



PERCEPTION AND USE OF ELECTRONIC INFORMATION RESOURCES BY UNDERGRADUATES OF TWO FEDERAL UNIVERSITIES IN SOUTHWEST NIGERIA

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Abstract

This study examines perception and use of EIRs by undergraduates of two federal universities in southwest, Nigeria. The descriptive survey research design of the correlational type was adopted for this study. A two-stage sampling technique was also adopted for this study to arrive at a sample size of 226 out of 50,598 undergraduates of the two federal universities. Data was collected through questionnaire and analysed using descriptive statistics, and Pearson Product Moment Correlation at 0.05 level of significance. Electronic journals, electronic magazines and websites are the most used EIRs by the undergraduates ($\bar{x}=5.0$). The most notable purposes of use are: to complement lecture notes and to prepare for examinations ($\bar{x}=5.0$) and the level of use of EIRs is high at grand mean 36.1. Also, at a weighted mean of 2.81, the perception of the students towards EIRs is positive. A weak and positive relationship was found to between perception and use of EIRs at $r=.158$. The use of EIRs by undergraduates is both academically and socially beneficial to them hence, they should be encouraged to continue making use of them. Because the level of use of EIRs by the undergraduates is high and they have a generally positive perception towards EIRs, university authorities should put in efforts (with regard to infrastructure provision, trainings etc.) that will support their undergraduates in the use of the resources.

Keywords: *Electronic information resources, Perception, Undergraduates.*

Introduction

Electronic information resources are all electronic information resources that are in electronic formats and that can be accessed through the use of computers and similar digital hardware. The advent of electronic information resources has revolutionised the academic landscape, transforming the way undergraduates access and utilise information (Awolola, 2023). The proliferation of digital technologies and internet connectivity has enabled unprecedented access to vast amounts of electronic information resources including: online journals, electronic books, databases and digital libraries. These resources have over time proven to be essential tools for academic success, enabling undergraduates to complete necessary activities and stay abreast of developments in their fields. Electronic information resources offer numerous benefits which include: convenience, accessibility, timeliness, cost effectiveness and others that have made them an indispensable part of undergraduate education.

The use of electronic information resources by undergraduates is the actual application of resources in electronic formats for their academic and personal activities. Some of the electronic information resources that undergraduates may use in their academic, research and social activities include e-books, electronic journals, electronic newspapers, websites, www resources, electronic magazines, electronic projects, and electronic reports. Electronic information resources also include: institutional repository resources, digital albums, electronic reference resources and others.

Despite the widespread availability of electronic information resources, some studies have suggested that the use of the resources by undergraduates seems far from the desired level. Osinulu (2020) investigated the use of electronic information resources by 200 students of Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria. The researcher adopted a descriptive survey research design for the study and data was collected through a structured questionnaire. Results of the study revealed that more than 60% of the respondents either use the resources rarely or do not use the resources at all. The results from the study show that despite the usefulness and seeming availability of electronic information resources, the rate or level of use of the resources is still not at a commensurate level. A factor that can influence the use of electronic information resources by undergraduates is their perception of the resources.



According to Unumeri (2009), perception may be described as the act of being aware of one's immediate environment through physical sensations. Perception, which may be positive or negative could play a vital role in the use of electronic information resources by undergraduates. A positive attitude towards use of electronic information resources by undergraduates could mean that they have a positive outlook or mental picture about electronic information. If this is the case, undergraduates are more likely going to access, download and make use of electronic information resources for their academic, research and social activities. Furthermore, positive perception which can be driven by ease of use, relevance and accessibility, foster increased adoption and effective use of electronic information resources.

A negative perception which can be defined as the expression of negative signals such as pessimism, lack of interest and repugnance can make undergraduates to have a bad outlook towards electronic information resources. This kind of perception which could be driven by complexity, irrelevance, technical issues and others similar factors can hinder utilisation of the resources. When undergraduates have a negative perception about electronic information resources, they tend to avoid accessing or using the resources.

In order to foster the use of electronic resources by undergraduates for learning, their perceptions towards the use of the resources must be understood. By doing so, they can develop targeted interventions, training programmes, as well as, resource enhancements that optimise undergraduate learning outcomes. If possible, moves that tend to tilt the perception of undergraduates towards the positive side should be considered by educators and university authorities.

