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AMONG UNDERGRADUATES OF
COVENANT UNIVERSITY, OTA. OGUN
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INFLUENCE OF ICT SKILLS ON THE UTILIZATION OF ELECTRONIC INFORMATION RESOURCES (EIRs) AMONG UNDERGRADUATES OF COVENANT UNIVERSITY, OTA. OGUN STATE. SOUTH WEST NIGERIA.

BY

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FEDERAL POLYTECHNIC, ILARO LIBRARY

Abstract

This study assessed the impact of ICT Skills on the utilization of electronic information resources in Covenant University by undergraduates. Libraries generally, are now investing greatly on electronic information resources and there is a great need to study the use of electronic information resources to justify the investment. On this background, this study set to investigate the influence of ICTS skills on use e-information resources by undergraduates of covenant university, Ota, Ogun State, Nigeria. Descriptive survey research design was adopted for the study. The population of this study includes undergraduates library users from 100 to 500 in Covenant University. . The return rate was 52.6%. The sample size of 572 was drawn out of the 11440 undergraduates in Covenant University and was used in the study. Questionnaire was the instrument for collection of data. The data in the study was analysed using correlation and regression analysis to determine the composite (joint) and relative effects of the independent variables on the dependent variable in the study. The descriptive statistics such as frequency counts, percentages and means was used to analyse the result while correlation analyses was used for hypothesis and Statistical Package for Social Science (SPSS) software was used for the analysis. The findings show that on the average respondents used more electronic books than other electronic information resources and the EIRs are mostly used for competing class assignments.

Keywords: Influence, ICT Skills, Electronic Information Resources, Undergraduates.

Background to the study

In Nigeria, library and information service have benefited tremendously from the advancement in research and development and from Information technologies. However the ability to utilize

effectively the electronic information resources depends on many factors of which one of them is the possession of prerequisite ICT skills. It was observed that many students lack ICT skills. The research therefore examines the impact of ICT skills on the use of the electronic information resources in a tertiary institution in Ogun state, Nigeria. The case is further worsened by the fact that many librarians lack these ICT skills and could not assist the students in the use of the electronic information resources. The students need to be exposed to training and retraining in these ICT skills to be able to maximize the potentials of these resources.

Background to the Institution studied Covenant University, Ota. Ogun state. Nigeria.

Covenant University was established on October 21, 2012 as a licensed private university in Nigeria...

Covenant University was established in October 21 2012 as a licensed private university in Nigeria. The University is situated in Canaan Land, Ota, Ogun State. It is a member of the Association of Commonwealth Universities. It has five (4) Colleges for undergraduates and one postgraduate. In the College of Business and Social Sciences (CBSS) we have courses like Accounting, Banking and finance business mgt under which we have Business Admin, Industrial Relations and human Resources Mgt, Marketing then Economics and Devt Studies with the following programmes Demography and social statistics, Economics, then Mass Communication with programmes like Mass Communication, Sociology. College of Leadership Devt Studies (CLDS) having programs like political and International Relations, Policy and Strategic Studies, Political Science. Languages and General Studies with programmes like Languages & General Studies, Psychology. College of Science and technology (CST): School of Environmental Sciences Architecture, building Tech, Estate Mgt, Biological sciences with Biochemistry Biology (Applied Biology & Biotechnology and Microbiology options, Chemistry with Industrial chemistry, etc. Mathematics, Computer and Information Sciences, College of Engineering (COE)with the following: School of Chemical Engineering And Petroleum

Engineering School of Applied Engineering which has the following: Elect and information, Civil Eng and Mechanical Engineering.

INTRODUCTION

The 21st was characterised by influx and sweeping changes in Information Communication Technologies. The emergence of ICT has given birth to Electronic Information Resources, this allow libraries to deliver modern library services for easy access and better service delivery. This development has changed the information eco-system, and it has also dramatically changed libraries information dissemination pattern (Fagbohun, Nwokocha, Istekor and Adebayo, 2016). Libraries have changed into digital libraries where books, journals and magazines have been transformed into e-books, e-journals and so on. These have however, increased global dissemination of information to individuals most especially students, academia and searchers. An electronic resource is any information source that a library provides access to in an electronic format. It could also denote any information resources in digital format that are available electronically (Olasore and Adekunmisi, 2015).

