AVAILABILITY AND UTILISATION OF EIRS IN SELECTED ACADEMIC LIBRARIES IN KOGI STATE, NIGERIA

By

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CERTIFICATION

This is to certify that this project titled **"*Availability and Utilisation of EIRS in Selected Academic Libraries in Kogi State, Nigeria"*** by Adeleke Anthonia Adedoyin meet the regulations guiding the award in National Diploma in Kwara State Polytechnic Ilorin and is approved.

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DEDICATION

This project is dedicated to God for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

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ABSTRACT

This study investigates the availability and utilisation of EIRs in selected academic libraries in Kogi State, Nigeria. It has five (5) objectives which were converted to questions. Descriptive survey method was adopted for the population of 4728 users of the libraries understudied, while Taro Yamane Formula with a margin error (0.05) was used to select 236 sample size who were picked through random sampling. Questionnaire administered by the student researcher and four research assistants was used to obtain data from the respondents and IBM Statistical Package for Social Science (SPSS) 23rd edition was used to analyse the data. Findings revealed that online public access catalogues and databases are the most electronic information resources available, while databases and e-journals are used by most users for research and learning purposes and enriching lectures' notes. It was further discovered that electronic information resources increases the quality of information and enhances access to current and up-to-date information. However, inadequate ICT literacy skills and poor awareness of electronic information resources are the major challenges to using electronic information resources. This study concludes that electronic information resources are inevitable in libraries that want to offer 21st century library services to their users and recommends among others that management of academic libraries can enhance the use of electronic information resources by sensitizing their users on simultaneous use of electronic information resources. This will change their perception of individualised use of electronic information resources.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Higher institutions have been known to play a central role in developing the knowledge base of individuals, societies and organizations because they are charged with the formation of human capital through teaching, building knowledge base through research and knowledge development (Ojo, Mohammed, Buba & Mairiga, 2019). To achieve the mandates of higher institutions requires libraries that are devoted to providing efficient and qualitative collection, organisation, preservation, dissemination and utilisation of information resources. These libraries are universally known as academic libraries.

Khanna (2014) defines academic libraries as special libraries found in educational institutions with the main purpose of serving the special needs of the specialized homogenous clientele. Academic libraries are information centres established in support of the mission of the parent institution to generate knowledge, equip people with knowledge in order to serve the society and advance the well-being of mankind (Ojo et al, 2019).

Academic library is a library that is an integral part of a college, university or other institution of post-secondary education, administered to meet the information and research needs of its students, faculty and staff (Reitz, as cited in Adenariwo & Sulyman, 2022). Academic libraries, as posited by Kolawole and Igwe (2016) encompass research libraries, Master's and Doctoral Degree Granting Institutions, Junior and Community Colleges and Distance Learning Programs of Higher Education. Academic libraries work together with other members of their institutional communities to participate in, support and achieve the educational mission of institutions by teaching the core competencies of information literacy (Unamma, 2020).

Adenariwo and Sulyman (2022) opine that academic libraries are the front burner that any serious researcher must be in constant touch with for his or her information needs. Olurotimi (2015) explicitly submitted that academic libraries are central and important in any academic institution. Their importance is hinged on the significance that they are attached to research which is the core area in every tertiary institutions in the world. Since academic libraries are inseparable pillars for intellectual excellence, it is therefore imperative for them to have in their possession, information resources in diverse formats and one of those formats suitable for research and academic explorations of contemporary times is electronic information resources – which will subsequently be referred to as EIRs in this study.

EIRs are referred to any source of information encoded and made available for access directly or remotely through the use of computer and other electronic devices. They can also be accessed via the internet and the CD ROM resources since they too can be accessed online (Ojo et al, 2019). EIRs has broadly been defined as information accessed by a computer, may be useful as bibliographic guides to potential sources but, as of yet, they infrequently appear as cited references in their own right Kazaure (2014).

Buba, Abubakar and Lawal (2019) posited that EIRs are available in the electronic form and their access is through intranet, Internet, standalone computer, online and offline databases. They further noted that EIRs are collection of information resources whose contents can only be accessed through the use of electronic gadgets and International Federation of Library Association and Institution (2012) referred to EIRs as those materials that require computer access through personal computer or mobile devices.

According to Bothman and Holbig (2018), EIRs are electronic representations of information, which are available in various formats like e-books, online journals, e-magazines, e-learning, tutors and online test. Because of the effective presentation with multimedia tools, the e-

resources have become the new, reliable sources of information. Sabouri, Shamsaii, Sinaki and Aboueye (2016) opined that EIRs are invaluable research tool that complement print based resources in any traditional library settings because they provide access to information that might be restricted to the users because of geographical location or finances.

EIRs like CD ROMs, e-journals, and locally loaded databases, websites and abstracting and indexing databases such as Medline, AGORA, HINARI or A-Z list open URL servers federated search engines are electronic information products and resources that aid in access for patrons by providing full text context such as publishers electronic journal content (Muhammed, Ahmed and Gusau, 2020), journal contents platforms such as project muse or JSTORE and content aggregators such as EBSCOhost, academic search premier and proxy servers or other authentication tools (Bothman and Holmbig, 2018) which can be made available for the use of academic libraries' patrons.

Muhammed, Ahmed and Gusau (2020) submitted that EIRs have become a critical part of the learning environment, particularly in libraries of higher education because it brings tremendous benefits to faculties, lecturers and students to teach, research and learn more efficiently. This thus makes its availability demanding because of its roles in promoting effective students learning activities. However, the issues around EIRs are not peculiar to its availability alone, but also peculiar to its adequate use by patrons of academic libraries (Mukhtar & Maidabino, 2021). The need to find out if EIRs have transformed users' experience of academic libraries makes this study to be central around investigating the availability and utilisation of EIRs in selected academic libraries in Kogi State, Nigeria.

1.2   Statement of the Problem

Before the advent of ICT, printed information resources dominated the information landscape of all libraries with academic libraries inclusive. However, it has been observed that users of

academic libraries encounter challenges like time consumption in making information resources available, inadequate bibliographic description leading to problem of access of information resources, lack of fund to purchase adequate information resources, geographical barrier and preservation and conservation, which made it difficult to make information resources available and utilised (Kazaure, 2014; Muhammed, Ahmed and Gusau, 2020).

The reasons above thus fast track the inevitable shift from print to EIRs when the opportunities and need arose. The EIRs, such as CD ROMs, databases, e-books, e-journals, e-newspapers, e-magazines, e-projects, theses and dissertations, institutional repositories and the likes offer full text search, remote and concurrent access, save physical space and instant distribution which thereby facilitate adequate availability and utilisation of information resources among users of academic libraries. The foregoing therefore justifies why this study is designed to investigate the availability and utilisation of EIRs in selected academic libraries in Kogi State, Nigeria.

1.3   Research Objectives

This study will be carried out with both main and specific objectives. The main objective is to investigate the availability and utilisation of EIRs in academic libraries in Kogi State.

The specific objectives are to:

1. Find out the EIRs available to users of academic libraries in Kogi State;
2. Find out the EIRs used by users of academic libraries in Kogi State;
3. Find out the purposes of using EIRs available to users of academic libraries in Kogi State;
4. Find out the benefits of using EIRs by users of academic libraries in Kogi State; and,
5. Find out the factors affecting the use of EIRs available to users of academic libraries in Kogi State.