The disparity between the expected and the current level of use of the resources by undergraduates hinges on several factors which likely includes their personal perceptions. The interplay between personal perceptions and the actual use of electronic information resources is therefore needed. This study will seek to inform evidence-based strategies that enhance undergraduate learning outcomes, foster information literacy and optimise electronic information resources provision. Ultimately, this study will contribute to bridging the gap between the availability of electronic information resources and effective utilisation. This work

will thus investigate the influence of perception on use of electronic information resources by undergraduates in two federal universities in the southwestern part of Nigeria.

Statement of the problem

Electronic information resources are resources presented in digital format which are available on the internet for undergraduates to use for their academic activities. Examples of these electronic information resources those are internet, CDs, electronic newspapers, websites, www resources, electronic magazines, electronic projects, electronic reports among others. These information resources are so important as they enable undergraduates to study at their location of choice, they can be carried in higher volume, they contains latest and updated information and can be accessed by a link to the internet. Electronic information resources are so important as they can aid the learning and educational activities of undergraduates. However, despite the importance and benefits of using electronic information resources, literature search and personal observation have affirmed that many undergraduates in universities especially in South-west Nigeria, do not use electronic information resources as expected. A factor that can be responsible for this is their negative perception on use of electronic information resources. Many undergraduates do not believe that electronic information resources are even available for use, many do not believe that they contain relevant and related information. Many on the fields of study even prefers to hold their information resources in their hands, while, many prefer to use their hands to read, print resources. Many undergraduates hold negative perception on the use of electronic resources. Some even believe that electronic resources are expensive because you would need an internet enabled devices and a Internet connection before they can be used. Negative perception of electronic information resources can influence the way an undergraduate will use these resources, it is on this background that this studies will investigate perception and use of electronic information resources by undergraduates in two federal universities in South-west, Nigeria.



Objectives of the study

The main objective of the study is to investigate perception and use of electronic resources by undergraduates in two federal universities in South-west, Nigeria. However, the specific objectives are to:

- i. determine the types of electronic resources used by undergraduates in two federal universities in South-west, Nigeria;
- ii. examine the purpose of electronic resources use by undergraduates in two federal universities in South-west, Nigeria;
- iii. ascertain the level of use of electronic resources by undergraduates in two federal universities in South-west, Nigeria;
- iv. find out perception of undergraduates on use of electronic resources in two federal universities in South-west, Nigeria; and
- v. determine the relationship between perception and use of electronic resources by undergraduates in two federal universities in South-west, Nigeria.

Review of related literature

Use of electronic information resources by undergraduates

The widespread adoption of digital technologies has transformed the information seeking patterns among undergraduates. With the proliferation of electronic information resources, students are now presented with unparalleled access to vast amounts of information. It is however, worthy of note that effective utilization of electronic information resources remains a concern. Research has shown that there are varying level of proficiency, and many undergraduates are still struggling to navigate online databases to retrieve and use electronic information resources. This literature review synthesises existing research to explore the use of electronic information resources by undergraduates, identifying the types of resources used, purposes for use of the resources, frequency of use as well as challenges to use of these resources.

Edem and Egbe (2016) conducted a study to know the level of use of digital information resources by students of the University of Calabar, it was found out that 86.39% of the students were aware of the availability of digital information resources in their university library and were making use



of the resources. While only 13.61% of the students were not making use of the resources. They also found that the types of electronic information resources that are used by the students are: electronic books, electronic journals, electronic reference resources such as dictionaries, electronic maps, electronic indexes and others. From the findings, it may be concluded that the types of electronic information resources that are used by undergraduates include: electronic books, electronic journals, electronic reference resources among others.

A study to find out the use of electronic information resources by 349 selected students of private universities in Oyo state, Nigeria was conducted by Awolola (2023). The researchers conducted the study through the use of a descriptive survey research design, they also collected data through a questionnaire. Results showed that the most used electronic information resources by the students are: electronic books, electronic journals, electronic newspapers, websites, www resources, electronic magazines, electronic projects, electronic reports, electronic lecture notes, institutional repository resources among others. These types of resources are however used for different purposes by the students.

Chukwu (2015) investigated the use of electronic information resources by 165 selected students of Nnamdi Azikiwe University and Enugu State College of Education, Nigeria. The researcher made use of a survey research design for the study and data was collected through the use of questionnaire. Results that were gotten from the analyses of data showed that the main purposes for the use of electronic information resources are: for assignments 74%, for researches 55%, for personal development 68%, for entertainment 54%. The results indicate that the use of electronic information resources by students could affect all aspects of the students. This could also be the same for university students in southwest Nigeria.