Statement to the Problem

Libraries generally, most especially university libraries are now investing greatly on electronic information resources and there is a great need to study the use of electronic information resources to justify the investment. It has been observed that there is relatively low level of use of these resources, probably as a result of lack of ICT skills among undergraduates. On this background, this study set to instigate the influence of ICTS skills on use e-information resources by undergraduates of covenant university, Ota, Ogun State, Nigeria.

1.1 Objectives of the Study

The main objectives of the study is to study influence of ICT skills on use e-resources by undergraduates of Covenant University, Ota, Ogun State, Nigeria, while specific objectives are to:

1. find out the available e-resources in Covenant University;

2. find out the frequency of use of e-resources among undergraduates in Covenant University;
3. establish the purpose of e-resources utilization among undergraduates in Covenant University;
4. find out the level of ICT skills by undergraduates by the Undergraduates of Covenant University; and
5. examine the hindrances faced by Undergraduates of Covenant University while using e-resources.

1.4 Research Questions

The study will answer the following question:

1. What are the e-resources available in Covenant University?
2. What is the frequency of use of e-resources among undergraduates in Covenant University?
3. What is the purpose of e-resources utilization among undergraduates in Covenant University?
4. What is the level of ICT skills by undergraduates by the Undergraduates of Covenant University?
5. What are the hindrances faced by Undergraduates of Covenant University while using e-resources?

1.5 Hypothesis

There is no significant relationship between ICT Skills and Utilization of Electronic Information Resources by the Undergraduates of Covenant University, Ota

1.6 Definition of Terms

Influence: this is the perceived impact or effect something has on somebody or something.

ICT Skills: are the ability used to manipulate the new Information Communication Technologies.

Electronic Information Resources: these are information materials created and stored in electronic formats.

Undergraduates: these are students studying for a first degree in a university or other higher institution of learning.

Literature Review

According to Kinengyere, Kiyng and Baziraake (2012) electronic information resources “are an important component of academic institutions because they support core functions of higher institutions...”

Quadri (2012) observed that there has been a drift in the role of libraries from the traditional information resources custodian to that of provider of digital Information Resources. The name digital electronic resources is interchangeably used with Electronic Information Resources. Pinfield (2001) said the library has witnessed tremendous changes through these electronic information resources in the last decade in U.K and this change is set to continue. . Actually it had significant impact on education and learning and really revolutionized research and scholarship as a whole (Isaa, 2009). However, Abubakar and Adetimirin (2015)noted that literature from Nigeria has shown that though universities are investing in the acquisition of these resources but they are under utilised and many are unknown to patrons (Egberongbe , 2011; Ozoemelem, 2009) Fagbohun (2016) found that Undergraduates possessed high level of ICT literacy Skills, but Ajayi and Akinniyi (2004) reported that in Nigeria internet service is not always available as a result many students lack the skill to utilize these resources. Chen, Lixue et. al. (2014) looked at the status and causes of electronic resources utilization and put forward a

countermeasure on how to improve the utilization of these resources in vocational colleges. User education could also be organized for new students.

Ojo (2013) submitted that “many academic libraries are shifting from print to electronic sources.” Ellis and Oldman (2005) observed that with the introduction of electronic resources, researchers and students now have access to global information resources for their scholarly works. As a result Okello-Obura, (2010) recommended that lecturers should teach the searching of online resources and enforce their use among postgraduate students. McQuistain and Henderson (2009) warned that “unless the problem of providing access to electronic resources is addressed there is the real possibility of a serial crisis. This crisis is already visible in many Nigerian higher institutions where is either there is no such resources or no infrastructure or they have broken down like it is been witnessed in the University of Lagos now (Egberongbe, 2011).