1.4   Research Questions

This study is aimed at answering the following questions:

1. What are the EIRs available to users of academic libraries in Kogi State?

2. What are the EIRs used by users of academic libraries in Kogi State?

3. What are the purposes of using EIRs available to users of academic libraries in Kogi State?

4. What are benefits of using EIRs by users of academic libraries in Kogi State?

5. What are the factors affecting the use of EIRs available to users of academic libraries in Kogi State?

1.5   Significance of the Study

This study will be of great benefits to every user of EIRs by unveiling the benefits that could be derived from using the EIRs available in academic libraries. Specifically, the management of libraries of academic institutions, lecturers, students and researchers, associations and bodies responsible for making laws and implementing standards in library and information services in Nigeria find this study impactful. The importance of this study to the management of academic libraries is that it will reveal different EIRs that are suitable for meeting the diverse information needs of their user, which they can acquire or subscribe to.

It will also be of enormous values to lecturers, students and researchers by unveiling the EIRs available for their use in the libraries understudy. Furthermore, associations and bodies responsible for making laws and implementing standards in library and information services in Nigeria will also find this study useful because it is expected to unravel the challenges limiting the management of academic libraries from making EIRs available and also point out the ones hampering patrons from using the available EIRs, which the associations and bodies can help overcome through courses, training programmes and institutional supports.

1.6   Scope and Limitations of the Study

This study will focus on users of libraries of Kogi State University, Anyingba and Federal Polytechnic, Lokoja. Thus, the users of the above-listed libraries will provide data that would be used in answering the questions raised in this study.

1.7   Operational Definition of Terms

Investigation: This is the systematic evaluation of availability and utilisation of EIRs in academic libraries in Kogi State.

Availability: This is the provision of EIRs for the use of patrons of academic libraries in Kogi State, which this study would investigate.

Utilisation: This is the value attached to EIRs available to users of academic libraries in Kogi State, which this study would investigate.

Electronic Information Resources: These are information resources in electronic forms, whose contents can only be accessed through electronic devices, which their availability and utilisation by users of academic libraries in Kogi State would be investigated.

Academic Libraries: These are libraries established in higher educational institutions in Kogi State with the motive of supporting teaching, learning and research where the availability and utilisation of EIRs among their users would be investigated.

Kogi State: This is a federating unit of the Federal Republic of Nigeria, located at the North Central geo-political zone, where the availability and utilisation of EIRs among the users of its academic libraries would be investigated.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the review of the literature related to the study; the review is arranged under the following sub-heading:

2.2 Concept of Academic Libraries

2.3 Concept of Electronic Information Resources

2.4 Types of Electronic Information Resources Available and Used in Academic Libraries

2.5 Purposes of Utilisation of Electronic Information Resources in Academic Libraries

2.6 Benefits of Making Electronic Information Resources Available and Its Utilisation by Users of Academic Libraries

2.7 Factors Affecting the Availability and Utilisation of Electronic Information Resources in Academic Libraries

2.8 Summary of the Literature Reviewed

2.2 Concept of Academic Libraries

Academic libraries are libraries attached to tertiary institutions such as Universities, Polytechnic Institutions, Colleges of Education, Colleges of Agriculture, Colleges of Technology and also Research Institutes (Akporhonor, 2015). Abubakar (2011) emphasized that academic libraries are at the forefront of providing information services to their respective communities which comprise of students, lecturers and researchers in order to support their teaching, learning and research needs.

Aina (as cited in Kolawole and Igwe, 2016) described academic library as the heart of the academic system and its basic purpose is to provide university staff, students and other researchers with information and enabling environment that will facilitate teaching, learning and research. An academic library is the nerve center of intellectual activities in the academic environment, which is established to serve as life blood of information that will facilitate research and stimulate learning.

Akpohonor (2015) posited that an academic library is a library that takes care of the people engaged in an academic and research works in the institutions of higher learning. Such libraries are the melting point for different people requiring the services of libraries and meant to satisfy its patrons by providing materials to support their educational, research, information and recreational needs.

Olalokun (2013) opined that academic libraries are established primarily to serve the academic and general purpose of the staff and students of parent institution. Olugbenga (2011) also argued that academic libraries are set up for the sole purpose of complementing the easy achievement and continuous promotion of academic excellence in the parent institution. The academic libraries are an integral part of the academic environment that are delegated with the responsibilities of selecting, acquiring, processing, storing and disseminating information to meet the mandates of the academic community.

Academic libraries assist their respective institutions in the discharge of their functions by acquiring all relevant information resources necessary for sustaining the teaching, learning, research and public services functions of their universities (Kolawole and Igwe, 2016). The Florida Association of Research and Academic Librarian (n.d.) vividly put it that academic libraries contribute in many significant ways to the missions of the colleges and universities they are a part of. They are active partners in the teaching and research processes and support

students and faculties through the provision of information resources and technology, spaces for individual and group work and study, programs and events, and assistance in finding, using, and evaluating information.

Olurotimi (2014) posited that academic libraries are important components of academic institutions. The author further justified his position by averring that "no academic excellence will be achieved without a good library to back up teaching, research and other community service mandates. The National Policy on Education also recognized the place of academic library when it suggested that one of the goals of university education is to acquire both physical and intellectual skills to enable individuals to become self-reliant and useful members of the society (Federal Ministry of Education, 2014). The policy realized that academic libraries are avenues for building an intellectually potent individual by providing access to varying information within their confines.

Kaufman (2015) in a paper presented on roles and missions of academic libraries dazzled on the status of academic libraries by describing academic libraries as: the jewel in the university's crown, the heart of the university, the campus treasure. These images are remarkably similar from campus to campuses because large main library buildings are typical and important iconic representations of the library's place within the university: centrally located, critically important, very large, separate and distinct. These images are static; they suggest the traditional roles of academic libraries as supportive of teaching, learning and research.

2.3   Concept of Electronic Information Resources

The adoption and application of ICT in the production and publications of information products have reshaped the formats of information resources available to users, which among those resources are EIRs. Reitz (as cited in Manzo, 2022) defines EIRs as information

materials consisting of data and/or computer programs encoded for reading and manipulation by a computer, by the use of peripheral devices directly connected to the computer such as CD ROM drives, or remotely via a network, such as the Internet.

Kumar and Singh (2012) referred to EIRs as all information source that requires the application of electric energy to access its information content, these includes but not exclusively, e-book, databases or e-journal and articles, CD Plates, flash drives of various sizes. The electronic information resources are not single entities; they include various types of resources such as electronic books, electronic journals, electronic databases, digital/knowledge archives and internet resources. Thus, electronic information resources are available in the electronic form and their access is through intranet, Internet, standalone computer, online and offline databases.

Isibika and Kavishe (2018) posited that EIRs are the mines of information that are explored through modern ICT devices, refined and redesigned and more often stored in the cyberspace in the most concrete and compact form and can be accessed simultaneously from infinite points by a great number of users. The EIRs are information resources that appear in electronic form and can be accessed through a network of computers or can be accessed through e-resources carriers like CD ROMs, pen drives, or any other information carriers designed to be inserted into computers or other electronic information reading devices. EIRs can be seen as an electronic representation of information that can be accessed through electronic systems and computer network like computer, blackberry, IPad and android phones, amongst others. They come in form of e-books, digital library, e-learning tutors, teleconferencing, online test and online journals, amongst others. These EIRs are products of information and communication technologies (ICTs) that are relevant to teaching (Olasore & Adekunmisi, 2015).

