance and academic development. Thus, students should place a premium on the significance of reading and assign the best time for reading books and other relevant materials that can create a passion for reading. According to the statistics gotten from the study at Ankara University and Erciyes University, it has been proven that students read newspapers, magazines, and novels, in their leisure time; they derive enjoyment in reading romantic, entertaining humorous, historic, and psychological genres and literary works most times. They hardly read books due to the busy social life, intensity of lessons, spending time on the computer/internet, and preparation for examinations (Erdem, 2019) In an interview which was conducted for participants from four Ugandan universities, major results show that majority of the students consider the use of ICT an essential tool that guarantees accessibility to reading sources. They argued that school lifestyle, home upbringing, and available income do impact the reading habit of students and subsequently ICT appreciation. We also discovered that majority of the interviewees were forcefully initiated into reading at home. This work gives a special contribution via empirical proof that ICT interventions could impact reading habits. (Mlay, Sabi, Tsuma & Langmia, 2019)

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Research methodology is described as the overall research design and strategy (Johnson & Christensen, 2019) that a researcher uses to execute research. Research

methodology is a discipline specific approach and process of research (Kinash, 2019). Creswell (2019) explained that research method involves the technique of data collection, analysis and interpretation that researchers propose for their studies. Based on these definitions, research can be understood to be a systematic way of finding answers to questions, and the scientific way of attaining the accuracy of a given situation.

This chapter contains the general procedure for the conduct of the study. It therefore gives detail information on the following: research design, population of the study, sample and sampling techniques, instrumentation, psychometric properties of the instrument, validity of research instrument, reliability of research instrument, procedure for administration of the instrument, procedure for scoring and method of data analysis.

3.2 Research Design

Research design is the logical sequence that connects empirical data to the research questions and research conclusions. Research design is an approach to thinking about doing research, which is the summary of the procedure for conducting a study that includes when, from whom, and under what conditions the research data was obtained, as well as, how a study was conducted. It is the theoretical aspect of the study that specifies how a study was carried out and the manner in which it answers the research questions (McMillan & Schumacher, 2019; IkojaOdongo, 2020).

The research design that was adopted for the study is the descriptive survey method. Descriptive survey method is considered appropriate for this study because it arrives at dependable solution to problem through systematic analysis and interpretation of data collected 475 from the respondents on the subject matter, thereby making it possible for generalization (Neuman, 2019).

3.3 Population of the Study

Best and Kahn (2019) defined population as any group of individuals that has one or more characteristics in common distinguishing the group from other individuals. The research population is described as the entire group of people on whom the results of a study are intended to be applied (Johnson & Christensen, 2019; Nkomo, 2019; Fraenkel&Wallen, 2019).

The study is being undertaken to examine the Impact of Electronic Information Resources on Reading Habits of Library Users at Newland Polytechnic, Ilorin, Kwara State

Nigeria.

3.4 Sampling Technique and Sample Size

Researchers use various sampling techniques to collect data when the population is large and when studying all its elements is not possible (Bosire, 2019; Nyandemo, 2019). Sampling technique is the approach used in taking a small group from a larger group, investigate it, and draw an accurate conclusion that can be generalized onto the larger group (Rea & Parker, 2019).

The overall sampling consists 500 of the undergraduate students of Newland Polytechnic, Ilorin, Kwara State Nigeria.

Based on the aforementioned, this study adopts simple random probability sampling technique to select undergraduate students in four departments of the college.

According to Aina (2019), simple random sampling is the basic sampling method of survey research and it aims at giving each person in the sampling frame an equal chance of being selected in the sample. Thus, the sample size comprises of the portion of the population for the study. This ensures that samples are representative to enable generalization of the population (Johnson & Christensen, 2012; Creswell, 2019; Best & Kahn, 2019).

