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STUDENTS' ATTITUDE AS A CORRELATE OF ELECTRONIC RESOURCES UTILISATION IN THE UNIVERSITY OF UYO LIBRARY

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Abstract

The study examined students' attitude as a correlate of electronic resources utilization in the university of Uyo Library. The main purpose of the study was to determine the relationship between students' attitude and utilization of electronic resources. The study also sought to ascertain if gender, and level of study affects student's attitude to and utilization of e-resources. Survey research design was adopted for the study and a total of 200 undergraduate library users were accidentally sampled for the study. The instrument for data collection was questionnaire administered to 200 students of University of Uyo leading to 100% response rate. Mean, standard deviation, pearson product moment correlation, regression and independent t-test was used to answer the research question and test hypothesis. The findings revealed that student's attitude has no significant relationship with utilization of electronic resources ($0.00 < 0.01$). The study further revealed that gender ($0.303 > 0.05$, $0.868 > 0.05$) and level of study ($0.688 > 0.05$) do not significantly affect students' attitude towards utilization of electronic resources. The study recommended among other things that libraries should provide, sensitization, orientation and workshops to improve students attitude towards utilization of electronic resources.

Keywords: Students' Attitude; Electronic Resources Utilization; University Library; Undergraduate Students

Introduction

Advancements in Information and Communication Technology (ICT), has transformed higher education leading academic libraries all over the world to invest in electronic resources (e-resources) in order to support teaching, learning, and research. According to Adewole-Odeshi and Jumba, (2019), students use electronic resources like online databases for research work, assignments, to enhance knowledge, to get relevant materials for seminars and presentations. These e-resources include e-books, e-journals, online databases, CD-ROMs, and various multimedia products are accessible via internet connectivity. Electronic resources are very flexible which gives it an advantage over traditional print materials. According to Ameyaw, Kwakye and Asante (2016) E-resources are those electronic information resources that can only be accessed through a computer network with internet connectivity either within the library or remotely from any location outside the library. In developed countries, libraries have evolved into digital and virtual libraries where books, journals, and magazines have been converted into e-books, e-journals, and e-magazines. Electronic resources offer faster access, enables simultaneous searches across multiple databases, provide more frequent updates, and ensure 24/7 accessibility from any location, which is especially advantageous for distance learners. Olayode et.al (2023). (Omeluzor et al., 2016) asserted that Electronic Information Resources (EIRs) are procured in libraries to complement existing library collections and to alleviate the demand on printed materials. They are readily distributed, as they can be reproduced, modified, replicated, printed, exchanged, and circulated among library users. Despite substantial investments and the inherent value of e-resources, their optimal utilization by students remains a persistent challenge, with observed discrepancies between their availability and actual use. Students' attitudes towards and use of e-resources may be complex, often characterized by a general acceptance of the technology but varied preferences and usage rates influenced by demographic factors and some other technical challenges. (Burhansab et al., 2020) opined that several factors contribute to the attitudes and perception of undergraduate students to e-resource use, such as interest, awareness, beliefs, acceptance and adoption of technology. These factors stand as hinderances to having a positive attitude towards

Statement of Problem

University libraries are gradually shifting from traditional print collections to electronic resources such as e-books, online databases, e-journals, and institutional repositories. These resources provide faster access to current and relevant information that supports students' academic work and research. However, despite the availability of these electronic resources, many students still show a preference for print materials or lack the necessary skills to fully exploit the electronic collections. Factors such as inadequate awareness, low computer literacy, poor internet connectivity, and negative attitudes toward technology often hinder effective utilization of these resources. At the University library, huge investments are made in subscribing to electronic databases and providing access to other online resources. Yet, there is limited evidence on whether students are positively disposed to using these resources and how frequently they actually use them for learning and research. If students' attitudes toward electronic resources remain poor or their level of usage continues to be low, the purpose of acquiring such resources may not be fully achieved. This creates a gap that needs to be investigated, in order to determine the



attitude of students toward electronic resources and the extent of their use within the university library.