Ekwelem (as cited in Uwaifo and Eiriemiokhale, 2013) noted that EIRs include resources that are available and can be accessed electronically through such computer-networked facilities as online library catalogues, the internet and World Wide Web, digital libraries and archives, government portals and websites, CD-ROM databases, online academic databases such as Medline Online, or commercial databases such as LEXIS and NEXIS. EIRs include software applications, electronic texts, bibliographic databases, institutional repositories, websites, e-books, collections of e-journals, etc. sometimes, EIRs are not available free of charge. They may require licensing and authentication (Manzo, 2022).

2.4 Types of Electronic Information Resources Available and Used in Academic Libraries

Academic libraries all over the world make available a wide variety of EIRs for use by the university community; undergraduates, postgraduates, researchers and staff in their respective institutions. These EIRs form an essential part of the services provided by academic libraries (Mukhtar & Maidabino, 2021). But utilisation according to Kazaure (2014) is only part of the equation; EIRs must be utilised by staff and students at undergraduate and postgraduate levels if they are to be of any added value. Jonathan and Udo (2015) identified some categories of EIRs as follows:

1. **E-Journals:** Electronic journals are the counterparts of the print journals. They are periodical publications published in electronic format, usually on the Internet or whose contents can be accessed through computers or other electronic means. Electronic journals have several advantages over traditional printed journals. Users can search the contents pages and/or the full text of journals to find articles on a certain subject, users can read journal articles on their desktops, users don't have to be in the library physically, users can e-mail articles to themselves or download them for

printing, articles users want to read will always be available, even when the library is closed, hypertext links allow users to move to different sections within individual journals or articles and can link users to related resources on the Internet, journals can include more images and audio-visual material, reading e-journals can be interactive because users can e-mail the author or editor with their comments (SOAS Library, 2022).

2. **Websites:** This is the World Wide Web that contains hyperlinks of related web information resources by educational institutions, cooperate individuals, government, company, organisations, professional bodies and others available online. Website can be accessed with the aid of Internet, Uniform Resource Locator (URL) or intranet (Ikenwe & Udem, 2022).

3. **E-Books:** E-books are the electronic version of the print books we read. As we have physical books on fiction and non-fictional works, we also have e-books containing fictional and non-fictional information. The fictional e-books contain works of imaginations of their authors, while the non-fictional e-books focus on real life issues written on a particular subject. Publishers have found the publication of e-books cost-effective and most of them are now publishing e-book version to expand the readability and user access to their publications (Adenariwo & Sulyman, 2022).

4. **E-Newspapers:** These are information resources containing news, articles, commentaries, editorials, advertorials, etc., that are disseminated to the public. The evolution of ICT has facilitated the publishing of newspapers in electronic format. Some newspapers use URLs to make their newspapers available where readers can visit their website and be surfing through their webpages to read the news that

interests readers. On the other hand, some newspapers also use word format, pdf format or FTP to report news to their readers (Nwokedi & Emeghara, 2015).

5. **Institutional Repositories (IRs):** According to Crow (as cited in Nwokedi and Emeghara, 2015) institutional repositories are digital collections used for capturing and preserving the intellectual output of a single or multi-university community. Institutional Repositories are a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members. Some scholarly publications that can be uploaded into repositories include preprints and post-prints of journal articles, technical reports, theses and dissertations, work in progress, conference proceedings, teaching and learning materials. There are a number of open source software for running IRs such as Dspace, Eprints, Fedora and Greenstone.

6. **E-Reference Books:** These are electronic versions of information resources that are meant for consultations and not meant to be read from page to pages. These resources include e-directories, e-dictionaries, e-abstracts, e-indexes, e-bibliographies, etc (Amadi & Igwe, 2015; Peterson, 2022).

7. **Open Educational Resources:** These are web-based educational resources that are freely available on the Internet for use by all in the society. The OER, typically refers to as online resources, including those in multimedia formats are information materials generally released under a creative commons or similar license that supports open use of the contents in online, e-learning or hybrid environments. They can originate from colleges and universities, libraries, archival organizations, government agencies, commercial organizations such as publishers, or faculty or other individuals

who develop educational resources and are willing to share with the public (Amadi & Igwe, 2015).

8. **E-Theses, Projects and Dissertations:** These are electronic versions of academic publications required by tertiary institutions of learning to be published by students as a requirement in partial fulfillment of a particular course of study and thereby justifying their qualification for earning a degree certificate in the taken course. Dissertations are meant to be written by MSc students, while theses are meant to be written by doctoral students.

9. **Databases:** Databases are a systematic collection of data that support electronic storage and manipulation of data. Databases make data management easy. There are many types of databases. Among them are: distributed, network, hierarchical, object-oriented, relational, centralised, open-source, cloud, data warehouse, graph, personal, multi-modal, etc. (Peterson, 2022).

10. **CDs/VCDs/DVDs:** These are known as compact discs, video compact discs and digital versatile discs respectively. They are storage devices with varied storage capabilities of storing electronic information. These storage media can contain information such as videos, audios, pictures and files. The information they can contain is determined by their storage capacities.

11. **Virtual Libraries:** Virtual library refers to an information service or collection of electronic resources whose collections are entirely in virtual or digital form and information is accessed over a network. Such a library provides access to virtual indexes, catalogues, and books (Mukhtar & Maidabino, 2021).

12. **Open Access Repositories:** Open access is interested in the free availability of scholarly outputs on the Internet granting the user to make legal and non-commercial use of the document and at the same time acknowledging the intellectual ownership of the author of the document (Jonathan & Udo, 2015).

13. **Federated Search:** This is a technology that came into existence as a result of the desire by database and electronic resource subscribers to search and retrieve resources from multiple and disparate sources on a single interface (Breeding, 2017).

14. **Virtual Reference:** Virtual reference service refers to the remote delivery of reference sources and resources to users who are not inside the library physically. This service includes; Knowledge base, Online chats, Text Messaging, and Co-browsing.

15. **Online Public Access Catalogues (OPACs):** OPACs are electronic versions of library catalogues that contain bibliographic details of information materials housed by different libraries (Ikenwe & Udem, 2022).

2.5 Purposes of Utilisation of Electronic Information Resources in Academic Libraries

Academic libraries strive to provide information resources needed for learning, teaching and research in academic communities. Tertiary institutions discharge their responsibilities by striving to acquire, organize and maintain relevant information resources needed for sustaining the teaching, learning, research and public service functions of their universities (Emwanta & Nwalo, 2013). Academic libraries hold information resources that exist not only as print, non-print and even both, but others that are simply a derivative of these sources of information (Nwokike & Madukoma, 2016).

In the past, university libraries provided information basically in print formats such as textbooks, newspapers, monographs, magazines and so on, but with the advancement in technology, most libraries have expanded their collections to include electronic information resources also referred to as electronic resources. Utilisation of EIRs is improving because of the increasing global dissemination of information across the academic community. In universities and other higher educational institutions, the use of EIRs is subjective and differs significantly. Since people tend to utilise information technologies differently, various assumptions and theories have been developed to predict the usage of and behaviours towards EIRs (Nwokike & Osisianwo, 2020).