Tsakonea et al. (2006) posited that electronic information resources are information resources provided in electronic form, and these include resources available on the Internet such as e-books e-journals, online database, CD=ROM databases and other computer based electronic network among others. LaMarca also said that managing electronic information resources is totally different from managing non electronic information resources. In the sense that, computer equipment and networks are needed to access electronic information.

Dalgleish & Hall (2000) asserted that students tend to use only what is easily accessible. Therefore, they visit the library a lot less, and, as such, discovery through serendipity is reduced. Users often prefer increased access to databases of online. Egberongbe (2011) reported that the usage of electronic information resources in recent years has yielded positive results in the area of teaching and research and that through the use of electronic information resources, researchers, academic and students now have access to global information resources, particularly the Internet for their scholarly intercourse. The status of the digital and electronic resources is different in different countries. In the United Kingdom Levine- Clarke, (2006) asserted that

libraries have made a significant transition from print materials to the electronic resources. Statistics provided by e-book vendors especially in the table below Net Library shows that e-books are heavily used in the US (Levine – Clarke, 2006) with 69% academic libraries recording an upsurge in the demand for e-books in 2010/2011 years.

Table 1: Demand for E – Books in US in the Year 2009 - 2011

Mean e-books circulation/usage	2009-2010 School year	2010-2011 School year
Graduate/Professional libraries	16,200	35,881
Undergraduate libraries	4,800	27,550
Community College/2-year libraries	3,200	3,873

Furthermore, the table below shows a huge investment on the Electronic resources in United State.

Table 2: Spending on E-Books in the Year 2010 - 2012

E-book spending in academic libraries on e-books is shown in the table below:

Average amount spent e-books	2010-2011 academic year	2011-2012 academic year
Graduate/Professional libraries	\$142, 272	\$99,900
Undergraduate libraries	\$36,356	\$42,600
Community College/2year libraries	\$14,123	\$15,600

Source: “The Library” 2012 Survey of E-book Usage in U.S. Academic Libraries.

Gakibayo (2012) found that the use of electronic information resources was not only affected by lack of computer skills and information literacy skills but also lack of enough computers and

slow internet connectivity. Watt and Ibegbulam (2005) stressed that the use of electronic information resources (EIRs) largely depends on the user's ability to navigate the maze of e-resources available via technology-based terminals. It has been observed in Less Developed Countries (LDCs) that there is relatively low level of use of these resources, probably as a result of lack of ICT skills among undergraduates. INASP (2003) also said that electronic information was to support capacity building in the research sectors especially in University Libraries in developing countries by strengthening the production, access and dissemination of information and knowledge. However these resources have many good areas for instance Mehandra & Islam (2015) reported that the online resources could be accessed at anytime, anywhere; this has therefore endeared users to the materials.

Results and Discussion of Findings

Table 3: Demographic information of respondents

		N	%
Sex	Male	182	60.5
	Female	119	39.5
Age	13-19	229	76.1
	20-26	69	22.9
	33 and above	3	1.0
Level of Study	100	60	19.9
	200	83	27.6
	300	53	17.6
	400	98	32.6
	500	7	2.3

Table 3 indicated Gender distribution of the respondents in covenant universities and revealed that males (60.5%) were in the majority against females (39.5%). This corroborated Fagbohun

and Adetimirin (2016) citing the United States Embassy in Nigeria (2012) report on Nigeria Education Fact Sheet which reported that the average enrolment into Nigerian universities was 37.6% for women, compared to 62.4% for men in the years 2008-2010. Majority of the respondents (229 76.1%) were between 13 to 19 years old (Table1). This implies means that the most of undergraduates in Covenant University were in their early age of learning. Majority of the respondents were (98 32.6%) 400 level students.

Research Questions 1: What are the e-resources available in Covenant University?