3.5 Data Collection Instrument

According to Kiplang'at and Ocholla (2019) data collection instruments are expected to provide accurate and adequate data in line with the objectives of the study. For this study, questionnaire titled "The Impact of Electronic Information Resources on the Reading Habits of Library Users at Newland Polytechnic, Ilorin, Kwara State Nigeria." was used as the data collection instrument. The questionnaire was developed by the researcher in accordance to the research objectives. The questionnaire was divided into five sections. Section A of the questionnaire focused on the demographic information of the respondents. Section B of the questionnaire focused on Purpose of ERs, utilization by undergraduate students. Section C of the questionnaire which is to determine the Categories of ERs utilized by user. Section D of the questionnaire investigated the Frequency Level of ERs Utilization section E focused on Challenges Faced by Academic Libraries in the Use of Electronic Information Resources.

3.6 Validity of the Instrument

Validity of the instrument shows how well the research instrument measure what it is

supposed to measure (Bosire, 2019). The self-structured questionnaire was validated using content-related approach. To achieve this, four copies of the questionnaire were given to lecturers of the Department of Library and Information Science, Four Selected Departments in Newland Polytechnic, Ilorin, Kwara State Nigeria. The four copies of the questionnaire given to the validators were retrieved and necessary suggestions rendered were used in designing the final instrument.

3.7 Reliability of the Instrument

Reliability of an instrument is the consistency of an instrument in measuring what is meant to measure.

Maree (2019) opined that reliability has to do with consistency of a measure or an instrument like questionnaire and that high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample. In order to ensure consistency of scores obtained, this study was subjected to reliability test by administering fifty (500) copies of the questionnaires to students of the selected departments in the Polytechnic.

3.8 Administration of the Instrument

The questionnaire was administered personally by the researcher. For the administration of the questionnaires, the researcher moved around the department to administer questionnaire to the students. The researcher at the point of administration gave enough time to the students to respond to the questionnaires without any interference. The researcher also ensured that the students responded to the administered questionnaires and 475 questionnaires were returned and was used for the analysis.

3.9 Method of Data Analysis

Frequency counts and simple percentage was used to analyze the five objectives of the study. The data collected were coded and analyzed using Statistical Package for Social Science (IBM-SPSS) version 21.0. In order to reach a reliable and reach conclusion, the researcher approached every aspect of the research with caution, objectivity, truthfulness and fairness. This research was duly referenced in order to avoid plagiarism which could result in serious ethical concern.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter present and discuss data analyses and interpretations of the data. This study investigated the impact of electronic information resources on reading habits of library users at kwara state college of education, Ilorin.

Five (5) research objectives were formulated for this study. The presentations of the data for the research objectives were done using table. A total of four hundred (400) copies of questionnaire were administered to undergraduate students in Institute of IICT In the analysis, strongly agreed and agreed are merged to form agreed while disagreed and strongly disagreed are merged to formed disagreed. That is SA+A=Agreed and D+SD= D.

4.2 Demographic Distributions of the Respondents

Table 4.1 Name of Department of Respondents

Departments of the Institute	Population	%
Department of Mass Communication	111	23.4%
Department of Computer Science	101	21.3
Department of Biology	143	30.1
Department of Mathematics	120	25.3
Total	475	100

Table 4.2 shows that majority of the respondents were from Department of Biology/Inter Science with 143 (30.1%) followed by Department of Mathematics with 120(25.3%), Political Science/Social Studies with 111(23.4%) and Department of Computer Science with 101(21.3%)

Table 4.2 Academic Level of the Respondents

Level	Frequency	%
ND I	150	31.6
ND II	161	33.9
HND III	164	34.5

Table 4.2 reveals that highest number is NCE III with 150 (40.5%) followed by HND I with 26.8%, this is follow by HNDII students constituting 16.5%, The least percentage of the respondents were ND II students 16.2%

Table 4.3 Age of the Respondents

Age	Frequency	%
15 - 19 Years	130	27.4
20 -24 Years	273	57.5
25 - 29 Years	72	15.1
Total	475	100

Table 4.3 shows the highest number of the respondents 273 (57.5%) were within age range of 20 -24 years followed by 143(30.1%) were within 25-29 years while the least were respondents within the range of 15 - 19 years with 130 (37.4%)

Table 4.4 Gender of the Respondents

Gender	Frequency	%
Male	320	67.4
Female	155	32.6
Total	375	100

Table 4.4 indicates that 320(67.4%) of the respondents were males while 155(32.6%)

were female, thus, majority of respondents were male.