Owolabi, Idowu, Okocha and Ogundare (2016) conducted a study to find out electronic information resources use by 188 undergraduates of University of Ibadan. They used descriptive survey research design for the study and data was collected through questionnaire. Results obtained from the analyses of data revealed that the purposes for which the students make use of electronic information resources are: for academic purposes (100%), completion of assignments (82%), carrying out researches (53%) among others. The results indicate that the sampled students mostly make use of electronic information resources for mostly academic



purposes and not so much for social purposes. The reasons for the use of these resources could be the determinant of the frequency of use of these resources.

With regard to the frequency of use of electronic information resources by undergraduates, Sadiku and Kpakiko (2017) carried out a study to find out the influence of computer self-efficacy on the use of electronic information resources by students in Nigerian university libraries. The researchers made use of descriptive survey research design for the study, data was collected through the use of questionnaire while the sample size for the study is 100 students selected from across Nigeria. From the analyses of data, it was found that 35% of the respondents make use of electronic information resources three times a week while 25% of the respondents make use of the resources on a daily basis. This high level of use could be taken as an indication that the sampled students find electronic information resources useful to their personal, social and academic life.

Perception of undergraduates towards electronic information resources

According to Unumeri (2014), perception may be described as the act of being aware of one's immediate environment through physical sensations. The author also defined perception as the process by which People select, organise, and interpret sensory input into useful information about their work or living environment. The author posited that the most important determinant of human behaviour is perception because perception forms the basis for perception. As posited by Falaye (2023), perception could also be positive or negative.

A positive perception as defined by Janoff-Bulman (2004) refers to the general tendency of individuals to evaluate themselves in a positive manner. The researcher further posited that positive perception is in three dimensions which are: positive view of self, time and human nature. Undergraduates with a positive perception towards EIR increasingly view electronic information resources positively, and this drives increased adoption and integration into their academic practices. Such undergraduates appreciate electronic information resources for their convenience, accessibility and enhanced research capabilities which contribute to an improvement in their academic performances. Some studies have established that a lot of undergraduates believe that undergraduates believe that electronic information resources



facilitate learning and that they appreciate the flexibility that they offer. Some factors could influence positive perception of electronic information resources by undergraduates.

Factors that can influence positive perceptions include: user-friendly interfaces, relevant and up-to-date contents, faculty support among others. Universities can foster the information literacy of undergraduates and academic success by investing in EIR infrastructure, training and support. It is also pertinent to state that a positive perception of electronic information resources can lead to an increase in the use of the resources by undergraduates. On this basis, it can be stated that efforts geared towards improving the perception of undergraduates towards electronic information resources could result in increases use of the resources. A negative perception could have a different effect.

According to Robinson and Liu (2013), a negative attitude refers to the tendency to perceive negative stimuli to be larger than neutral stimuli. Negative perception towards electronic information resources by undergraduates may be propelled by several factors, one of such is the overwhelming amount of information that is available online. This often leads to difficulties in evaluating the credibility of some electronic information resources. As stated by Head and Eisenberg (2010), it has been challenging to distinguish reliable sources from misinformation, fostering skepticism about the quality of digital resources compared to traditional print materials.

Perception and use of electronic information resources by undergraduates

The use of electronic information resources by undergraduates may be subject to several factors, the factors could be internal or external. The internal factors which are about the peculiarities of the user include their perception. Studies have been conducted to find out the relationship between perception and use of electronic information resources. Salah, Bello and Gwarzo (2024) studied the influence of perception on the use of electronic information resources by undergraduates of universities in northeast Nigeria. The researchers used a descriptive survey research design for the study and data was collected through a questionnaire. Results showed that there is a significant relationship between perception and use of electronic information resources at a correlation coefficient 0.30. This suggests that when undergraduates have a



positive perception towards electronic information resources, they are likely going to use it more and vice versa.

In a similar manner, Omeluzor, Madukoma, Bamidele and Ogbuiyi (2012) studied the influence perception on the use of electronic information resources by lecturers in three universities in Ogun State, Nigeria. A descriptive survey research design was used for the study and questionnaire served as the means of data collection. Results showed that about 86% of the respondents make use of electronic information resources. This high rate of usage, the researchers posited is due to the positive perception they have towards electronic information resources. On the basis of this position, it can be stated that there is a correlation between perception and use of electronic information resources.