Objectives

The objective of the study include:

1. To find out the relationship between attitude and utilization of electronic resources
2. To ascertain how each attitude to university library and utilization of electronic resources vary with students' gender.
3. To ascertain the effect of student's year of study on their attitude towards electronic resources.

Research Hypothesis.

1. There is no significant relationship between Attitude and use of library electronic resources.
2. Student's attitude and use of library electronic resources does not significantly vary with their gender.
3. Student's year of study does not significantly influence their attitude to library electronic resources.

Literature Review

A study by Ubogu J. (2019) examined the use of electronic resources (e-resources) by students in Nigerian university libraries within the context of evolving information and communication technologies (ICTs). The emergence of ICTs has transformed the traditional library environment, redefining both the location of information and the methods of providing library services. The research aimed to identify the purposes for which students use e-resources and the factors that hinder their use. Employing a survey research design, data were collected through questionnaires and administered to student respondents. Findings reveal that students primarily use e-resources for academic dissemination, study, and research. Accessibility, currency, and up-to-date information were identified as major reasons for their preference. The study further explored strategies through which libraries can enhance user access and satisfaction in a modern digital environment. Based on the findings of the study it was recommended that there should be provision of adequate screen-reading devices to reduce strain and improve access, thereby enabling students to maximize the benefits of e-resources for academic and research purposes.

A study by Olayode et.al (2023) titled Computer Attitude and the Use of Electronic Information Resources by Undergraduate Students of Private Universities in Southwest Nigeria investigated the level of computer attitude among undergraduate students in Southwest Nigeria and examined its influence on the use of EIRs. Adopting a descriptive survey design, the study population comprised 3,210 undergraduates, from which 800 students were randomly selected as the sample. Data were collected using a structured questionnaire. Findings revealed a generally positive computer attitude among students (Mean = 2.83). However, regression analysis showed that computer attitude ($\beta = -.033$, $p > .05$) was not a significant predictor of EIR use. The study concludes that while students' attitudes toward computers are favorable, such attitudes alone do not translate into increased EIR use. It therefore recommends that academic libraries provide adequate training and user education programs to raise awareness of the value of library-provided EIRs and equip undergraduates with the necessary skills to access and use them effectively.



Another study by Forka, et.al, (2024) examined the awareness, access, and usage of electronic resources (e-resources) by students of the University of Bamenda. Employing a quantitative research approach and a descriptive survey design, data were collected from a sample of 377 students drawn from various faculties and schools through simple random sampling. A structured questionnaire served as the primary data collection instrument, and the responses were analyzed quantitatively. Findings revealed that the vast majority of students were unaware of the University's subscribed electronic resources, though they demonstrated greater familiarity with general internet sources. This indicates limited awareness of the institution's e-library services. Nonetheless, results also showed that access to and usage of e-resources significantly enhanced students' academic performance across all levels. The study recommends that the University intensify training initiatives and create targeted awareness programs to improve students' knowledge and utilization of its subscribed e-resources.

A study by Jerome et.al (2019) examined undergraduates' usage and preferences for electronic and print resources at Landmark University, Omu-Aran, Kwara State, Nigeria. The population comprised all undergraduates, with a sample size of 250 students (10% of the population). Data were collected through a questionnaire, and 231 valid responses were retrieved, representing a 92.45% response rate. Findings revealed that 110 respondents (47.6%) preferred print resources, while an equal number (47.6%) preferred electronic resources. Interestingly, 11 respondents (4.8%) did not indicate a preference. This indicates that both formats are complementary in meeting students' information needs. Most respondents reported supplementing print materials with electronic resources or vice versa. The hypothesis test showed that preferences were significantly influenced by demographic factors such as age, course of study, and level of study. Based on the findings, it was recommended that libraries continue to maintain hybrid collections of both print and electronic resources, as both formats remain vital for teaching, learning, and research.