4.5 Various Electronic Resources Used by Students

E- Resources	Use	Not Use
E-book	345 (72.6%)	130 (27.4%)
E-Journal	300 (63.2%)	175 (36.8%)
Database	237 (49.9%)	138 (50.1%)
E-reference	190 (40.0%)	285 (60.0%)
CD-ROM	250 (52.6.6%)	225(47.4%)
E-News	307 (64.6%)	63 (13.3%)

Table 4.5 reveals that majority 72.6% of respondents use e Books, (63.2% use E-news, when asked about use of e-journal, only 63.2% agreed to be using e-journal, 13.3% disagreed to be using e-news. Also 52.6% agreed to be using CD-ROMs. From the table above, it shows that e-books and e-journals are the mostly used e-resources by the students.

Frequency of Utilization of Electronic Resources among the students

Table 4.6 Frequency of Utilization of E- Resources

Frequency	SA	A	D	SD	U
Never	140 (29.5%)	164 (34.5%)	46 (9.7%)	125 (26.3%)	-
Rarely	154 (32.4%)	176 (37.1%)	100 (21.1%)	40 (8.4%)	5 (1.1%)
Often	240 (50.5%)	100 (21.1%)	157 (33.1%)	8 (1.7%)	10 (2.1%)

SA: Strongly Agreed; A: Agreed; D: Disagreed; SD: Strongly Disagreed; U: Undecided

Table 4.6 shows that 304(64.0%) agreed that they never use electronic resources, while 330(69.5%) agreed that they rarely use E resources, 340(71.6%) agreed with the fact that they often use e-resources, only 2.1% are undecided. The table also revealed that 171(36.0%) disagreed with the fact that they don't use e-resources. It also stated that 140(29.5%) disagreed that they rarely use e-resources.

Table 4.6 Impact of electronic resources use on reading habit of students

Impact of electronic resources use on reading habit	SA	A	D	SD	U
It improves my reading habit	230 (48.4%)	134 (28.2%)	95 (20.0%)	11 (2.3%)	5 (1.1%)
It reduces my reading interest	32 (6.7%)	14 (2.9%)	300 (63.2%)	122 (25.7%)	7 (1.5%)
It has expanded my reading possibility	320 (67.4%)	100 (21.1%)	23 (6.1%)	32 (6.7%)	-
It makes reading more enjoyable	299 (62.9%)	67 (14.1%)	101 (21.3%)	10 (2.1%)	-
Using electronic resources waste my time	56 (11.8%)	23 (4.8%)	270 (56.80)	125 (26.3%)	1 (0.2%)
It has improved my independent and life-long reading skills	289 (60.8%)	49 (13.1%)	100 (21.1%)	37 (7.8%)	-

SA: Strongly Agreed; A: Agreed; D: Disagreed; SD: Strongly Disagreed; U: Undecided

The table above reveal that 364(76.6%) respondents agreed that electronic resources improves their reading habit, 106(22.3%) disagreed that electronic resources can improve their reading habit. The table also shows that 422 (88.8%) it doesn't reduce their reading interest, while 46(9.7%) agreed it reduces their reading interest. 7 were undecided. The table also stated that 420(88.4%) agreed to the fact that electronic resources has expanded their reading possibility. Also 55 (11.6%) disagreed that electronic resources expanded their reading possibility and 4 (1.1%) are undecided. When asked if the electronic resources has impact on their reading habit 366(98.9%) agreed to the fact that electronic resources makes reading enjoyable. While

4(1.1%) disagreed about that. The table also revealed 79 (21.4%) agreed that using electronic resources waste time. 291 (78.6%) disagreed that using electronic resources waste their time. The table above also revealed that 338 (91.4%) agreed that electronic resources has improved their independent and life-long reading skills. While 32 (8.6%) disagreed.

