

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The emergence of computers and the internet over the years enables all learners to study at their home without having to attend a regular face-to-face school. Also, Information and Communication Technologies (ICT) have brought about various improvements that facilitate learning. People who are unable to attend formal classes for one reason or another can now study at their own pace independent from time and place. The individual desires for higher education, continuous growing of ICT, the ever-continuing growth in world's population and the escalating demand for education at all levels are some of the major factors that influence distance education. Distance education is a kind of education where students don't usually present in school physically. It is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance education is a system specifically developed for learners who move from fixed educational practices to mobile and flexible ones with regards to time and space (Gökmen, Uysal, Yaşar, Kirksekiz, Güvendi & Horzum, 2017).

According to Khalid (2021), distance education, as a broad term, is used to describe any activities in the teaching and learning process without the need to be physically present at the school, college, or university. Yilmaz and Banyard (2019), describe distance education as a learning platform where the learning content is delivered to learners through technology, online course materials, and online interaction. Distance education is generally accepted as a viable alternative to conventional university education, and it provides opportunities for people who are not privileged to go to conventional universities as a result of one reason or the other. Bertolin, Tristan and Helio

(2021) assert that distance education has been an important part of the rapid expansion of higher education globally in recent years because it has expanded opportunities to groups that would not have access to conventional higher education. Distance education is said to be flexible because it is economically advantageous and preferable by working students because it enables them to study and earn their means of living without one affecting the other. As distance education keeps changing shapes, various new terms are used to describe activities that are the same as, or overlap with, distance education. Common terms include online learning, e-learning, distance learning, open learning, blended learning and flexible learning (Orr, Weller, & Farrow, 2017; Tanhan, 2020).

Distance learning has some advantages over the conventional learning as it is flexible and sometime allow learners to dictate their learning period. Brown (2017) argues that learners will have to follow a set schedule of learning as per the curriculum of the school if they are following traditional ways of learning. But different types of distance learning allow learners to set their learning schedule as per their convenience without following a regular schedule of learning. Even if they are out of touch from learning process, distance learning program offers them flexibility to choose their course of learning. Also, Bijesh (2017) affirms that there is no time wasted in going to and from college, no time wasted waiting for a bus or train. In a distance learning program, your classroom is right in your bedroom - the study material on your desk or the e-material on your computer. Students who do not have enough time on their hands can turn to distance education as an option and pursue it from the comfort of their homes.

Bijeesh (2017) also emphasizes other advantage of distance learning when he posits that, “for any given program, the fee of a distance education degree may be much more affordable than the fee of a regular on-campus degree”. Those students looking for economically viable options can opt for a distance learning program and to attend institution of your choice, you do not have to live in the same country or city. You can therefore, study comfortably wherever you have access to a computer and Internet connection. Brown (2017) also held the same idea as Bijeesh when he asserts that “the course offered at distance learning centers are cheaper than the courses provided at traditional education centers”. Students' motivation and attitudes toward learning could improve through distance education (Payne, 2020; Wang, Hsu, Bonem, Moss, Nelson, & Levesque- Bristol, 2019). Another benefit of distance learning as demonstrated by Ibrahim, Doyumgac, Tanhan, Ahmed and Mustafa (2021), is that it can foster positive emotions and economic values. Students are more likely to develop a positive disposition towards distance learning, especially when they use online educational materials positively and successfully with proper guidance (Salloum, Al-Emran, Shaalan, & Tarhini, 2019).

The vast and abundance of electronic resources which is available with the advent of ICT has aided and transformed distance education over the years. Mashroofa, Jusoh, and Chinna (2019) affirm that e-resources are valuable information resources for teaching, research, and learning. In a study of the Use of E-Learning by university students in Malaysia Higher Educational by Al-Rahmi, Othman, Alzahrani, Alfarraj, Saged, and Rahman, (2018) “Students can easily access learning materials anytime and anywhere by simply connecting to the internet”. The benefits of distance learning were even popular as all the conventional educational institutions were forced to move from their regular classroom learning to online learning as a result of COVID-19 that strike the world. The United Nations Report (2020) affirm that, COVID-19 pandemic has a remarkable effect

on schools generally, where 190 countries were forced to suspend in-person education. Most of these countries switched to distance emergency education (United Nations, 2020).

Majority of information resources used by distance learners are electronic resources and these electronic resources are non-print information resources. Electronic resources according to Balasooriya and Mohamed (2021) are systems in which information is stored electronically and made accessible through electronic systems and computer networks. These information resources according to Balasooriya and Mohamed (2021) are available in different forms like OPAC, CD-ROMs, Online-Databases, E-journals, E-books, open educational resources, Internet resources etc. Bryant (2021), describe electronic resources as materials in digital format accessible electronically in varied digital formats such as Adobe Acrobat documents (pdf) and webpages (HTML). These resources include bibliographies, indexes, e-reference sources, full-text journals and books, working papers, statistical data sets, image databases, institutional repositories and theses, and dissertations (Unisa, 2016).

Electronic resources are extremely essential in academic environment today because they aid learning and research activities of both students and lecturers. Ani, Ngulube, and Onyancha (2015); Nazir and Wani (2015) affirm that electronic resources are vital for driving any academic or research institution since they provide timely and reliable means for accessing scholarly information. Also, in discussing importance of electronic resources, Ani et al. (2015) reveal that researchers and faculty members who accessed and use e-resources in research frequently published more publications in international journals. The system runs by National Open University is a standard hybrid one that offers rich academic electronic resources databases and monographs are available to students and staff for learning, studying, teaching and research purposes. Majority of distance education today take place using the Internet and information

resources are available to vast majority of students in their various locations-homes, local libraries, work place etc.

ICT as electronic means are used to distribute the learning materials, keep students in touch with their lecturers, and provide access to communication between students. Other technological formats such as television, DVDs, teleconferencing, and printable materials can also be used by distance learners, but the immediacy and functionality of Web learning has made it a first choice for many distance learners. Callard, Foster and Kruger (2020) posit that online learning requires technology, technical skills and other tools for the realization of the lessons. Tewell (2018) affirm that information literacy should not only be seen as a set of skills, competences, and characteristics but rather as a set of methods for interacting with information by students and other stakeholders. Distance learners must therefore, be computer-literate and possess information literacy skills to use electronic resources available to them effectively.

Adeleke and Emeahara (2016) assert that Information literacy skills is an integration of library literacy, computer literacy, media literacy, technological literacy, critical thinking, ethics, and communication, which when acquired, would enable users of information to become independent lifelong learners. Besides awareness, distance learners also need skills such as information management skills, the ability to utilize related ICTs, and effective and efficient communication in the electronic environment. Agree with this, Ukachi (2015) posit that institutions can reap the benefits of investing in electronic library resources if their users have adequate information literacy skills to use the resources meaningfully. Information literacy according to Bashorun, Bashorun, and Akinbowale (2021) involves recognizing the need for information; finding information effectively; evaluating information; managing information, and constructing new concepts for medical, cultural, social, and ethical use of information. They described information literacy as

embodies knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and disseminate information to solve issues at hand.

Distance learners and other information users must possess information technology skills which is sometimes referred to as digital literacy skills in addition to information literacy skills. Digital literacy is the ability to use different technologies such as computers, databases, related ICT application etc., to locate, evaluate, use, and present information. Digital literacy according to Leaning (2019) is a set of abilities to use information and communication technologies, which are composed of several forms of literacy including computer literacy, media literacy, Information Literacy and internet literacy. To locate, retrieve, use and present information in this era of information overload, one need to be information literate, otherwise it will be difficult if not impossible to use the abundance of information resources available over the internet and other ICTs storage media. In addition to findings, it difficult or impossible to retrieve information in this era of information explosion without being information and digital literate, precious time will be wasted in locating and finding the needed information resources.