Akpojotor (2017) also studied the influence of perception on the use of electronic information resources by 375 students of 3 federal universities in southern Nigeria. The researcher used a survey research design and a questionnaire as method of data collection. Results revealed that perception has a strong and positive influence on the use of electronic information resources by the students at adjusted r^2 0.457. The implication of this is that the higher the more positive their perception towards electronic information resources, the more they are used.

Omeluzor, Alarape and Olusipe (2016) studied the influence of perception on the use of electronic information resources by 249 final year students of Federal University of Petroleum Resources, Effurum, Nigeria. The researchers used a survey research design of the correlational type for the study and they obtained data through a structured questionnaire. Results showed that the perception of users influenced their use of electronic information resources at a correlation coefficient (r) of 0.214, $p<0.05$. On the basis of this finding, it can be stated that the kind of perception that the students have towards electronic information resources will go a long way in determining whether they will use them or not.

Munemo and Sibanda (2023) investigated the perceptions and use of electronic information resources by 118 selected students in ARRUPE College Library, Zimbabwe. The researcher used a descriptive survey research design for the study and they gathered data through an electronic questionnaire. Results showed that the use of electronic information resources by the students is high as well as the perception of the respondents towards the resources. This resources could



be inferred to mean that the positive perception of the users have played a notable role in achieving the high rate of use of the resources. This could also be the case for undergraduates in federal universities in Nigeria.

The reviewed studies have consistently shown that perception plays a pivotal role in influencing the use of electronic information resources by undergraduates. Across various studies, it is evident that undergraduates' attitudes, beliefs, and individual perspectives significantly impact their adoption and use of electronic information resources. The findings from the various studies suggest that positive perceptions foster increased usage, while negative perceptions inhibit it.

Methodology

The descriptive survey research design of the correlational type was adopted for this study. This design provides a description of the influence of the independent variable on the dependent variable. Two federal universities (University of Ibadan and Obafemi Awolowo University) were purposively selected while a two-stage sampling technique was also used to select a sample of 226 respondents for the study out of 50,998 undergraduates of the two universities.

Results and discussion

Answers to research questions

Research question one: What are the types of electronic resources used by undergraduate students in two federal universities in South-west, Nigeria?

Table 1 shows the types of electronic information resources that are used by undergraduates in the two federal universities.

Table 1: Types of electronic information resources used by the undergraduates

Items	SCALES AND PERCENTAGES									
	SA		A		D		SD		\bar{x}	S.D
	N	%	N	%	N	%	N	%		
Electronic journals	174	100	0	0	0	0	0	0	5.0	0
Electronic books	154	88.5	20	11.5	0	0	0	0	3.8	.30
Electronic theses	72	41.4	62	35.6	40	23	0	0	3.0	1.0
Electronic magazines	174	100	0	0	0	0	0	0	5.0	0
Electronic reference resources	122	70.1	0	0	0	0	52	29.9	2.8	1.2

Institutional repository resources	0	0	0	0	82	47	92	53	1.4	0.5
Databases	130	74.7	44	25.3	0	0	0	0	3.7	.33
Electronic courseware	11 1	64	42	24.1	21	12. 1	0	0	3.6	0.7
Websites	174	100	0	0	0	0	0	0	5.0	0
Research reports	122	70.1	0	0	0	0	52	29.9	2.8	1.2
Grand mean									36.1	

From Table 4.3, it is seen that the types of electronic information resources mostly used by the sampled undergraduates are: electronic journals, electronic magazines and websites ($\bar{x}5.0$, S.D 0) while they do not make use of institutional repository resources $\bar{x}1.4$, S.D 0.5.

Research question two: what are the purposes of use of EIR by the undergraduates??