Alkahtani, (2016) investigated the attitudes of Princess Nora University Students towards using electronic information resources of the library. The study explored the student's behavior and the purpose of using e-resources. The study targets both graduate and undergraduate students of the University with 380 samples. The findings revealed that the majority (98%) indicated that they were using the library e-resources and 49% spent 1 hour and 45.1% spent between 2-4 hours using the e-resources. The purpose of using e-resources varies among the students. Some used the e-resources for academic purposes, and the majority used them for non-academic purposes such as chatting and sending an email. The study further revealed that the students had a positive attitude towards the use of library eresources. The study also establishes that there is a positive correlation between attitude and use of e-resources among the students.

Since the emergence of EIRs, there has been a growing preference for its utilisation in most academic environments. This growing preference could be because the utilisation of EIRs has proven to be a more reliable means of meeting information needs of contemporary students and lecturers. Studies show that patrons of academic libraries utilise EIRs mostly for

research, gaining subject knowledge and enriching lecture notes (Eiriemiokhale, 2013; Uwaifo & Eiriemiokhale, 2013; Hajara & Olatoye, 2015). It is believed that the patrons utilised EIRs because they were less expensive, informative, useful and time saving (Olasore & Adekunmisi, 2015), improved research productivity, relative advantage, perceived usefulness, perceived ease of use and perceived enjoyment have been identified to be some of reasons for the utilisation of EIRs among the patrons in private universities in South-West, Nigeria (Izuagbe, Saheed & Idowu, 2016).

The utilisation of EIRs enables patrons to effectively and efficiently access digital information, assist with investigating issues, solving problems, making decisions, design products and develop new understanding in areas of learning. It is believed that access to EIRs can immensely improve academics' research productivity and their teaching and learning practices (Nwokike & Osisanwo, 2020). Examining law library users' research productivity, Uluocha (2015) found EIRs such as e-journals and e-books as the legal information resources that were mostly utilised in universities in Nigeria. Uluocha (2015) submitted that the level of availability and utilisation of EIRs among users of law libraries was very low. Major electronic information resources on Law like LexisNexis, Westlaw, Kluwer arbitration and I-Law were not available.

Iroganachi and Izuagbe (2018) carried out a comparative analysis of EIRs' utilisation on academic staff research productivity in Nigerian universities. Their study showed that the academic staff research productivity task was faster with the utilisation of EIRs in federal, state and private universities. Academic staff in private universities had the highest motivation because they were more predisposed to using EIRs. Google scholar was the most utilised EIRs source for research productivity. Academic staff in private universities were more proactive in the utilisation of databases for research than in federal and state

universities. Comparatively the general impact of EIRs utilization in fostering academic staff research productivity was greater in state universities than in the federal and private universities.

2.6 Benefits of Making Electronic Information Resources Available and Its Utilisation by Users of Academic Libraries

EIRs provide a number of advantages over traditional print-based sources. EIRs were introduced into the educational system to bridge the prevailing information gap peculiar to teaching, learning and research. EIRs have become an integral part of university education as they play an indisputable role in meeting information and communication needs of staff and students (Uwaifo & Eiriemiokhale, 2013). Iroaganachi and Izuagbe (2018) argued that EIRs add benefits to services of academic libraries in a number of ways simply because the quality of academic and research outputs of products of tertiary institutions greatly dependent on the availability, management and use of such EIRs to support academic and research activities of universities.

Deng (as cited in Manzo, 2021) itemized ease of access and quality of information were the major reasons that motivate users to use EIRs. Foluke (2019) in her study found that current and up-to-date information, easy access, quick search and retrieval, ease of use, remote access and prompt retrieval of information were the factors that influenced students' usage of e-resources responses. Scholars, researchers (Amadi and Igwe, 2015; Nwokedi and Emeghara, 2015; Muhammed, Ahmed and Gusau, 2020) posited that the EIRs have many benefits such as:

1. **Space economy:** EIRs have enabled libraries to save space by aiding the conversion of print information resources into electronic form. For instance, a thirty-five volume

book that can occupy a whole shelf can be converted to digital format and saved on storage devices.

2. **Ease of access through numerous metadata, search engines, online catalogues (OPAC), and protocols:** EIRs can be accessed through various means such as metadata creation, search engines, online public access catalogue and search protocols. Let's take metadata as an example. EIRs are metadata. However, users can have access to them by using the common tags/labels to access other data or files contained in an Electronic Information Resource.

3. **Access which is not hindered by distance or boundaries:** EIRs can be accessed in any location regardless of the geographical distance or boundaries. Though, factors that may affect access to EIRs can be poor network connectivity, password/security codes, incompatibility of format, etc.

4. **Simultaneous consultation of the same EIRs by many users:** The same EIRs can be accessed at the same time by many users from different geographical locations, with no user obstructing the other user from accessing the information. For example, someone from Nigeria can be accessing a picture on the website of the Library of Congress and another user will also be accessing the same picture at the same time.

5. **Cost-effectiveness:** EIRs are cost-effective in the sense that they save libraries from continuously spending unnecessary costs for information resources that are concurrently needed and used in the library.

2.7 Factors Affecting the Availability and Utilisation of Electronic Information Resources in Academic Libraries

Iroaganachi and Izuagbe (2018) found lack of awareness of EIRs, lack of policies and equipment and risks associated with implementing innovations such EIRs as challenges

affecting the availability and utilisation of EIRs in Nigerian academic environments. Lack of training and insufficient technical support staff, lacks of affordable tools required for EIRs management, lack of maintenance and poor infrastructure, lack of subscription to relevant EIRs and poor or inadequate funding are greatly inhibiting the availability and utilisation of EIRs in libraries (Mukhtar & Maidabino, 2021).

Manzo (2021) cited infrastructure decadence such as poor telecommunication system, unreliable electronic supply, and poor funding of university system as the one of the major hindrance to the success of access and use of electronic resources and facilities in Nigeria. Apuke and Iyendo (2018) investigated university students' usage of EIRs for research and learning in Northeast Nigeria and discovered that lack of digital readiness among staff and the institution, lack of e-library to access, and utilize online information resources especially journals were the problems militating against effective use of the Internet within their universities.

2.8   Summary of the Literature Reviewed

This has provided an overview of the concepts of academic libraries and EIRs. It explains that the need to increase research productivity, gain subject knowledge, prepare and enrich lecture notes, learn new ideas and skills, share ideas with colleagues, entertain oneself, current affairs, independent learning, prompt and easy access to information as the purposes for using EIRs by the patrons of academic libraries. Studies have revealed that there are various benefits for using EIRs available in academic libraries and some of those benefits that are discussed in this chapter are space economy, ease of access through numerous metadata, search engines, online catalogues (OPAC), and protocols, unhindered access by distance, locations or geographical boundaries, simultaneous consultation of the same EIRs by many users and cost effectiveness. In conclusion, this chapter establishes that inadequate ICT/digital skills, lack of awareness of EIRs, lack of policies and equipment and risks associated with implementing innovations such EIRs, lack of training and insufficient technical support staff, lacks of affordable tools required for EIRs management, lack of maintenance and poor infrastructure, lack of subscription to relevant EIRs and poor or inadequate funding are greatly affecting the utilisation of EIRs available in academic libraries.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter will cover the approaches of how the researcher will obtain data to solve the problem understudy and most importantly indicate the justifications for adopting any approach or way of conducting this study.