Information literacy skills are mandatory because of the proliferation of electronic information resources and various mediums of access and the different storage media in which information is available. White (2019) emphasize that information literacy has a close relationship to fostering students' critical thinking skills. Meanwhile, Dolničar and Podgornik (2018) identified that information literacy relates to student motivation and confidence in searching for information using the internet. Moreover, Henkel (2019) emphasize the relationship of information literacy skills, which requires mastery of information, communication, and technology (ICT) skills and focuses on the tendency to write research results and find references in the form of books or digital books. The correlation between information retrieval skills and their utilization of e-resources

means that there is need to be more competent in using communication technologies, including computers and associated skills such as desktop publishing, database management, programming, and web page design to navigate in an electronic environment (Adeleke & Emeahara, 2016).

Besides information literacy, computer self-efficacy is another element that mediate the use of electronic information resources by distance learners. Computers have made a dramatic impact on our society, particularly in the educational institutions. Innovation in computer technology has a profound impact on education because it forms a part of the school curriculum and become an essential part of every individual today. It is believed that the integration of education with technology is based on users' behavior, perception and self-efficacy towards technology integration. In order to achieve the objective of distance learning, distance learners must possess necessary ability needed to perform computer related task. Self-efficacy is the individual belief in their capacity to perform a designated task. It determines how people feel, think, motivate themselves and behave. Self-efficacy according to Azonobi, Uwaifo and Tella (2020) is a personality's belief in innate ability to attain goals.

Computer self-efficacy is judgement of one's capability to perform computer-related tasks. Computer self-efficacy according to Eserada, Okolo and Ideh (2019) is the degree of an individual's perceived ability to use a computer. Distance learners who have confidence and can use computer and other computer related technologies effectively will no doubt excel in their academic than those who cannot use computer effectively. This is affirmed by Howard, Ma, and Yang (2016) when they posit that students' low certainty in performing computer-related tasks is likely to have an effect on online engagement. Supporting Howard et al. (2016), Wolverton, Guidry and Lanier (2020) assert that students' engagement is determined by their perception of

their computer self-efficacy, thus, students who identify themselves as being able to expertly use digital technologies, are more likely to be engaged within an online environment.

The National Open University (NOUN) of Nigeria was established with the aim and vision of reducing the problem of admission crisis and to provide functional, cost effective and flexible education in order to address these persisting problems. In its operation so far, it has significantly helped to enhanced access into higher educational institutions in Nigeria (Susan and Akuchie, 2014). It is fact that, in a continental dimension country like Nigeria, distance education has emerged as a mediated form of instruction, and it possessed all the attributes to become a major ally in overcoming the challenges faced by Nigeria society. Complete insertion into the knowledge economy in which schooling and prior professional experience matter more than ever is the most urgent are some of these challenges.

National Open University of Nigeria (NOUN) has emerged as the first dedicated University in Nigeria to introduce education through distance learning mode. The University vision statement is “to be regarded as the foremost University providing highly accessible and enhanced quality education anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers”. While the University Mission statement is “to provide functional cost-effective, flexible learning, which adds life-long value to quality education for all who seek knowledge”.

1.2 Statement of the Problem

The demand for higher education at all levels and the desire for higher education by individuals who for one reason or the other could not get the opportunity of being admitted into regular universities necessitate distance learning. Also, the rapid development and advancement of university education and the application of technology in teaching, learning and research means that students, researchers and other information users must acquire and develop necessary ICT skills in order to make use of electronic resources available to them effectively. Distance education as a kind of university education that limit the interaction between the students and their tutors need to invest in modern technologies that will enhance the communication between the students and their lecturers and the students must therefore, rely largely on electronic information resources.

Electronic information resources are highly important teaching and research tools, which complement print-based resources and enhance the learning and research processes in any academic institution (Iroaganachi, 2016). The vast nature of electronic resources and services has given students a great advantage because they can access information regardless of their location and time. However, observation and research indicate that students encounter difficulty when using electronic information resources which could be attributed to the fact that they lack search skills for utilizing resources, thus, making the level of use of electronic information resources very low (Haruna & Hu, 2018; Opoola, Abdulraheem, Issa, Ambali, 2018; & Bashorun et al. 2021).

Empirical studies show that many studies have been conducted on students' information literacy skills (Toyo, 2017), computer self-efficacy (Esereda et al. 2019) and their electronic resources utilization (Titilayo & Oluwatoyin, 2018), but there is dearth of study on the distance learners' information literacy skills, computer self-efficacy and electronic resources utilization at National Open University in Nigeria. Understanding information literacy and computer competence of distance learners will help government and library including other information centres to better improve the distance education and thus achieve the objectives of its establishment. In view of the above, distance learners experienced difficulties in utilizing e-resources due to their inability to navigate through the complex world in the present global information explosion. It was based on the above challenges that the researcher carries out this study to determine the level of information literacy and computer self-efficacy of distance learners at National Open University Nigeria (NOUN).

1.3 Research Objectives

The broad objective of this study is to examine the distance learners' information literacy skills, computer self-efficacy and electronic resources utilization at National Open University of Nigeria. However, the specific objectives are to:

- i. Examine the types of electronic information resources being utilized by distance learners of National Open University of Nigeria;
- ii. Identify the level of information literacy skills of distance learners at National Open University of Nigeria; and
- iii. Ascertain is the influence of computer self-efficacy on electronic information resources utilization at National Open University of Nigeria.

1.4 Research Questions

The following research questions were formulated to guide the research:

- i. What are the types of electronic information resources being utilized by distance learners of National Open University of Nigeria?
- ii. What is the level of information literacy skills of distance learners at National Open University of Nigeria? and
- iii. What is the influence of computer self-efficacy on electronic information resources utilization at National Open University of Nigeria?

1.5 Scope of the Study

This study will focus on distance learners' information literacy skills, computer self-efficacy and electronic resources utilization at National Open University Nigeria. The variable of interest of this study will be limited to information literacy skills, computer self-efficacy and electronic resources use of students of National Open University (NOUN) Nigeria. The study will focus on the students of National Open University in Kwara State. Questionnaire will be used for this study and the questionnaire will be administered to distance learners of National Open University in Kwara State particularly in NOUN Special Study Centre, Nigerian Army, Sobi, NOUN Study Centre, Sango, Ilorin, and NOUN Community Study Centre, Offa, Kwara State.

1.6 Significance of the Study

Distance education plays significant role in promoting higher education in Nigeria and the world in general especially when one considers the flexibility and opportunity it gives to individuals who could not be admitted into regular university institutions as a result of one reason or the other. Distance education offers opportunities to people who are unable to participate in tertiary education due to their location, condition of work or family responsibilities (Newberry & DeLuca, 2014). This study is therefore, significant because it explores the information literacy skills, computer self-efficacy and electronic resources utilization of distance learners of National Open University Nigeria. Awareness and understanding the level of information literacy skills and computer self-efficacy of distance learners will no doubt help government, libraries and management of National Open University to device strategies and adopt information and computer literacy training that will help improve distance learners' information and computer literacy. It is therefore, pertinently believed that, the output of this study will be of key inputs in the designing of sustainable measures to maximize the impact of distance education in Nigeria and the world in general.