A study by Abubakar and Mamman (2020) investigated how students in tertiary institutions in Taraba State, Nigeria uses electronic information resources (EIRs). It focused on identifying the types of EIRs available, the extent of their use, and the level of user satisfaction. A quantitative cross-sectional survey was conducted across three institutions—Taraba State University, Federal University Wukari, and Taraba State College of Nursing and Midwifery—comprising 10,748 registered library users. 370 users were randomly selected, and data were collected through questionnaires and analyzed. Findings showed that several EIRs, including e-books, e-journals, emails, online databases, and CD-ROMs, were available. Utilization was found to be moderate, and most users expressed satisfaction with the resources. The study also revealed a statistically significant relationship between accessibility and utilization.

(Nyemezu,2022) conducted a study to examine the attitudes of Library and Information Science (LIS) undergraduates toward electronic information resources (EIRs) in selected university libraries in Rivers State. A descriptive survey design was used, with a population of 868 registered LIS students from the University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education. Using proportionate random sampling, 348 students were selected, and data were collected through a structured questionnaire and analyzed using mean scores and real limit rankings. Findings revealed that students'



attitudes significantly influence their perception and frequency of EIR use, contributing to low performance linked to limited usage and inadequate skills. The study recommended that university libraries provide more robust e-library facilities, supported by institutional funding or partnerships with interested private organizations.

Methodology

The survey research design was used for the study. A Questionnaire was administered to 200 undergraduate student library users using the accidental sampling technique drawn from different levels of study and faculties such as; Education, Science, Management Sciences and Basic Medical Sciences.

The completed copies were coded into a data sheet, and the data keyed into SPSS programme of my computer.

	Item	Frequency	Percentage
Year of Study	Year 1	54	27.0
	Year 2	44	22.0
	Year 3	29	14.5
	Year 4/5	73	36.5
Gender	Male	95	47.5
	Female	105	52.5
Total		200	100.0

The table shows that most respondents (36.5%) were in Year 4/5, followed by Year 1 (27.0%), Year 2 (22.0%), and Year 3 (14.5). In terms of gender, females constituted a slightly higher proportion (52.5%) compared to males (47.5%), with an overall total of 200 respondents.

Research Question: What is the relationship between students attitude and use of library electronic resources by students of University of Uyo ?

Mean And Standard Deviation of Samples on Attitude and Use Of University Library.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude to Electronic Resources	200	25	38	32.88	2.523
Use of Electronic Resources	200	17	39	28.07	3.545
Valid N (listwise)	200				



Hypothesis One: There is no significant relationship between Attitude to library e-resources and use of library e-resources.

Correlation

		Attitude to Electronic Resources	Use of Electronic Resources
Attitude to Electronic Resources	Pearson Correlation	1	.346**
	Sig. (2-tailed)		.000
	N	200	200
Use of Electronic Resources	Pearson Correlation	.346**	1
	Sig. (2-tailed)	.000	
	N	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient of $r = 0.346$ indicates a positive and moderate relationship between respondents' attitude and their use of mobile online databases. The p-value (0.000) is less than 0.01, showing that the relationship is statistically significant at the 1% level. Since $p < 0.01$, we reject the null hypothesis (H_0). This means there is a significant positive relationship between attitude and use of library electronic resources among the respondents.

Hypothesis Two

Student's attitude and use of library electronic resources does not significantly vary with their gender.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean	T	Sig
Attitude to University Library	Male	95	33.07	2.339	.240	1.033	.303
	Female	105	32.70	2.678	.261		

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean	T	Sig
Use of University Library	Male	95	28.02	3.239	.332	-1.66	.868
	Female	105	28.10	3.815	.372		

Although male students ($M = 33.07$) had a slightly higher mean attitude score than female students ($M = 32.70$), the difference is not statistically significant ($p = 0.303 > 0.05$). This means attitude toward the university library electronic resources does not significantly vary with gender.



The mean use score for male students ($M = 28.02$) is almost the same as that of female students ($M = 28.10$). The difference is not statistically significant ($p = 0.868 > 0.05$).