Thus, this chapter will be arranged under the following sub-headings:

3.2 Research Method/Design

3.3 Population of the Study

3.4 Sample and Sampling Technique

3.5 Instrument for Data Collection

3.6 Validity and Reliability of the Instrument

3.7 Administration of the Instrument

3.8 Data Analysis Procedure

3.2   Research Design

Research design indicates the ways to be followed or patterns of how this study will be conducted. Kolawole and Ijiebor (2018) succinctly put it that research design is the conceptual structure with which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. Thus, descriptive survey method will be adopted for this study. Descriptive survey method is suitable for this study because it avails

the researcher the opportunities of questioning respondents on the problem understudy and then describing their responses (Dudovskiy, 2019).

3.3   Population of the Study

Population is the total area, environment or aspect a study intends to cover. According to Issa (2012), population of a study is referred to as all the members or elements of a particular group of people, animals, or things in a defined area. Hence, the population of this study are the users of libraries of Kogi State University, Anyingba and Federal Polytechnic, Lokoja.

3.4   Sampling Technique and Sample Size

Sampling technique is the method that will be employed by the researcher in choosing the respondents that will provide data for this study. Simple random sampling will be adopted for this study because the researcher wants to give each member of the population equal chance of being selected, since he had little advance knowledge about the population (Thomas, 2022).

Sample is the unit, portion or element of the population that will provide data relevant to the subject understudy (Issa, 2012). In this study, sample will be drawn from 4728 registered users of libraries of Kogi State University, Anyingba and Federal Polytechnic, Lokoja by using Taro Yamane formula explained below:

$n = N/(1+N(e)^2)$

n= Sample Size

N= Population (4728)

e= Margin Error (0.05)

Therefore, n= 4728/(1+4728(0.05)²)

n = 4728/(1+4728(0.0025)

n = 4728/(4729(0.0025)

n = 236.45. Therefore, the sample size for this study will be 236 users of the scope covered.

3.5   Instrument for Data Collection

This study will adopt questionnaire as its data collection instrument. The questionnaire, according to Issa (2012) is a data collection instrument containing series of questions and other prompt responses for the purpose of gathering information from library users. The questionnaire will be titled *"Questionnaire on Availability and Utilisation of Electronic Information Resources in Selected Academic Libraries in Kogi State, Nigeria"* and will be arranged into two major sections. The first section will be meant for demographic data, while the second section will be dedicated to obtain data on the contexts of the study.

3.6   Validity and Reliability of the Instrument

Validity refers to the level at which an instrument accurately measures what it intends to measure (Li, 2016). The questionnaire will be given to two subject experts for assessment of the quality of presentation of the contents of the variables the researcher wishes to measure. Their expert opinions will be effected before the questionnaire is presented to the supervisor for assessment and corrections before its onward distribution to users of the libraries understudy.

However, reliability refers to the levels at which an instrument yields consistent results. Internal consistency will be used to assess the extent of differences within the test items by exploring the same construct that produce similar results (Thomas, 2022).

3.7   Administration of the Instrument

The designed questionnaire will be administered to the respondents by the student researcher and four research assistants. The researcher and two research assistants will administer to users of Kogi State University Library, while the other two research assistants will administer questionnaire to users of Federal Polytechnic, Lokoja library.

3.8   Data Analysis Procedure

Data collected will be presented in simple percentage and frequency table and analysed by using the IBM Statistical Package for Social Science (SPSS) 23rd edition. The reason for the choice of simple percentage and frequency table is because it allows presentation, analysis and comparison of multiple attitude, opinion and ideas which can enhance easy understanding of tables and the data they contained.

CHAPTER FOUR

PRESENTATION OF RESULTS, ANALYSIS, DISCUSSION AND INTERPRETATIONS

4.1   Introduction

This chapter presents data analysis, presentation of result and discussion of findings. The chapter is presented under the following headings:

4.2 Questionnaire Distribution and Response Rate

4.3 Demographic Information of Respondents

4.4 Presentation, Analysis, Discussion and Interpretations of Results

4.2   Questionnaire Distribution and Response Rate

From the sample of 236 users of libraries of Kogi State University, Anyingba, and Kogi State Polytechnic, Lokoja, only 186 filled the questionnaire administered to them by the researcher and his assistants. Out the filled questionnaires, only 167 were adequately filled and suitable for analysis. The filled questionnaire represents 70.14% return rate. The return rate is adequate for analysis and discussion of findings going by the assertion of Ramshaw (2021) that questionnaire is suitable for analysis if the response rate is more than average for physically administered questionnaires and can be used to represent majority of the characteristics intended to describe by the researcher.

4.3   Demographic Information of Respondents

Table 1: Demographic Distribution of Respondents

Options		F	%
Gender	Male	88	52.7%
	Female	79	47.3%
	Total	**167**	**100%**
Age range	15 – 19 years	86	51.5%
	20 – 24 years	49	29.3%
	25 – 29 years	23	13.8%
	30 – 34 years	9	5.4%
	35 and above years	0	0.0%
	Total	**167**	**100%**
Academic level	100 level	21	12.6%
	200 level	36	21.6%
	300 level	50	29.9%
	400 level	60	35.9%
	Total	**167**	**100%**
Marital status	Single	140	83.8%
	Married	27	16.2%
	Divorced	0	0.0%
	Widow	0	0.0%
	Total	**167**	**100%**
Institution of respondents	Kogi State University, Anyingba	68	40.7%
	Kogi State Polytechnic, Lokoja	99	59.3%
	Total	**167**	**100%**

It can be deduced from Table 1 that majority (52.7%) of the respondents are males, followed by 47.3% for females. 51.5% are 15 – 19 years age range, followed by 29.3% for 20 – 24 years and 13.8% for 25 – 29 years. More so, 35.9% of respondents are in 400 level, 29.9% for 300 level, 21.6% for 200 level, while only 12.6% are in 100 level. 83.8% are single, while only 16.2% are married. 59.3% are from Kogi State Polytechnic, Lokoja, while 40.7% are from Kogi State University, Anyingba.

The implications of the findings above is that majority of the respondents are expected to be aware of the availability of electronic information resources in their institutions' libraries and also used those electronic information resources for their learning and research needs. This

expectation of the researcher was substantiated by the results that showed that 35.9% of the respondents are 400 level and 29.9% for 300 level students respectively.

Apparently, the rigours of academic endeavours started from 300 to other levels where students will be exposed to practical and advanced theoretical knowledge aimed at instilling in them the characters of problem solving, decision making and rationale thinking. These characters cannot be cultivated without exposing students to disparate information resources and the emergence of information and communication technologies has expanded students' access to information beyond the traditional/print format.

Hence, it is based on the notion above that this researcher is confident that data provided for this study will be reliable and suitable for discussion and interpretations.

4.4 Presentation, Analysis, Discussion and Interpretations of Results

4.4.1 Research Question One: What are the electronic information resources available to users of selected academic libraries in Kogi State, Nigeria?