Furthermore, the findings of this study will be of greatest benefit to government, management, libraries and other information centres, decision makers of National Open University and other distance learning institutions to develop an understanding of the problems facing distance learners from using electronic information resources and measure can then be taken to tackle the problems, not only in Nigeria but in the world as a whole. The findings of this study will also be of vital help to researchers who may want to research on the distance learners' information literacy skills, computer self-efficacy and use of electronic resources, and factors militating against the effective use of electronic resources by distance learners.

1.7 Operational Definition of Terms

Distance Learners: Students who are formally engaged in learning in a distance learning institution. They are students who may not always be physically present at a school.

Distance Education/Learning: A formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period.

Information Literacy Skills: This refers to combination of skills needed to identify an information need, find the right information to address the information need and then analyze and utilize the information to fulfil the identified need.

Self-efficacy: Self-efficacy reflects an individual's confidence in his/her ability to perform the behaviour required to produce an outcome.

Computer Self-efficacy: Computer self-efficacy is the belief in one's ability to perform a task using computer. It is the degree of an individual's perceived ability to use a computer (Eserada et al. 2019).

Electronic Information Resources: This is described as systems in which information is stored electronically and made accessible through electronic systems and computer networks.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of literature is an early stage in the research process. It helps the researchers to avoid the duplication of research work and broadens the understanding of the research problems through identifying loop holes in the field of study and to give the researcher a clear starting points and/or foundation to carry out his/her research. This chapter therefore, shall set out to review related literature on the study. The literature shall be reviewed on the following subheadings:

- 2.2 Types of Electronic Information Resources;
- 2.3 Information Literacy Skills and Distance Learning;
- 2.4 Computer Self-Efficacy and Electronic Information Resources Utilization;
- 2.5 Information Literacy Skills and Electronic Information Resources Utilization;
- 2.6 Constraints Militating Against the Use of Electronic Information Resources;
- 2.7 Appraisal of Reviewed Literature

2.2 Types of Electronic Information Resources

Proper and reliable communication is a pre-requisite to effective and efficient use of electronic resources available free in the web space or for a fee with the aid of technology Ojha and Tiwari (2016). There is no doubt that the use of electronic resources affords researchers and students the opportunity to have access to global information resources, especially the internet for their scholarly work. Similarly, Emwata and Nwalo (2013) affirm that the use of electronic resources has given rise to new modes of organizing the educational environment in tertiary institutions and has introduced a new concept of teaching-learning process. The electronic information resources entail sets of instructional materials such as audio and video cassettes, CD-ROM, television, and radio broadcast. It also includes multimedia components such as computer and satellites. Abubakar and Adetimirin (2015) describe electronic resource as material which could be data(s) or program(s)) encoded for manipulation by a computerized device.

This material may require the use of a peripheral directly connected to a computerized device (e.g., CD-ROM drive) or a connection to a computer network (e.g., the Internet). Toyo (2017) reveal that undergraduates in Delta State University, Abraka, Nigeria made use of electronic resources such as e-discussions, e-news, e-journals, CD-ROM, e-books and e-data archives. In a study carried out by Ajayi, Shorunke and Aboyade (2014). Students use e-journals, e-news and e-books mostly and that they often utilize electronic information resources. Electronic information resources according to Unisa, (2016) includes bibliographies, indexes, e-reference sources, full-text journals and books, working papers, statistical data sets, image databases, institutional repositories and theses, and dissertations. Distance learning being an online program often take advantage of a number of emerging technologies to make keeping in touch and effectively communicating ideas easier and more efficient than ever before and students may find themselves

using interactive videos, e-mail, and discussion boards to complete their lessons, (Vlassenko & Bozhok, 2014).

Also, In a study on the Use of Electronic Information Resources by Undergraduates of National Open University of Nigeria in Ilorin Study Center by Titilayo and Oluwatoyin (2018), it was revealed that majority of the respondents (86, 86%) indicated they use E-mail, (85, 85%) used E-news, (80, 80.0%) used E-books, CD-ROM use constituted (72, 72.0%) use of E-journals was indicated by (67, 67%) respondents while the use of E-references had 61 (61.0%) respondents and the least used among the EIRs was online databases with 57 (57.0%) respondents. The result indicate that the use of online databases was not common among the students of NOUN in Ilorin study center. Nicholas, Boukacem-Zeghmouri, Rodríguez-Bravo, Xu, Watkinson, Abrizah, (2017) also reveal that the use of electronic resources, such as search engines, was highly popular among early-career researchers irrespective of country, language and discipline.

Singh and Sharma (2018) are of the opinion that users seem to prefer using electronic resources including online databases, multimedia resources, CD-ROMs to other forms of information resources. However, electronic resources mostly preferred by distance learners are e-journals, e-books, online databases, electronic conference proceeding (Amankwah, 2014). Gayathri and Sadik, (2015) reveal in a study that different types of electronic information resources such as Internet, databases, CD-ROM, Telefax, reports on CD ROM, electronic journals are available and accessible by undergraduate students.

2.3 Information Literacy Skills and Distance Learning

The introduction of new technologies for teaching-learning process means that necessary skills that are required to explore them by users must evolve. The expectations and demands of library users and the skills and training that the users need have also evolved as a result of information and communication technologies. Information literacy is of paramount to all students of every educational level but it has become even more important for distance learners because learning environment of distance learning offer an educational alternatives and lifelong learning opportunities by providing students with independent, stand-alone, and self-directed learning processes. Distance learners therefore, must possess and acquire necessary information skills, learn how to learn and use appropriate learning strategies that will aid their learning. Information literacy according to the Association of College and Research Libraries (2016) and Ukachi (2015) is a combination of skills needed to identify an information need, find the right information to address the information need and then analyze and utilize the information to fulfil the identified need. In a study by Tang and Tseng (2013) it was established that students with a high level of confidence in information handling also had a high level of confidence in studying generally.

In a study on the use of electronic resources by Kwafoa, Imoro, and Afful-Arthur (2014) there is low usage of e-resources in some Ghanaian universities. This situation was attributed to lack of search skills in a study carried out by Adu-Sarkodee (2015). Yang and Li (2015) are of the same opinion when they reveal in their study of electronic resources usage in Ghana that high skill levels and high awareness levels are some of the factors that account for high use of electronic resources. The ability of e-resources to provide users with current, timely and space-unlimited access to needed information has made them indispensable in today's educational system. In a similar way, the effective utilization of these resources by students will likely be influenced by the extent of

information literacy skills possessed by them. It will be difficult if not impossible to make use of abundance of e-resources available in this technology era without adequate information literacy skills. Low usage of electronic information resources by the students of Federal University of Petroleum Resources, Effurun (FUPRE) was revealed by Mosekejimi, Eghworo, and Ogo (2015), due to lack of awareness or lack of skills required to navigate the modern technology. Also, Lack of skills to make productive searches was reported (Ajayi et al. 2014; Msagati, 2014).

There is no doubt that there is always frustration and delay in students' attempt to complete courses related works that require research as a result of their lack of information search skills, and the students research output and academic performance in this information era are being affected due to their lack of basic skills needed to use available e-resources. Imsong and Kharbudon (2016) observe that in using the e-resources, students lack skill in locating and evaluating information, which impedes their effective use. It was also revealed by Bakare, Owolabi, Banigboye, and Bankole (2013) that limited time and lack of effective information retrieval skills are the main barriers to using e-sources. Omeluzor, Bamidele, Onuoha, and Alarape, (2013), study postgraduate students' information literacy skills at Babcock University and reveal that postgraduate students have a moderate level of information literacy skills.