Table 2 shows the purposes of use of electronic information resources by the undergraduates of the two universities

Table 2: Purposes of use of EIR by the undergraduates

Items	SCALES AND PERCENTAGES									
	SA		A		D		SD		\bar{x}	S.D
	N	%	N	%	N	%	N	%		
complement lecture notes	174	100	0	0	0	0	0	0	5.0	0
aid my research work	130	74.7	44	25.3	0	0	0	0	3.70	.33
prepare for seminar presentation	72	41.4	62	35.6	40	23	0	0	3.0	1.0
prepare for tests	72	41.4	62	35.6	40	23	0	0	3.0	1.0
prepare for examinations	174	100	0	0	0	0	0	0	5.0	0

Results from table 2 shows that the undergraduates use EIR mostly for complementing lecture notes and for preparing for examinations at $\bar{x}= 5.0$, S.D = 0 while at $\bar{x}= 3.0$, S.D=1.0 it is seen that the students do use EIRs for preparation for tests and seminar presentations.

Research question three: What is the level of use of EIR by undergraduates of the two universities?

Table 3 shows the level of use of EIRs by the undergraduates.

Table 3: Test of norm showing the level of use of EIR

Scale	Implication
“1.0-13.33”	Low
“13.34-26.66”	Moderate
“26.67-40.00”	High

A test of norm where the maximum obtainable mean score is 40.0 (this was arrived at by multiplying the number of items by the number of points in the scale used) and setting a score of 1.0-13.33 to indicate low level of use of EIR, 13.34-26.66 as moderate level of use of EIR and 26.67-40.00 as high level of use of EIR was adopted. The grand mean for the use of EIR as shown in table 4.3 is 36.1 which signals a high level of use of EIR by the students.

Research question 4: What is the perception of undergraduate students towards the use of electronic resources in two federal universities in South-west, Nigeria?

Table 4 shows the perception of the undergraduates towards electronic information resources us

Table 4 Perception of the students about EIR use

	Perception of EIRs										
		Negative									
		N	%	N	%	N	%	N	%	\bar{x}	S.D
N	EIR makes it harder for me to retrieve needed information	0	0	0	0	41	24	133	76	1.2	0.4
N	EIR can be considered products of plagiarism	0	0	0	0	82	47	92	53	1.4	0.5
N	EIR entrenches stereotypes and generalizations in academics	0	0	0	0	41	24	133	76	1.2	0.4
N	A lot of EIRs are not authoritative.	122	70.1	0	0	0	0	52	29.9	2.8	1.2
N	I have a distrust for EIRs without link to a trusted source	72	41.4	62	35.6	40	23	0	0	3.0	1.0
	Positive	N	%	N	%	N	%	N	%	\bar{x}	S.D
P	EIRs could be useful	111	64	21	12.1	21	12.1	21	12.1	3.38	1.0



P	EIRs helps me to stay abreast of developments in my discipline	174	100	0	0	0	0	0	0	5.0	0
P	Satisfied with all EIRs that I have used	21	12.1	70	40.2	31	17.8	31	17.8	3.0	0.8
P	EIRs are not products of plagiarism and academic theft	100	57.5	54	31	20	11.5	0	0	3.43	0.79
P	EIRs are necessary to achieve academic excellence	154	88.5	20	11.5	0	0	0	0	3.80	.30
Weighted mean											2.82
Grand mean											28.21

From table 4.6a, it is seen that the respondents believe that EIRs help them to stay abreast of the developments in their fields ($\bar{x}5.0$, S.D 0) and that they are necessary to achieve academic excellence ($\bar{x}3.8$, S.D .30). The respondents do not believe that EIRs make it difficult or harder for them to retrieve needed information, or that EIR entrenches stereotypes and generalizations in academics. With a weighted mean of 2.82, it can be stated that the perception of the students towards electronic information resources is positive.

Research question 5: What is the relationship between perception and use of EIR by the undergraduates of the two federal universities?

Table 5 shows the relationship between perception and use of EIR by the undergraduates of the two federal universities.

Table 5: Relationship between perception and use of EIRs

Variables	Mean	S.D	N	DF	R	P	Remarks
Perception	28.21	6.39	174	173		.000	Significant
Use of EIR	22.9	4.07			.158**		

Result from Table 4.7 shows that the relationship between perception and use of EIR, is a positive and weak with a correlation coefficient (r) of .158, there is a positive and weak relationship between perception and use of EIR by the undergraduates of the two Universities.