Table 2: Types of electronic information resources available to users

Options	Yes		No		Mean	Std. Dev.
	F	%	F	%		
E-journals	147	88.0%	20	12.0%	1.12	0.33
Websites	128	76.6%	39	23.4%	1.23	0.42
E-books	149	89.2%	18	10.8%	1.11	0.31
E-newspapers	133	79.6%	34	20.4%	1.20	0.40
Institutional repositories	127	76.5%	39	23.5%	1.23	0.43
E-reference books	134	80.2%	33	19.8%	1.20	0.40
Open educational resources	134	80.2%	33	19.8%	1.20	0.40
E-theses, projects and dissertations	124	74.3%	43	25.7%	1.26	0.44
Databases	151	90.4%	16	9.6%	1.10	0.30
CDs/DVDs/VCDs	127	76.0%	40	24.0%	1.24	0.49
Virtual libraries	129	77.2%	38	22.8%	1.23	0.42
Federated search	122	73.1%	45	26.9%	1.27	0.45
Open access repositories	126	75.4%	41	24.6%	1.25	0.43
Online public access catalogues	163	97.6%	4	2.4%	1.02	0.15

Table 2 reveals that 97.6% of the respondents believed that online public access catalogues are available in their institutions' libraries, followed by 90.4% for databases, 89.2% for e-books and 88.0% for e-journals. However, only 73.1% believed that federated search is available in their institutions' libraries.

Online public access catalogues (OPAC) is an electronic catalogue that provides access to information resources housed in libraries. It has become an essential electronic information resources in academic libraries because it helps in fast tracking and easing users' access to information resources available in a library with the aid of internet connectivity. Through OPACs, bibliographic details of information materials housed by different libraries can be accessed (Ikenwe & Udem, 2022).

It is also interesting to find out that the respondents believed that databases are available in libraries in their institutions. This is reinforced the notion of Peterson (2022) that databases have constituted the major collections of academic libraries. He noted that with databases, users of academic libraries can have access to different information resources, either for free or for a fee. This also affirms the position of Eireyi-Fidelis and Ivwighreghweta (2022) that academic databases, such as AGORA, DOAJ, HINARI, and others have become the core aspects of electronic collections of academic libraries.

The availability of e-books in the libraries understudying is also encouraging. E-books serve as alternative format for users of academic libraries. With e-books, users that are lazy in reading print books can be reading e-books at their own comfort, even without necessarily going to the library. This is supported by the argument of Adenariwo and Sulyman (2022) that e-books should be available in academic libraries because they helped in expanding the readability and user access to publications (Adenariwo & Sulyman, 2022).

E-journals are another electronic information resources that should be available in every academic library that want to fulfill the mandates of teaching, learning and research. Through the e-journals, lecturers, students and researchers become aware of latest research outputs, trends and latest practices in their fields. Therefore, when academic libraries failed to acquire electronic journals, they are bound to be lacking behind in providing current and reliable information to their users.

However, respondents believed that federated search is not available in their libraries. The reason for the respondents' opinions may be because they are not aware of federated search. Every library that uses internet and conduct databases search through a single platform is engaging in federated searching. The single interface, such as Google Scholar, Research Gates, Afribary and others enable users to search and retrieve resources from multiple and disparate sources (Breeding, 2017).

4.4.2   Research Question Two: What are the electronic information resources used by users of selected academic libraries in Kogi State, Nigeria?

Table 3: Types of electronic information resources used by users

Options	Yes		No		Mean	Std. Dev.
	F	%	F	%		
E-journals	141	84.4%	26	15.6%	1.16	0.36
Websites	143	85.6%	24	14.4%	1.14	0.35
E-books	128	76.6%	39	23.4%	1.23	0.42
E-newspapers	159	95.2%	8	4.8%	1.05	0.21
Institutional repositories	121	72.5%	46	27.5%	1.28	0.45
E-reference books	126	75.4%	41	24.6%	1.25	0.43
Open educational resources	124	74.3%	43	25.7%	1.26	0.44
E-theses, projects and dissertations	124	74.3%	43	25.7%	1.26	0.44
Databases	145	86.8%	22	13.2%	1.13	0.34
CDs/DVDs/VCDs	126	75.4%	41	24.6%	1.25	0.43
Virtual libraries	127	76.0%	40	24.0%	1.24	0.43
Federated search	124	74.3%	43	25.7%	1.26	0.44
Open access repositories	114	68.3%	53	31.7%	1.32	0.47
Online public access catalogues	120	71.9%	47	28.1%	1.28	0.45

Table 3 shows that 95.2% of the respondents used e-newspaper in their institutions' libraries, followed by 86.8% for databases, 85.6% for websites and 84.4% for e-journals. However, only 71.9% used online public access catalogues.

Ikenwe and Udem (2022) described websites as the World Wide Webs that contain hyperlinks of related web information resources available online. Website can be accessed with the aid of Internet, Uniform Resource Locator (URL) or intranet. It is therefore not surprising to find out that the respondents use websites. It is websites they will use to connect to the websites or webpages of the newspapers, databases and the e-journals that haven't been downloaded or saved on external drives.

The use of e-newspapers as supplements for the print newspapers is becoming alarming because it facilitates users access to news as it breaks, instead of waiting for the print format to be delivered in libraries. And with the growing use of internet among tertiary institutions' respondents, it is difficult to contest the fact that respondents used e-newspapers (Emwanta & Nwalo, 2013; Jonathan & Udo, 2015). Although, what they are using e-newspapers for may not be known; but it is expected to be revealed in Table 4 that focuses on the purposes of using electronic information resources.

Discovering that respondents used databases shows consistency in their opinions. In Table 2, findings showed that the respondents believed that databases are available in the libraries in their institutions. And because we have the combination of 400 and 300 levels students as majority of respondents, using databases among them is acceptable because they are expected to be conducting research and sourcing for literature.

The use of online public access catalogues is low among the respondents. This shows that the respondents don't consult the OPAC before using the information resources in libraries in their institutions. Aside from knowing the information resources in other libraries, OPACs

provide access points such as authors, titles, subject, series, publishers and other bibliographic details that can be used to locate information resources available in a library.

4.4.3   Research Question Three: What are the purposes of using electronic information resources available to users of selected academic libraries in Kogi State, Nigeria?

Table 4: Purposes of using the available electronic information resources

Options	Yes		No		Mean	Std. Dev.
	F	%	F	%		
Learning purposes	120	71.9%	47	28.1%	1.28	0.45
Research purposes	128	76.6%	39	23.4%	1.23	0.42
Enriching lecture notes	123	73.7%	44	26.3%	1.26	0.44
Chatting	118	70.7%	49	29.3%	1.29	0.46
Sending e-mails	115	68.9%	52	31.1%	1.31	0.46
Gaining subject knowledge	113	67.7%	54	32.3%	1.32	0.47
Effective and efficient access digital information	113	67.7%	54	32.3%	1.32	0.47
Investigating issues	117	70.1%	50	29.9%	1.25	0.44
Problem solving	125	74.9%	42	25.1%	1.30	0.46
Data collection	116	69.5%	51	30.5%	1.31	0.46

Table 4 indicates that 76.6% of the respondents used electronic information resources for research purposes, followed by 74.9% for problem solving, 73.7% for enriching lectures' notes and 71.9% for learning purposes. However, only 67.7% used electronic information resources to gain subject knowledge and effective and efficient access digital information.

One of the primary motives of establishing academic libraries in tertiary institutions is to support research (Oladokun, 2013; Akpohonor, 2015). It therefore becomes interesting to find out that the respondents used electronic information resources for research purposes. This means that the websites, e-newspapers, e-journals, databases and e-books available in the libraries understudied are primarily used for discovery and advancement of frontiers of knowledge.

It is further interesting to find out that the respondents used electronic information resources problem solving. The position of the respondents is consistent with the notion of Izuagbe,

Saheed and Idowu (2016) that electronic information resources are veritable tools for problem solving among its users. They remarked that e-journals, e-newspapers, databases or websites can be quickly consulted by users to search for information they can use to proffer solutions to problems at hand.