Sithole, Chisita, and Jagero, (2015) carried out a study on Information Literacy Evaluation. The study aimed at evaluating the effectiveness of the Information Literacy Skills course on the use of various information formats at the Africa University. The findings of the study indicate that e-resources usage is a practice that is still in its infancy at the University. This shows that skills required in using electronic information resources among undergraduate students seem to be limited. Adeleke and Emeahara, (2016) investigate the relationship between information literacy and use of e-resources by postgraduate students of the University of Ibadan. Their aim was to

determine the level of electronic information literacy skills possessed by the postgraduate students of the university. The result of the study indicates that over two-third of the postgraduate students' information literacy skills level is high. In the same vein, Adeniran and Onuoha (2018) in their study of Influence of Information Literacy Skills on Postgraduate Students' Use of Electronic Resources in Private University Libraries in South-West Nigeria, found out that the students possess high level of information literacy skills.

It was revealed by Sithole et al. (2015) that some students lacked knowledge on how to effectively use e-journals and e-books in university libraries. Somaratna (2015) examine the effectiveness of information literacy on undergraduate students at the University of Colombo, and his result of findings show that most of the undergraduate students lacked information literacy and computer skills on how to use different information resources to support their studies. The low usage of e-resources among postgraduate students according to Mtega, Dulle, Malekani, and Chailla (2015); Mollel and Mwantimwa, (2019) may be attributed to the deprivation of information literacy skills that are essential in boosting e-resources usage. Similarly, Adekannbi (2016) state that university students have often experienced difficulties in searching and using information effectively due to their lack of computer and information literacy skills. Since insufficient computer and information literacy skills among students may lead to low usage of e-resources. Developing the students' competence in computer and information literacy is of paramount importance (Mollel & Mwantimwa, 2019) especially for distance learners and postgraduate students who are involved in research.

2.4 Computer Self-Efficacy and Electronic Information Resources Utilization

The teaching and learning process has recently been altered by the convergence of a variety of technological developments. Instructors, students and researchers are currently being asked to become computer literate to integrate emerging computer technology into their teaching, learning, and research studies. Hence, to harness the full potential of e-learning as an educational strategy to increase broader access to tertiary education in Nigeria, to augment classroom instruction and to eventually intensify students' learning outcomes in distance institutions like NOUN, it is of great significance that distance learners possess necessary computer competencies. Self-efficacy reflects an individual's confidence in his/her ability to perform the behaviour required to produce an outcome. Self-efficacy according to Kumari (2021) refers to global confidence in one's coping ability across a wide range of demanding or novel situation. It indicates an individual's level of belief in his or herself concerning a particular situation or thing (Bubou & Job, 2020).

Researchers have undertaken self-efficacy studies from several perspectives, contexts and fields: academic self-efficacy (Yokoyama, 2019). Technology self-efficacy, technology and communication self-efficacy, computer self-efficacy (Nardi & Ranieri, 2019; Yildiz Durak, 2018) and other related concepts – online technology self-efficacy, Internet self-efficacy, web-based learning self-efficacy and online learning self-efficacy have been severally investigated (Hong, Hwang, Tai, & Lin, 2019; Zimmerman & Kulikowich, 2016). Computer self-efficacy is the belief in one's ability to perform a task using computer and it has a major influence on an individual's expectations towards using computers. Kumari (2021) affirms that people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Computer self-efficacy is a major factor that mediate the use of electronic information resources in an E-learning environment.

Thongsri, Shen, and Bao (2019) note that computer self-efficacy, the simplicity of using an E-learning system as well as its perceived usefulness have a significant relationship or effect on E-learning adoption and e-resources utilization. A positive perception towards one's computer self-efficacy invariably influences the use of electronic resources (Okuonghae, Igbिनovia & Adebayo, 2021). Computer self-efficacy enables distance learners to use electronic information resources and other computer-related tasks effectively and independently. Kumari (2021) aver that computer self-efficacy is a significant determinant of performance that operates partially independently of underlying skills. Literature has shown that there is a significance correlation between computer self-efficacy and the use of electronic information resources. Uwaifo and Azonobi (2020) declare that computer self-efficacy is the bedrock for human motivation necessary for personal accomplishment. They further add that, it is an indispensable element on the use of electronic information resources and that the level of self-efficacy expressed by students could have a relationship with their use of electronic information resources.

Uppal (2018) study self-efficacy to use electronic information resources at research institutes of Punjab and reveal that self-efficacy leads to higher use of electronic information resources since it helps in exploiting the sources to their maximum information needs. The use of electronic information resources and their behaviour depends on students' level of computer self-efficacy, their domain knowledge and understanding of the task they were given (Uwaifo & Azonobi, 2020). Furthermore, Kanwal and Rehman (2017) discover that computer self-efficacy had considerable effect on use of e-resources. Also, Ngampornchai and Adams (2016) posit that poor computer self-efficacy could result in low acceptance of E-learning and utilization of e-learning resources. Boe, Safvenbom, Johansen and Buch (2018) investigate the Relationship between self-concept, self-

efficacy, and military skills and abilities, and conclude that self-efficacy increase performance through different mechanisms.

Azonobi et al. (2020) explore the determinants of Postgraduates' Use of Electronic Information Resources in Federal Universities in Southern Nigeria, and aver that the use of electronic information resources and behavior depends on students' self-efficacy level, domain knowledge, and understanding of the task the students were given. Computer self-efficacy plays an important role in academic achievement of distance learners and students in general. In lieu of this, higher level of self-efficacy is required in the use of electronic information resources. Studies have provided evidence to support this claim. For instance, Al-Mehsin (2017), Keshavarz, Esmailie Givi, Vafaeian, and Khademian (2017), and Tiyyuri, Saberi, Miri, Shahrestanaki, Bayat, and Salehiniya (2018) reveal that there is a significant relationship between self-efficacy and information skill. Therefore, individual's acknowledgement of the electronic environment and the possession of essential information skills, the varying behavior exhibited by users for effective retrieval of electronic information resources are necessary (Azonobi et al. 2020).

2.5 Information Literacy Skills and Electronic Information Resources Utilization

The use of electronic resources for distance learning programme involves provision for and deployment of e-resources in conducting problem-solving research by the students and other users of the library. According to Viswanatha and Sasireka (2016), Information and Communication Technologies have helped to facilitate access to quick information through a computer terminal. As a vital part of distance learning requirements, electronic libraries that provide and manage electronic resources are maintained by learning institutions across the globe. As a result of this, distance learners and other information users must possess adequate information literacy skills

because information literacy is a tool which enables learners to master content and extend their investigations, become more self-directed and assume greater control over their own learning. Grgic (2016) affirm that scholarly communication is impossible without implementation of information literacy skills. He was of the opinion that scholars from all disciplines have to know how to search for information, how to evaluate it, how to produce and present new information in a proper and ethical manner.