Discussion of findings

Types of electronic information resources used by the undergraduates

The electronic information resources mostly used by the undergraduates are: electronic journals, electronic magazines and websites. This could be due to the fact that these are the resources that the undergraduates find most germane to their academic needs. This is consistent with the finding of Omeluzor, Alarape and Olusipe (2016) who found that the EIRs mostly used by students of Federal University of Petroleum Resources, Effurum, Nigeria are: electronic journals, websites, electronic magazines among others. A symphony also exists between this finding and the finding of Edem and Egbe (2016) who found that electronic books, electronic journals, electronic reference resources such as dictionaries, electronic maps, electronic indexes and others are the most used types of EIR by undergraduates. In a similar manner, Awolola (2023) also found that the most used electronic information resources by university students are: electronic books, electronic journals, electronic newspapers, websites, www resources, electronic magazines, electronic projects, electronic reports, electronic lecture notes, and institutional repository resources.

Purposes of use of EIRs by the undergraduates

The most notable purposes of use of electronic information resources by the undergraduates are: for complementing class notes, for preparing for examinations and for aiding research works. This may be due to the fact that these are the activities that the undergraduates mostly engage in through the use of EIRs. This agrees with the discovery of Chukwu (2015) who found that the purposes for the use of EIR by students include for academic reasons (assignments, tests and examination preparation). The finding of Owolabi, Idowu, Okocha and Ogundare (2016) that undergraduates use EIRs for academic purposes, completion of assignments, carrying out researches among others has also been backed up by this finding.

Level of use of EIR by the undergraduates

The level of use of EIR by the undergraduates is high. This may be because the students find it easy to access and use the resources than printed information resources. This finding agrees with



the finding of Edem and Egbe (2016) who conducted a study to know the level of use of digital information resources by students of the University of Calabar and found that majority of the students use EIRs at a high level.

Perception of the students towards EIR use

The students have a positive perception towards the use of electronic information resources. This could be a function of the benefits that they have derived from the use of electronic information resources use over time. This finding supports the finding of Omeluzor, Madukoma, Bamidele and Ogbuiyi (2012) who found that students of three universities in Ogun state, Nigeria have a positive attitude towards electronic information resources and it reflects on their level of use of the resources. This finding supports the finding of Omeluzor, Madukoma, Bamidele and Ogbuiyi (2012) who found that students of three universities in Ogun state, Nigeria have a positive attitude towards electronic information resources and it reflects on their level of use of the resources. The finding of Odongo and Okello-Obura (2014) has also been reinforced by the finding of this study. The researchers found that undergraduates of Mbarara University, Uganda perceive some EIRs as easy to use and they were also found to use the EIRs regularly. The study of Daramola (2016) which has been supported by this study also found that undergraduates of Federal University of Technology, Akure perceive electronic information resources to be useful.

Relationship between perception and EIR use

There is a positive relationship between perception and use of electronic information resources. This could be what has played out in the findings because the perception of the students towards EIRs is positive and the level of use of the resources is high. This agrees with the finding of Salahet al. (2024) who found that the perception of university students in Ogun state Nigeria significantly influences their use of EIRs. This finding also reinforces the finding of Akpojotor (2017) who discovered that the perception of students of three universities in southern Nigeria about EIRs significantly influences their use of the resources. The findings of Omeluzor et al. (2016) and Munemo and Sibanda (2023) Munemo and Sibanda (2023) who found positive relationships between perception and use of electronic information resources have also been reinforced by this finding.

Conclusion

The use of electronic information resources by undergraduates is a practice that has come to stay, this is so because it aligns with the current trends and practices in information and communication technology. The use of the resources which has been found to have several advantages however is dependent on a lot of factors, and effective management of the factors determine how well and how much the resources will be used. Undergraduates with a positive perception towards electronic information resources will find using the resources more interesting and beneficial than those with a negative perception. It is thus important for undergraduates to develop a positive perception towards EIRs and their use in order to be able to use them effectively and efficiently. In conclusion, the perception of undergraduates significantly determines their level of use of electronic information resources.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. The universities should ensure that the most used resources by their undergraduates are made abundantly available and accessible. Also, efforts should be put in place to enlighten the undergraduates about the usefulness of other electronic information resources so that they can start using them as well.
2. Since the undergraduates have been found to have a positive perception about electronic information resources, efforts should be put in place to encourage continued use of the resources. Technical support should also be made readily available for the students so that the already positive perception is not negatively impacted.
3. Since there is a positive perception between perception and use of electronic information resources by the undergraduates, efforts should be made by the authorities of the universities to ensure that the present and future generations of undergraduates in their schools keep having a positive perception about the resources. This will sustain use of electronic information resources in the campuses.

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