Table 4.6 factors hindering the effective use of electronic resources on students reading culture in College of Education

Factors hindering the effective use of E-Resource	SA	A	SD	D	U
Inadequate skill on how to use e-resources	75 (20.3%)	77 (20.8)	201 (54.3%)	17 (4.6%)	-
My library does not have E-Resources	77 (20.8%)	22 (5.9%)	250 (67.7%)	19 (5.1%)	2 (0.5%)
Inadequate facilities for using resources in my library	66 (17.8%)	88 (23.8%)	55 (14.9%)	90 (24.3%)	9 (2.4%)
Poor power supply	177 (47.8%)	57 (14.4%)	77 (20.8%)	57 (14.4%)	2 (0.5%)
Poor internet facilities	199 (53.8%)	37 (10.0%)	69 (18.6%)	39 (10.5%)	26 (7.0%)

SA: Strongly Agreed; A: Agreed; D: Disagreed; SD: Strongly Disagreed; U: Undecided

Table 4.6 reveals that 152 (77.1%) agreed that one of the major factors hindering the effective use of electronic resources on students reading culture in Kwara State

Polytechnic is inadequate skill on how to use e-resources. Similarly, 99 (82.9%) agreed on the fact that their library do not have e-resources while 154(89.8%) agreed that there is inadequate facilities for using e-resources in their library. The table also reveals that 234(192.4%) agreed that poor power supply is a challenge in using e-resources. Also 236(209%) are of the view that poor internet facilities is one of the factors hindering the effective use of electronic resources on students reading culture.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary and conclusions drawn from the findings of the study. The chapter also provides recommendations based on the findings. This study investigated the impact of electronic resources on reading habit of students in NewLand Polytechnic, Ilorin.

5.2 Summary of the Findings

Based on the results emanating from the answers to research questions, the major findings of the study as revealed by the analysis are as follows:

1. Most of the social media application are being used by the students, although, there is degree in the variation of their usage. However, the undergraduate students are frequent users of social media applications.
2. . Among the varieties of social media application used by undergraduate students, Facebook has the highest usage. However, there is low usage of LinkedIn and 2go.
3. Undergraduate students in NewLand Polytechnic, majorly uses social media to connect with friends. However, they also use social media for educational purposes like updating knowledge in their field of study, get relevant information pertaining to their studies, facilitate e-learning and connect with course-mate.
4. Based on the findings, the information behaviour of undergraduate students on social media are eventful. There are different behavioural attitude exhibited by undergraduate students which include both psychological and emotional.
5. There is a significant relationship between purpose of using social media and information behavior of undergraduate students in selected departments in NewLand Polytechnic, Ilorin.

5.3 Conclusions

In addition to the available empirical evidences, this study has been able to established empirical evidence on the Impact of inmpact of electronic resources on reading culture of students of Kwara State College of Education, Ilorin

Specifically, the type of e- resources used by undergraduate students, the extent of use, frequency of utilization of e-resources among the students of the polytechnic, influence of e-resources use on reading culture on students of IICT, and factors hindering the effective use of e-resources on students reading culture. Therefore, it is believed that establishing this evidence would result in understanding the influence of electronic resources on reading culture of students of Kwara State College of Education, Ilorin Impact of electronic resources on reading culture of students of institute of information & communication technology, kKwara State College of Education, Ilorin. thereby contributing to the initiation of policies that has to with their socio-educational activities.

5.4 Recommendations

Based on the findings of this study and the conclusion drawn, the following recommendations directed at the management of the polytechnic, students and the library staff are made:

1. there should be more awareness on the utilization of e-resources.
2. Students that rarely or never utilized e-resources should be encouraged, doing so, Also enabling environment should be created for the use of e- resources..
3. there is a great need to improve upon the low level of reading skills among students of the Institute
4. Awareness programme and constant training should be available for students on how to use e-resources.
5. The institution should get make a better internet facilities available for students, this will enhance effective reading habit among students.

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