The possession of appropriate information search skills enables students to become learner autonomy and be a learner autonomy enables students to benefit from the vast quantities of information available electronically. Self-learning is vital for distance education students and for this reason, according to (Firat, 2016; Jacobs, Renandya & Power, 2016), determining autonomy of distance education has a critical importance. Ekennaan and Mabawonku (2013) investigate information retrieval skills and use of library electronic resources by university undergraduates in Nigeria. It was found that there is a relationship between information retrieval skills and use of library electronic resources. Adeleke and Emeahara (2016) concur in their investigation of relationship between information literacy and use of e-resources by postgraduate students of the University of Ibadan that there is relationship between information literacy skills of postgraduate students and their electronic resources usage. Adeniran and Onuoha (2018) also affirm that there is a significant positive correlation between information literacy skills and e-resources use in their study of Influence of Information Literacy Skills on Postgraduate Students' Use of Electronic Resources in Private University Libraries in South-West, Nigeria.

To successfully access and use information in this technology era, one need to possess high level of information literacy skills. Information literacy skills are imperative for accessing information in this generation of technology advancement that most of the information needed for research can be retrieved from electronic sources (Adeleke & Emeahara, 2016). Students must advance themselves by show a tendency for lifelong learning by acquiring information literacy skills to contend with the rapid information growth in the information society. Muhia (2015) note in his study of Effectiveness of Information Literacy Program in Promoting Utilization of Electronic Information Resources by Postgraduate Students in Kenyatta University Post- Modern Library that “abundance of information and technology will not in itself create more informed citizens without a complimentary understanding of and capacity to use information effectively”. Information literacy skills will therefore, enables students to make impressive and dynamic use of digital information.

A study by Oyeniyi (2013) on information retrieval skills and use of electronic resources among information professionals in South-Western Nigeria reveal a significant positive correlation between the information professionals’ retrieval skills and their utilization of online resources. Agree with this, Akpovire, Olajumoke, Oyeronke, and Ugwunwa (2019) in their investigation of “Role of Information Literacy Skills on Use of Information Resources by Medical Students in Lagos State” opine that, there is a significant relationship between information literacy competence and use of electronic resources. Information literacy skills enable students to use electronic resources effectively and this will in turn enhance students’ performance. Lack of information literacy skills is a major-factors impeding effective use of electronic resources in Nigeria. Ekong and Ekong (2018) carried out study on the impact of information literacy skills on the use of e-library resources among tertiary institution students in Akwa Ibom State. The study shows that

most of the respondents lacked the necessary computer literacy skills in using e-library resources and other internet technologies which has affected the use of e-library resources. The authors also reveal that students make better grades when they use computers, e-library resources and other IT technologies when doing their assignments and researches thereby improving their academic performance.

Adeleke and Kenneth (2017) study the Availability, Use and Constraints to Use of Electronic Information Resources by Students at the University of Ibadan and reveal that users derived much of benefits from use of electronic resources. Information literacy skills have a great influence on the use of electronic information resources. Fosnacht (2017) surveyed the Reliability and validity of the National Survey of Student Engagement's Experiences with Information Literacy module, an assessment instrument in USA and posit that information literacy activities are positively and significantly correlated with student engagement and students' perceived gains. There is significant relationship between information literacy skills and electronic resources use (Odunewu, 2018).

2.6 The Constraints that Militate Against the Use of Electronic Information Resources

Studies have shown that the introduction of Information and Communication Technology (ICT) facilities in the university libraries has tremendously enhanced information generation, access, storage and dissemination (Mohammed & Philip, 2017). The advent of technologies has made transmission of information through electronic information resources easier than ever. It was revealed in a study of Availability, Use and Constraints to Use of Electronic Information Resources by Postgraduates Students at the University of Ibadan by Dare (2017) that electronic information resources have become the lively substance to the modern libraries reserve in satisfying needs of

students, teachers and researchers with minimum risk and time. Tofi (2019) concur that the rapid advancement of Information and Communication Technology (ICT) has brought revolutionary changes in the university library giving rise to a number of options to the user community to handle varieties of information sources conveniently and effortlessly.

But despite the abundance and importance of electronic resources provided by distance learning institutions, these resources are underutilized by the users. The reason for this underutilization includes poor internet connection, insufficient fund to invest in e-resources and necessary technology tools, lack of adequate information and computer literacy skills by the users etc. The underutilization of electronic information resources was attributed to various factors by many authors and researchers across the globe. Gayathri and Sadik (2015), indicate low usage of e-resources by undergraduate students particularly in Nigerian universities due to lack of sufficient information literacy skills and epileptic power supply. Ternenge and Kashimana (2019) attribute underutilization of electronic resources to inadequate computers, poor internet connectivity, limited subscribed titles, power outages, difficulty to access and use, lack of relevant e-resources, and lack of adequate assistance from the library.

Also, Lefuna (2017) conducted a study on “Access to and use of electronic information resources in academic libraries of the Lesotho Library Consortium (LELICO)”. The result of the findings revealed that lack of guidelines and electronic information resources collection development policies are the threat to effective utilization of electronic information resources. Suleiman and Kazbor (2017) on their study of Easy Access and Use of Electronic Databases at the Faculty of Medicine at the University of Ghana, the use of the database was low due to lack of knowledge required to use electronic information resources. Karunarathna (2015) investigated electronic resources use by law degree students at Anuradhapura Regional Centre of the Open University of

Sri Lanka, and established that lack of computer skills and English language skills have also affected the usage of e- resources. In addition, Ramamurthy et al. (2015) reveal in their study of Information literacy and search skills of students in five selected Engineering Colleges in Chittoor district, Andhra Pradesh, India, that the respondents of the study had low knowledge of information literacy skills and showed high deficiency in identifying diverse information sources. Sithole et al. (2015) conducted a study on Information Literacy Evaluation in Africa University and reveal that e-resources usage is a practice that is still in its infancy at the University.

The challenges to effective utilization of electronic information resources by distance learners in Nigeria are enormous and endless. The result of findings of an Investigation of Availability and Use of Library Resources and Services in National Open University of Nigeria (NOUN) by Uzoagba (2019), shows that lack of information communication technologies' infrastructure, epileptic power supply or low electric current to power electronic resources are among the threats to effective use of electronic resources in Nigeria. Ismaila (2019) carried out a study on Information literacy skills on the Use of electronic resources by Undergraduates students of University of Ilorin and Kwara State University Malete, and found out that lacked of computer skills, searching skills, and sufficient training in the use of electronic resources by Undergraduate students are some of the factors militating effective use of e-resources in Nigeria. Olawale and Tope (2017) agree with this when they reveal in their study of the Use of Electronic Reference Services by Undergraduates in a Nigerian University that "there were inadequate computers with Internet facilities for the use of the students. The study also established that students lack searching skills to enable them to maximally utilize the resources".

Furthermore, Lack of user education and insufficient skills in the use of computers constitute to ineffective use of e-resources by students in Nigeria. Daniel and Kacholom (2017) study user education, computer literacy and information and communication technology accessibility and use of e-resources by postgraduate students in Nigerian University Libraries and submit that a few of the students had no knowledge in the use of e-resources and could not use it. The result of findings of Daniel and Kacholom correspond with the findings of Daniel and Airen (2015) who reveal in their study of Computer literacy on postgraduates' use of e-resources in Nigerian University Libraries that majority of students have been used e- resources but most of them were unaware how to use various e- resources for their academic activities. In addition, Toyo (2017) surveyed Undergraduates' information literacy skills and the use of electronic resources in Delta State University, Abraka, and affirm that Undergraduate students possessed low level of information literacy which affects their ability to utilize required information resources for academic success.