Advancing the argument above can be stressed with the respondents' notions on using electronic information resources to enrich their lecture notes. This means that the respondents used electronic information resources to find solution to problems arising from their assignments, class works, debates or presentations. This affirmed the point of Eiriemiokhale (2013); Uwaifo and Eiriemiokhale (2013); Hajara and Olatoye (2015) that electronic information resources are potent information resources for enriching lecture notes among students.

On the other hand, discovering that the respondents don't use electronic information resources to gain subject knowledge and for and effective and efficient access digital information is contradicting the views of (Eiriemiokhale, 2013; Uwaifo & Eiriemiokhale, 2013). Aside from gaining general knowledge, electronic information resources, such as e-books, e-newspapers and websites can be used to gain knowledge on a particular area of interest and also the use of databases, e-mails and websites can be used to efficiently and effectively share and access digital information by users.

4.4.4   Research Question Four: What are benefits of using EIRs by users of selected academic libraries in Kogi State, Nigeria?

Table 5: Benefits of using electronic information resources

Options	Yes		No		Mean	Std. Dev.
	F	%	F	%		
Space economy	119	71.3%	48	28.7%	1.29	0.45
Ease of access through numerous metadata, search engines, online catalogues (OPAC), and protocols	122	73.1%	45	26.9%	1.27	0.45
Eliminates problems of distance or geographical boundaries	123	73.7%	44	26.3%	1.26	0.44
Simultaneous consultation of the same EIRs by many users	101	60.5%	66	39.5%	1.40	0.49
Cost-effectiveness	114	68.3%	53	31.7%	1.32	0.47
Overcomes the information gap peculiar to teaching, learning and research	112	67.1%	55	32.9%	1.33	0.47
Improves the quality of services of libraries	121	72.5%	46	27.5%	1.28	0.45
Ease of access to information	132	79.0%	35	21.0%	1.21	0.41
Increases the quality of information	135	80.8%	32	19.2%	1.19	0.36
Enhances access to current and up-to-date information	133	79.6%	34	20.4%	1.20	0.40
Prompt retrieval of information	126	75.4%	41	24.6%	1.25	0.43

Table 5 shows that increases the quality of information is the major benefit of using electronic information resources with 80.8%, followed by 79.6% for enhances access to current and up-to-date information, 79.0% for ease of access to information and 75.4% for prompt retrieval of information. On the other hand, only 60.5% sees simultaneous consultation of the same EIRs by many users as a benefit of using electronic information resources.

Every benefit of electronic information resources selected by the respondents contradicts their position in Table 4 where most of them use electronic information resources for effective and efficient access digital information. Nonetheless, their realisation that electronic information resources increases the quality of information shows that they used electronic information resources to condense and verify information before arriving at valid conclusion.

The submission above is supported by the respondents' views that electronic information resources enhances access to current and up-to-date information. This is consistent with the

findings of Foluke (2019) that electronic information resources such as e-newspapers, e-journals and websites enable users to have speedy and timely access to information immediately it is disseminated and also delivered to users for their desired information needs.

Electronic information resources are also gaining wider acceptance among their users because they enhance ease of access to information. Amadi and Igwe (2015) stressed this point by noting that through electronic information resources, users can easily have access to information through various means such as URLs, hyperlinks, hypertexts and websites. These simplified how users attached usage to electronic information resources.

Above all, findings revealed that electronic information resources enhance prompt retrieval of information. Since it enhance ease of access to information resources, it is therefore safe to submit that users can retrieve information promptly. For instance, the use of electronic newsletters, e-mails or mailing lists can be used for prompt access and delivery of information to users. Iroaganachi and Izuagbe (2018) stressed this by explaining that electronic information resources such as websites and e-newspapers provide prompt access to information.

It is not encouraging to discover that the respondents don't see simultaneous consultation of the same electronic information resources by many users as a benefit. This contradicts the view of Muhammed, Ahmed and Gusau (2020) of electronic information resources. Electronic information resources such as e-books, e-journals, e-newspapers, websites and databases can be consulted or used by different users at the same time. Hence, the opinions of the users are questionable.

4.4.5 Research Question Five: What are the factors affecting the use of EIRs available to users of selected academic libraries in Kogi State, Nigeria?

Table 6: Factors affecting the use of electronic information resources

Options	Yes		No		Mean	Std. Dev.
	F	%	F	%		
Poor awareness of electronic information resources	131	78.4%	36	21.6%	1.22	0.41
Inadequate IT literacy skills	137	82.0%	30	18.0%	1.18	0.39
Lack of policies on electronic information resources	117	70.1%	50	29.9%	1.30	0.46
Lack of IT equipment to make electronic information resources available	114	68.3%	53	31.7%	1.32	0.47
Lack of training on the use of electronic information resources	119	71.3%	48	28.7%	1.29	0.45
Insufficient technical support staff	121	72.9%	45	27.1%	1.27	0.45
Lack of maintenance of electronic information resources facilities	118	70.7%	49	29.3%	1.29	0.46
Lack of subscription to relevant electronic information resources	108	64.7%	59	35.3%	1.35	0.48
Inadequate funding of the library	127	76.0%	40	24.0%	1.24	0.43
Unreliable electronic supply	112	67.1%	55	32.9%	1.33	0.47
Lack of digital readiness among staff and users	113	67.7%	54	32.3%	1.32	0.47

Table 6 indicates that inadequate ICT literacy skills is the major factor affecting the use of electronic information resources by the respondents with 82.0%, followed by 78.4% for poor awareness of electronic information resources, 76.0% for inadequate funding of the library and 72.9% for insufficient technical support staff. However, only 64.7% believed that lack of subscription to relevant electronic information resources is a challenge.

It is interesting to find out that adequate subscription is being made to the electronic information resources relevant to the needs of the users. This contradicts the findings of Mukhtar and Maidabino (2021) that lack of subscription to relevant electronic information resources is a challenge to the use of electronic information resources in most tertiary institutions' libraries in Nigeria. However, findings of this study implied that aside from the free electronic information resources, the libraries understudied also subscribe to some electronic information resources in order to meet the information needs of their users.

Like other users of academic libraries in Nigeria, inadequate ICT literacy skills is also a challenge to the use of electronic information resources available in the libraries understudied. This implies that the respondents believed that they can't leveraged the values of electronic information resources because of their low ICT literacy skills. This belief of the respondents corroborates the point of Ridwan, Felix and Mohammed (2019) that inadequate ICT competence is one of the major banes of using electronic information resources by users of academic libraries.

Furthermore, this researcher belief that inadequate ICT literacy skills can lead to poor awareness of electronic information resources, which the respondents claimed is a challenge to their use of electronic information resources. Respondents' inability to know the right ICT gadgets that can be used to find, locate, access, share and disseminate information may not be sensitive to the right electronic information resources for their needs. Therefore, their poor knowledge of those electronic resources will become an obstacle to them to use the resources appropriately.

Above all, inadequate funding of the library is one of the problems affecting every library service in Nigeria and it is no surprise to find out that the respondents also claimed it is a challenged to them in using electronic information resources in their libraries. This problem is recurring as has been established by Apuke and Iyendo (2018); Manzo (2021) and Mukhtar and Maidabino (2021), which they claimed has resulted to the availability of poor telecommunication system and unreliable electricity supply.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the findings' summary, conclusion and make recommendations based on the results of this study.