Thus, use of the library electronic resources does not vary significantly by gender. Since the p-values for both tests (0.303 and 0.868) are greater than 0.05, we fail to reject the null hypotheses. There are no significant gender differences in students' attitude toward or use of university library e-resources.

Hypothesis Three: Student's year of study does not have any significant effect on their attitude to University library electronic resources.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9.483	3	3.161	.493	.688
Within Groups	1257.637	196	6.417		
Total	1267.120	199			

The F-value = 0.493 with a p-value = 0.688, which is greater than 0.05. This indicates that the differences in mean attitude scores among the groups are not statistically significant. Since $p = 0.688 > 0.05$, we fail to reject the null hypothesis (H_0). There is no significant difference in students' attitude toward the university library across the different groups (e.g., years of study). This suggests that students, regardless of their year or group, have similar attitudes toward library electronic resources.

Discussion of Findings

Hypothesis one indicates that there is a significant relationship between attitude and use of library electronic resources among students of University of Uyo students. This implies that as students develop a more positive attitude toward library electronic resources, their level of usage tends to increase. In other words, students who appreciate and see value in using library electronic resources are more likely to access and utilize them for academic purposes. The significant relationship also suggests that attitude plays an important role in influencing students' behavior toward adopting and consistently using electronic information resources. Therefore, improving students' perception and awareness of the benefits of mobile online databases could further enhance their frequency and effectiveness of use. This finding is in line with a study by Jatto and Diyaolu (2021) titled users' attitudes to the use of electronic resources and services by undergraduate students of McPherson University, Ogun State, by Undergraduate Students of McPherson University, Ogun State, Nigeria. The study revealed that attitude of undergraduate students determines their use of electronic information resources.



The study revealed that both male and female students demonstrated similar attitudes toward and use of library electronic resources. This indicates that gender does not play a significant role in determining students' attitudes toward or usage of library electronic resources. Both male and female students was shown to have comparable perceptions of and engagement with the university's electronic resources. This is in line with a study by Oyeniyi (2013) on Gender differences in information retrieval skills and use of electronic resources among information professionals in South-western Nigeria. The findings revealed that there was no statistically significant difference in the use of electronic resources on the basis of gender. However, male professionals showed a slightly higher mean score on their use of electronic resources.

The study also revealed that students' year of study does not have any significant effect on their attitude toward the university library's electronic resources. The ANOVA result ($F = 0.493$, $p = 0.688$) indicates that the differences in mean attitude scores among students in various years of study are not statistically significant since the p -value is greater than 0.05. This finding implies that students, whether in their first, second, third, or final year, share similar attitudes toward the use of library electronic resources. It suggests that exposure to higher academic levels does not necessarily translate into a more positive or negative attitude toward electronic resources. Therefore, factors such as awareness, training, or perceived usefulness may have a greater influence on students' attitudes than their level of study. The study also revealed that students' year of study does not have any significant effect on their attitude toward the university library's electronic resources.

Conclusion

In conclusion, the study showed that students' attitudes have a significant effect on their utilization of electronic resources in the University of Uyo Library. This means that a positive attitude can encourage greater use of these resources. The study also revealed that male and female students have similar attitudes toward electronic resources, showing that gender does not influence how students make use of electronic resources. In addition, the year of study had no significant impact on students' attitudes, as students from all levels make use of electronic resources. Overall, the findings suggest that promoting positive attitudes toward electronic resources is important for improving utilization of electronic resources in University of Uyo library.

Recommendation

Based on the findings of the study, the following recommendations are made.

1. Sensitization and orientation programs should be organized for the students to maintain a positive attitude towards utilization of electronic resources.
2. The library should organize workshops, hands-on sessions, and information literacy sessions to improve students' ability to utilize electronic resources.
3. The University library should provide easy access to electronic resources by providing reliable internet connectivity, functional computers, and an enabling environment to its users.



4. The library should continuously update and broaden its collection of electronic resources to meet the diverse academic needs of students in order to encourage positive attitudes and promote higher utilization.



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