Sahabi (2020) also study the information literacy skills and electronic information resources use by undergraduates in university libraries in Nigeria and establish that undergraduate students do not highly utilize the available electronic resources due to some inhibiting factors on the use of e-resources which cut across unavailability and inaccessibility of e-resources, lack of awareness and training, lack of requisite computer skills and unstable power supply. Omoike (2013) conducted a study on the use of electronic information resources by students of the National Open University of Nigeria (NOUN) in Lagos and Ibadan study centers. The study discovers lack of awareness of the different types of EIRs available at their study centers. It was also revealed that the extent of use of EIRs by the distance students in the two study centers was low. The result of the findings of a study carried out by Adewole-Odeshi (2014) on attitude of students towards e-learning in South-West Nigerian Universities, state factors militating against effective use of electronic

information resources as poor electricity supply, poor internet connectivity, insufficient skill, financial problems, and poor training programme.

Abubakar and Adetimirin, (2015) establish in their study of influence of computer literacy on postgraduates' use of e-resources in Nigerian university library that erratic power supply constitutes a challenge to effective use of electronic resources. Supporting Abubakar and Adetimirin opinion, Toyo (2017) reveal poor internet connectivity and erratic power supply as the factor that affects access to and usage of e-resources. Lack of skills to make productive searches was reported by (Ajayi et al. (2014) and Msagati, (2014). Furthermore, it was asserted by Imsong and Kharbudon (2016) that in using the e-resources, students lack skill in locating and evaluating information, which impedes their effective use. They propose that, libraries should organize orientation programmes in the beginning of each session where the users can be taught how better they can access e-resources and be familiarized with the electronic environment. Akpojotor (2016) mention some reasons for the students' inability to access and exploit e-resources. These include lack of awareness of the availability of e-resources at the library, lack of information literacy skills on how to access e-resources, and lack of ICT competence among users of e-resources. Lack of search skills, and extensive use of general search engines are some of the reasons for under-utilization of e-resources according to (Kwadzo, 2015).

Also, Nkebukwa (2016) investigate the status of usage of e-resources by students at the College of Business Education in Tanzania. The findings of his study reveal that students were not aware of the e-resources offered, which culminated in low usage of the resources. Katabalwa (2016) investigate the use of e-resources by postgraduate students at the University of Dar es Salaam, and his findings show that most of the students used e-journals for various purposes, including assignments, literature review, and research report writing, among others. The researcher mentions

issues such as frequent, lack of training, inadequate bandwidth, lack of awareness, power outage, limited access to computers (Mollel and Mwantimwa, 2019) and difficulty in searching, among the challenges that affected the effective usage of e-resources.

2.7 Appraisal of the Reviewed Literature

The researcher reviewed literature and the research findings of other scholars that are in line with the objectives of this study. The reviewed literature covers Information Literacy Skills and Distance Learning, Types of Electronic Information Resources, Influence of Computer Self-efficacy on Electronic Information Resources Utilization, Information Literacy Skills and Electronic Information Resources Utilization, and Constraints Militating Against the Use of Electronic Information Resources. The literature reviewed established the findings of previous related studies with the intention of informing the current study. From the review, it was evident that the effective utilization of electronic resources is largely dependent on adequate information literacy skills and high level of computer competencies.

Empirical studies show that information literacy and computer self-efficacy competencies will improve the utilization of electronic information resources. Information literacy skills are imperative for accessing information in this generation of technology advancement that most of the information needed for research can be retrieved from electronic sources (Adeleke & Emeahara, 2016). Also, Uppal (2018) affirm that Information literacy and computer self-efficacy leads to higher use of electronic information resources since it helps in exploiting the sources to their maximum information needs. The literature also shows that electronic resources such as E-book, E-journal, Online Databases, OPAC, CD-ROM etc are available to distance learners but these e-resources are underutilized because the users lack necessary information literacy skills

required for their effective utilization. Ekong and Ekong (2018) opine that student lacked the necessary computer literacy skills in using e-library resources and other internet technologies which has affected the use of e-library resources.

The literature also reveals that poor internet connectivity, epileptic power supply, lack of sufficient information literacy skills, lack of guidelines and electronic information resources collection development policies are the threat to effective utilization of electronic information resources. Sahabi (2020) establish that students do not highly utilize the available electronic resources due to unavailability and inaccessibility of e-resources, lack of awareness and training, lack of requisite computer skills and unstable power supply. Finally, it was observed from the literature that there is abundance of e-resources for promotion of students learning and research writing but effective utilization of the e-resources depends largely on adequate information literacy skills and computer competencies. This study therefore, intends to examine distance learners' information literacy skills, computer self-efficacy as determinants of electronic resources utilization at National Open University (NOUN) Nigeria in order to establish the influence of information literacy and computer self-efficacy on electronic information resources utilization. To achieve this, Big six information literacy skills model and self-efficacy theory will be adopted in order to establish the correlation between information literacy and computer self-efficacy in the utilization of electronic resources.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology to be adopted in carrying out this study. Research methodology can be seen as the process of arriving at dependable solution to problems through the planned and systematic collection, analysis and interpretation of data. Therefore, this chapter provides detailed explanation and information on the methods to be employed in carrying out this research. Thus, this chapter encompasses the research design, population of the study, sample size and sampling techniques, instrumentation, data collection procedures, validity and reliability of instrument, data analysis procedures, and ethical consideration.

3.2 Research Design

Research design is a plan or strategy for conducting research (Abdullahi, 2015). It is a framework on how a researcher intend to collect and analysis his data. The approach to be used for this study would be descriptive survey method. Survey research design according to Ponto (2015) is described as the design used in the collection of information from a sample of individuals through their responses to questions. Descriptive survey research design was adopted because it enabled the researcher to collect large amount of information about the distance learner's information literacy skills, computer self-efficacy and electronic resources utilization at National Open University Nigeria.

3.3 Population of the Study

Population is the aggregation of elements from which a sample is actually selected. The targeted population for this study comprises the students of National Open University of Nigeria, Kwara State Study Centres.

Table 3.1: The Breakdown of the Population

S/N	National Open University	Population
1.	NOUN Special Study Centre, Nigerian Army, Sobi, Ilorin, Kwara State	1,222
2.	NOUN Study Centre, Ilorin, Kwara State	5,332
3.	NOUN Community Study Centre, Offa, Kwara State	401
	Total	6, 955

3.4 Sample Size and Sampling Technique

A sample according to Alvi (2016) is a group of relatively smaller number of people selected from a population for investigation purpose. Sampling is defined as the process of drawing a sample from a population that a researcher wants to study (Johnson and Christensen, 2012). So, the population of students of National Open University of Nigeria, Kwara State Chapters were maximal which necessitated sampling to be done to select a representative sample population. Simple random sampling method will be adopted to select the sample population for this study. This is to give the students equal opportunity of being selected. Using Research Advisor Table (2006) at 95.0% confidence level and degree of accuracy/margin of error, the sample size of this study is 365. This sample size is apportioned based on the number of the students' population from each centre in the National Open University of Nigeria, Kwara State Chapters. Hence, every centre has equal representatives based on its population.

3.5 Research Instrument

The study used questionnaire as data collection instrument. Johnson and Christensen (2012) define a questionnaire as a “self-report data-collection instrument that each research participant fills out as part of a research study”. It is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (Amankwah, 2014). Structured questionnaire was used to collect primary data from students of National Open University of Nigeria, Kwara State Chapters. This instrument was preferred because it had the ability to collect data from a large sample size within a short time within a large geographical area. Structured questionnaires comprised of closed-ended items where respondents were provided with options to choose from was used. The study used a four-point Likert scale data collection instrument to collect primary data from the respondents. The questionnaire was of section in part “A” which comprised of background information and part “B” captured variables for each specific objective.