5.2   Summary of Findings

This study is thus summarised as:

1. Most users of selected academic libraries in Kogi State, Nigeria are males; although with closed margin with their female counterparts. Also, most of the students are from Kogi State Polytechnic, Lokoja, with single marital status and around 15 – 19 years as the highest age range. Also, most of the students are in 400 level.

2. Online public access catalogues, databases, e-books, and e-journals are the electronic information resources available in selected academic libraries in Kogi State, Nigeria.

3. E-newspapers, databases, websites and e-journals are the electronic information resources used by users of selected academic libraries in Kogi State, Nigeria.

4. Users of selected academic libraries in Kogi State, Nigeria used electronic information resources for research purposes, enriching lectures' notes, problem solving and learning purposes.

5. Increases the quality of information, enhances access to current and up-to-date information, ease of access to information and prompt retrieval of information are the derived from electronic information resources by users of selected academic libraries in Kogi State, Nigeria.

6. Inadequate ICT literacy skills, poor awareness of electronic information resources, inadequate funding of the library and insufficient technical support staff are the challenges limiting users of selected academic libraries in Kogi State, Nigeria from using electronic information resources available in their libraries.

5.2 Conclusion

The modern age of rapid communication of information has created the need for all libraries to be collecting, organising, storing, preserving, conserving, accessing, sharing, disseminating and using information through electronic means. And academic libraries as libraries established to support the tripartite functions of teaching, learning and research of tertiary institutions have found electronic information resources inevitable if they want to offer 21st century library services to their users.

This study has established that electronic information resources are available in selected academic libraries in Kogi State, Nigeria the ones mostly used by users are e-newspapers, databases, websites and e-journals for the purposes of research, problem solving, learning and enriching lecture notes. Users benefit from electronic information resources because it increases the quality of information, enhances access to current and up-to-date information, ease of access to information and prompt retrieval of information. However, electronic information resources cannot be fully used by the users because of inadequate ICT literacy skills, poor awareness of electronic information resources, inadequate funding of the library and insufficient technical support staff.

5.4   Recommendations

This study hereby recommends that:

1. Academic libraries in Kogi State should teach and expose their users to various federated search platforms such as Google Scholar, Obsidian, Research Gates and Directory of Open Access Journals (DOAJ) that can be used to access various electronic information resources on other platforms.

2. Users of academic libraries in Kogi State should be consulting the online catalogues in libraries in their institutions. This will reduce the time spent on locating and accessing information resources available in libraries in their institutions and also enhance access to information resources through different access points.

3. Users of academic libraries in Kogi State should always endeavour to use electronic information resources to gain special knowledge. This can happen by using electronic information resources to deepen their knowledge about theories or practices evolving in their field of interest.

4. Management of academic libraries can enhance the use of electronic information resources by sensitizing their users on simultaneous use of electronic information resources. This will change their perception of individualised use of electronic information resources.

5. Management of tertiary institutions in Kogi State should be adequately funding their libraries. Adequately funding will help the management of academic libraries in providing technological infrastructure, subscription to electronic information resources and technical support staff needed to enhance the use of electronic information resources by libraries' users.

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APPENDIX
QUESTIONNAIRE
Kwara State Polytechnic, Ilorin
Institute of Information and Communication Technology
Department of Library and Information Science

Questionnaire on **"*Availability and Utilisation of Electronic Information Resources in Selected Academic Libraries in Kogi State, Nigeria*"**

Dear Respondent,

Request for Response to Questionnaire

I am an undergraduate of the above named institution, carrying out research on the above mentioned topic. My research is in partial fulfillment of the requirements for the award of National Diploma in Library and Information Science (ND).

Your assistance are hereby requested for timely completion of this questionnaire. I am assuring you that all data provided will be treated with utmost confidentiality and used for academic purpose only.

Thank you for your anticipated cooperation.

Researcher

Section A: Demographic Characteristics of Respondents

Kindly select the option of your choice by ticking from the answers below

1. Gender: Male (   )   Female (   )
2. Age range: 15 – 19 years (   )   20 – 24 years (   )   25 – 29 years (   )
   30 – 34 years (   )   35 and above years (   )
3. Academic level: 100 level (   ) 200 level (   )   300 level (   ) 400 level (   )
4. Marital Status: Single (   ) Married (   ) Divorced (   ) Widow (   )
5. Institution of respondent: Kogi State University, Anyingba (   ) Kogi State Polytechnic, Lokoja   (   )

Section B: Electronic information resources available to users

What are the electronic information resources available to you in your institution's library?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Electronic information resources available	Yes	No
1.	E-journals		
2.	Websites		
3.	E-books		
4.	E-newspapers		
5.	Institutional repositories		
6.	E-reference book		
7.	Open educational resources		
8.	E-theses, projects and dissertations		
9.	Databases		
10.	CDs/DVDs/VCDs		
11.	Virtual libraries		
12.	Federated search		
13.	Open access repositories		
14.	Online public access catalogue		
	Others, please specify………..		

Section C: Electronic information resources used by users

What are the electronic information resources you used in your institution's library?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Electronic information resources used	Yes	No
1.	E-journals		
2.	Websites		
3.	E-books		
4.	E-newspapers		
5.	Institutional repositories		
6.	E-reference book		
7.	Open educational resources		
8.	E-theses, projects and dissertations		
9.	Databases		
10.	CDs/DVDs/VCDs		
11.	Virtual libraries		
12.	Federated search		
13.	Open access repositories		
14.	Online public access catalogue		
	Others, please specify………..		

Section D: Purposes of using the available electronic information resources

What are the purposes of using electronic information resources available in your institution's library?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Purposes of using electronic information resources	Yes	No
1.	Learning purposes		
2.	Research purposes		
3.	Enriching lecture notes		
4.	Chatting		
5.	Sending e-mails		
6.	Gaining subject knowledge		
7.	Effective and efficient access digital information		
8.	Investigating issues		
9.	Problem solving		
10.	Data collection		
	Others, please specify………		

Section E: Benefits of using electronic information resources

What are benefits of using electronic information resources in your institution's library?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Benefits of using electronic information resources	Yes	No
1.	Space economy		
2.	Ease of access through numerous metadata, search engines, online catalogues (OPAC), and protocols		
3.	Eliminates problems of distance or geographical boundaries		
4.	Simultaneous consultation of the same EIRs by many users		
5.	Cost-effectiveness		
6.	Overcomes the information gap peculiar to teaching, learning and research		
7.	Improves the quality of services of libraries		
8.	Ease of access to information		
9.	Increases the quality of information		
10.	Enhances access to current and up-to-date information		
11.	Prompt retrieval of information		
	Others, please specify………		

Section F: Factors affecting the use of electronic information resources
What are the factors affecting the use of electronic information resources available in your institution's library?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Factors affecting the use of electronic information resources	Yes	No
1.	Poor awareness of electronic information resources		
2.	Inadequate IT literacy skills		
3.	Lack of policies on electronic information resources		
4.	Lack of IT equipment to make electronic information resources available		
5.	Lack of training on the use of electronic information resources		
6.	Insufficient technical support staff		
7.	Lack of maintenance of electronic information resources facilities		
8.	Lack of subscription to relevant electronic information resources		
9.	Inadequate funding of the library		
10.	Unreliable electronic supply		
11.	Lack of digital readiness among staff and users		
	Others, please specify………………		