3.6 Validity and Reliability of the Instrument

Validity is the degree to which a measuring instrument measures what it is design to measure. The instrument (Questionnaire) was validated to ensure that content and construct validity are establish. To achieve these, the instrument was given to the research supervisor. The observation, comments and suggestions were incorporated in the final drafted questionnaire. Reliability, on the other hand, refers to the consistency of any result between independent measurements of the same phenomena. It is concerned with how consistent the result was when the same measuring instrument is used repeatedly (Okpo, 2012). The reliability of the instrument was established by conducting a pilot test at University of Ilorin using twenty (20) students that are not part of the study groups and Cronbach’s Alpha reliability method will be used and analyze using statistical

product for service solution (SPSS) version 25. This suggested whether the instrument is reliable for this study or not.

3.7 Method of Data Collection

The copies of the questionnaires were administered with the use of Online Survey Monkey. This is because distance learners (students) at the National Open University are not regularly present in the school physically. Official permission was sought from appropriate authority before the administration of the questionnaire. The link to the Online Survey Monkey was left active 30 days/One Month.

3.8 Method of Data Analysis

The method of data analysis for this study is descriptive. Data collected was analyzed using frequency count, percentage for variables in the research instrument. The descriptive method was done with the aid of Statistical Product for Service Solution (SPSS). Descriptive statistics was employed to analyze the data obtained from the research using Statistical Product for Service Solution (SPSS).

3.9 Ethical Considerations

Participation in the research shall be on voluntary basis. Informed consent, honesty, confidentiality, and source credibility was the key research ethics to be considered in this study. Informed consent of respondents shall be sought before administering the questionnaires to them. All cited literature were referenced in order to avoid plagiarism. Lastly, all collected data were used only for academic research purpose while identity of every respondent was remained anonymous.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and analyses the data presented through primary source. Data collected through questionnaires are presented in tables and analyzed using frequency counts and percentages. The results are presented based on the variables focused in the research objectives. Also in this chapter, the major findings of the study are further highlighted.

4.2 Response Rate

Table 4.1: Response Rate

Sample Size	Responses Gotten	Percentage (%)
365	222	60.8

The sample size of this study is 365. The questionnaire was designed with online survey (Survey Monkey) and made available for a period of 30 days to the distance learners of NOUN in Kwara State. Only 222 responses were received which resulting as response rate of 60.8%. As shown in table 4.1.

4.3 Demographic Data of the Respondents

Table 4.2: Frequency Distribution of Respondents' Demography

Gender	Frequency	Percentage
Male	113	50.9
Female	109	49.1
Total	222	100.0

Age Range	Frequency	Percentage
21-30	36	16.2
31-40	20	9.0
41-50	61	27.5
51-60	105	47.3
Total	222	100.0

Table 4.2 represents the analysis of the respondents by gender. Male respondents were 113 which represent 50.9% of the sample and female respondents are 109 representing 49.1% of the sample. Therefore, the majority of the respondents in the survey are male. Table 4.2 also represents the age distribution of respondents in the survey. 36 respondents are between 21-30 years age class representing 16.2% of the sample, 105 respondents are between 51-60 years age class which represent 47.3% of the sample, 61 respondents belong to the age class of 31-40years which represent 27.5% of the sample. This means that majority of the respondents are between the age class of 51-60 years.

4.4 Analyses of Variables

Research Question One: What are the types of electronic information resources being utilized by distance learners of National Open University of Nigeria?

Table 4.3: Types of Electronic Information Resources by Distance Learners.

S/N	Items	N	Mean	Std. Deviation
1.	Internet	222	2.75	1.029
2.	Online Databases	222	2.41	1.117
3.	OPAC	222	2.94	1.120
4.	E-Journals	222	2.41	1.191
5.	E-books	222	2.36	1.160
6.	CD-ROM	222	2.33	1.079
7.	E-newsgroups/magazine	222	2.52	1.217
8.	E-mail	222	2.69	1.062
9.	Audiotape	222	2.85	1.000

Table 4.3 indicates that the types of electronic information resources used by respondents in the 9 items listed above is not good enough, based on the mean score benchmark of 2.50, respondents were believed to have used electronic information resources in only 3 items, that is, item 7 and 9 with mean score 2.52 and 2.85 respectively. Item 6 contains the least mean score with 2.33. From the mean scores it can be deduced that the respondents are not making use of electronic information resources.

Research Question Two: What is the level of information literacy skills of distance learners at National Open University of Nigeria?

Table 4.4: The Level of Information Literacy Skills of Distance Learners.

S/N	Items	N	Mean	Std. Deviation
1.	I can initiate how and where to find the information I need.	222	2.64	.931
2.	I find it easy to locate electronic information sources.	222	2.29	.906
3.	I can select the information that is most appropriate to my needs.	222	1.90	.960
4.	I have the ability to select search strategies by date, subject and language.	222	2.11	.878
5.	I can improve my information literacy skill by learning from my information problem solving experience.	222	2.14	.956
6.	I have the ability to use many resources at the same time to carry out research.	222	2.03	1.020
7.	I have the ability to use information to answer questions and/or solve problems.	222	2.27	1.042
8.	I have the capability to organize, apply and communicate information to others.	222	2.64	.931
9.	I have the capability to evaluate electronic resources such as e-books, e-journals, online databases etc.	222	2.85	1.000
10.	I can introduce search strategies using Boolean logic and keywords.	222	2.41	1.191
11.	I can synthesize newly gathered information with previous information.	222	2.36	1.160

Table 4.4 shows the information literacy skills of distance learners. A minimal number of respondents (1.90) agreed that “I can select the information that is most appropriate to my needs” as information literacy skill towards the use of e-learning platforms. Also, respondents (2.11) to some extent agreed that “I have the ability to select search strategies by date, subject and language” to effectively information literacy skill to use e-learning. Therefore, it is concluded that the institution provides support to the distance learners towards the use of e-learning.

Research Question Three: What is the Influence of Computer Self-efficacy on Electronic Information Resources Utilization at National Open University of Nigeria?

Table 4.5: Influence of Computer Self-efficacy on Electronic Information Resources Utilization.

S/N	Items	N	Mean	Std. Deviation
1.	Computer self-efficacy increases my usage of electronic information resources.	222	2.85	1.000
2.	The ability to control my emotional state while performing computer-related tasks has enable me to use e-resources even more.	222	2.29	.906
3.	Computer self-efficacy enables me to use library OPAC effectively.	222	2.36	1.160
4.	Computer self-efficacy has improved my usage of e-journals.	222	2.11	.878
5.	Computer self-efficacy has improved my ability to access online database.	222	2.41	1.191
6.	Computer self-efficacy has increased the rate I use internet sources of information.	222	2.03	1.020
7.	Ability to address and solve computer issues while receiving online lecture have improved my academic performance greatly.	222	2.27	1.042

Table 4.5 shows the influence of computer self-efficacy of distance learners on electronic information utilization. A mean score of respondents (2.11) agreed that “Computer self-efficacy has improved my usage of e-journals” as influence the of electronic information utilization. Also, respondents (2.41) to some extent agreed that “Computer self-efficacy has improved my ability to access online database” to effectively influence the of electronic information utilization. Therefore, it is concluded that computer self-efficacy highly influenced the electronic information utilization.

4.5 Discussion of Findings

The findings of the study showed the types of electronic information resources used by distance learners in NOUN, Kwara State centers which includes: Online Databases, OPAC, E-Journals, E-books, CD-ROM, as the types of electronic information resources used. The finding agrees with a study by Balasooriya and Mohamed (2021) that electronic information resources are available in different forms like OPAC, CD-ROMs, Online-Databases, E-journals, E-books, open educational resources, Internet resources etc. Also, Mashroofa, Jusoh, and Chinna (2019) affirm that e-resources are valuable information resources for teaching, research, and learning. Furthermore, Bryant (2021) describes electronic resources as materials in digital format accessible electronically in varied digital formats such as Adobe Acrobat documents (pdf) and webpages (HTML).

The findings of this study also revealed the level of information literacy skills of distance learners of NOUN in Kwara State. Such as I can initiate how and where to find the information I need; I find it easy to locate electronic information sources; I can select the information that is most appropriate to my needs; I have the ability to select search strategies by date, subject and language; I can improve my information literacy skill by learning from my information problem solving experience; I have the ability to use many resources at the same time to carry out research; among others. This indicates that the respondents possessed information literacy skills. The finding agrees with a study by Dolničar and Podgornik (2018) identified that information literacy relates to student motivation and confidence in searching for information using the internet. Also, Henkel (2019) emphasize the relationship of information literacy skills, which requires mastery of information, communication, and technology (ICT) skills and focuses on the tendency to write research results and find references in the form of books or digital books.

Lastly, the findings of this study revealed the influence of computer self-efficacy on electronic information resources utilization. Such as Computer self-efficacy increases my usage of electronic information resources; The ability to control my emotional state while performing computer-related tasks has enable me to use e-resources even more; Computer self-efficacy enables me to use library OPAC effectively; Computer self-efficacy has improved my usage of e-journals; Computer self-efficacy has improved my ability to access online database; Computer self-efficacy has increased the rate I use internet sources of information. This indicates that the distance learners' computer self-efficacy is very high. The finding agrees with a study by Wolverton, Guidry and Lanier (2020), they assert that students' engagement is determined by their perception of their computer self-efficacy, thus, students who identify themselves as being able to expertly use digital technologies, are more likely to be engaged within an online environment. Also, Eserada, Okolo and Ideh (2019), posited that computer self-efficacy is the degree of an individual's perceived ability to use a computer. Distance learners who have confidence and can use computer and other computer related technologies effectively will no doubt excel in their academic than those who cannot use computer effectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study in line with the objectives of the study. Covered in this chapter are also conclusion and recommendations. Lastly, the chapter provides possible areas for further studies that were outside the scope of this study.

5.2 Summary

The major findings of the study indicated that the distance learners use electronic information resources rarely, they also possessed information literacy skills and their computer self-efficacy is high. The major findings of the study are summaries as follows:

- i. The distance learners of NOUN in Kwara State make use of the following types of electronic information resources such as Online Databases, OPAC, E-Journals, E-books, CD-ROM.
- ii. The distance learners of NOUN in Kwara State possessed information literacy skills such as I can initiate how and where to find the information I need; I find it easy to locate electronic information sources among others.
- iii. Lastly, the study identified the computer self-efficacy of the distance learners such as Computer self-efficacy increases my usage of electronic information resources among others.

5.3 Conclusion

The influence of information literacy skills and computer self-efficacy to the use of electronic information resources among distance learners of NOUN in Kwara State has been shown to be very crucial in this study. It is clearly observed from the study that the distance learners use electronic information resources. Furthermore, it is very convincing to ascertain that their computer self-efficacy plays significance roles in the use of electronic information resources. The study concluded that the utilization of electronic information resources at NOUN of Kwara State is determined by the distance learners' information literacy skills and computer self-efficacy.

5.4 Recommendations

Based on the findings from this study, the following recommendations were given:

- i. National Open University of Nigeria should organize seminar and workshop on the awareness and importance of electronic information resources to promote its utilization.
- ii. Distance learners should acquire knowledge and acquire skills necessary to use electronic information resources. They must be well learned and vast in the use of technology and its dynamisms.
- iii. The NOUN management should strategize and execute plans on how to adequately support and improve the use of electronic information resources. These plans must be included in the budget of the institution.

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APPENDIX

QUESTIONNAIRE ON:

DISTANCE LEARNERS' INFORMATION LITERACY SKILLS, COMPUTER SELF-EFFICACY AS DETERMINANTS OF ELECTRONIC RESOURCES UTILIZATION AT NATIONAL OPEN UNIVERSITY NIGERIA

Dear respondent,

I am a student of the Department of Library and Information Science, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. I am currently undertaking research project titled: “*Distance Learners’ Information Literacy Skills, Computer Self-Efficacy as Determinants of Electronic Resources Utilization at National Open University Nigeria*”. I therefore, request you to kindly provide your opinions to the questions as contained in the attached questionnaire. Information provided in this questionnaire will be held confidential and used for research purpose only.

Your quick response will be highly appreciated.

Thanks for your anticipated cooperation.

ADENA, Oluwaseun Yetunde
Researcher

SECTION A: Demographic Information of Respondents

Please indicate your response by putting a tick (✓) in the appropriate spaces provided.

Gender: Male (); Female ()

Age Range: 16-20 (); 21-25 (); 26-30 (); 31-35 (); 36-40 (); 41 and above

SECTION B: What are the types of electronic information resources being utilized by distance learners of National Open University of Nigeria?

Keys: **SA**= Strongly Agree; **A**=Agree; **D**=Disagree; **SD**=Strongly; Disagree

S/N	Items	SA	A	D	SD
1.	Internet				
2.	Online Databases				
3.	OPAC				
4.	E-Journals				
5.	E-books				
6.	CD-ROM				
7.	E-newsgroups/magazine				
8.	E-mail				
9.	Audiotape				

SECTION C: What is the level of information literacy skills of distance learners at National Open University of Nigeria?

Keys: **SA**=Strongly Agree; **A**=Agree; **D**=Disagree; **SD**=Strongly; Disagree

S/N	Items	SA	A	D	SD
1.	I can initiate how and where to find the information I need.				
2.	I find it easy to locate electronic information sources.				
3.	I can select the information that is most appropriate to my needs.				
4.	I have the ability to select search strategies by date, subject and language.				
5.	I can improve my information literacy skill by learning from my information problem solving experience.				
6.	I have the ability to use many resources at the same time to carry out research.				
7.	I have the ability to use information to answer questions and/or solve problems.				
8.	I have the capability to organize, apply and communicate information to others.				
9.	I have the capability to evaluate electronic resources such as e-books, e-journals, online databases etc.				
10.	I can introduce search strategies using Boolean logic and keywords.				
11.	I can synthesize newly gathered information with previous information.				

SECTION D: What is the influence of computer self-efficacy on electronic information resources utilization at National Open University of Nigeria?

Keys: **SA**= Strongly Agree; **A**=Agree; **D**=Disagree **SD**=Strongly; Disagree

SN	STATEMENTS	SA	A	D	SD
1	Computer self-efficacy increases my usage of electronic information resources.				
2	The ability to control my emotional state while performing computer-related tasks has enable me to use e-resources even more.				
3	Computer self-efficacy enables me to use library OPAC effectively.				
4	Computer self-efficacy has improved my usage of e-journals.				
5	Computer self-efficacy has improved my ability to access online database.				
6	Computer self-efficacy has increased the rate I use internet sources of information.				
7	Ability to address and solve computer issues while receiving online lecture have improved my academic performance greatly.				