Table 4: E-resources available in Covenant University

Available of e-Resources	I Don't Know		Not Available		Available		Total		Mean	Std. Dev
	N	%	N	%	N	%	N	%		
WEBOPAC	133	44.2	7	2.3	161	53.5	301	100.0	2.26	.956
e-Indexing and Abstracting	143	47.5	3	1.0	155	51.5	301	100.0	2.04	.996
e-Journals	49	16.3	9	3.0	243	80.7	301	100.0	2.64	.746
e-Books	37	12.3	14	4.7	250	83.1	301	100.0	2.71	.674
AGORAL	69	22.9	10	3.3	222	73.8	301	100.0	2.51	.843
JSTOR	93	30.9	8	2.7	200	66.4	301	100.0	2.36	.922
OARE	66	21.9	5	1.7	230	76.4	301	100.0	2.54	.830
Science Direct	146	48.5	7	2.3	148	49.2	301	100.0	2.01	.990
HINARY	67	22.3	16	5.3	218	72.4	301	100.0	2.50	.835
Institutional Repository	97	32.2	7	2.3	197	65.4	301	100.0	2.33	.932

Table 4 revealed that majority of the respondent indicated e-Books with score means ($\bar{x} = 2.71$), e-Journals ($\bar{x} = 2.64$), OARE ($\bar{x} = 2.54$), AGORAL ($\bar{x} = 2.51$), HINARY ($\bar{x} = 2.50$), Science Direct ($\bar{x} = 2.50$), JSTOR ($\bar{x} = 2.36$) and WEBOPAC ($\bar{x} = 2.26$) as available electronic information resources available in Covenant University.

Research Questions 2: What is the frequency of use of e-resources among undergraduates in Covenant University?

Table 5 e-Information resources frequency of use of among undergraduates

Library Resources	Never	Rarely	Monthly	Weekly	Daily	Total	Mean	Std. Dev
WEBOPAC	44 14.6	49 16.3	19 6.3	53 17.6	136 45.2	301 100.0	3.62	1.533
e-Indexing and Abstracting	142 47.2	91 30.2	15 5.0	33 11.0	20 6.6	301 100.0	1.98	1.261
e-Journals	7 2.3	35 11.6	6 2.0	30 10.0	223 74.1	301 100.0	4.42	1.124
e-Books	10 3.3	16 5.3	10 3.3	20 6.6	245 81.4	301 100.0	4.57	1.016
AGORAL	8 2.7	54 17.9	16 5.3	25 8.3	198 65.8	301 100.0	4.17	1.283
JSTOR	11 3.7	52 17.3	20 6.6	193 64.1	25 8.3	301 100.0	4.12	1.311
OARE	9 3.0	44 14.6	13 4.3	23 7.6	212 70.4	301 100.0	4.28	1.236
Science Direct	11 3.7	69 22.9	30 10.0	24 8.0	167 55.5	301 100.0	1.81	1.128
HINARY	12 4.0	51 16.9	18 6.0	18 6.0	202 67.1	301 100.0	4.15	1.323
Institutional Repository	179 59.5	67 22.3	21 7.0	24 8.0	10 3.3	301 100.0	1.73	1.103

In response to the question to frequency of use of e-information resources among undergraduates in Covenant University (Table 5), the respondents have responded in different ways (Table 3) Majority of respondents used e-Books ($\bar{x} = 4.57$), e-Journals ($\bar{x} = 4.42$), OARE ($\bar{x} = 4.28$), HINARY ($\bar{x} = 4.15$) and AGORAL ($\bar{x} = 4.17$) daily and JSTOR ($\bar{x} = 4.12$).

Research Questions 3: What is the purpose of e-Information resources utilization among undergraduates in Covenant University?

Table 6: Purpose of use of e-Information resources

Purpose	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
Examination	274 91.0	9 3.0	6 2.0	12 4.0	3.81	.659
Research	286 95.0	6 2.0	6 2.0	3 1.0	3.91	.427
Assignment	289 96.0	4 1.3	7 2.3	1 0.3	3.93	.363
Studying	288 95.7	3 1.0	5 1.7	5 1.7	3.91	.467
Read for examination	240 79.7	39 13.0	16 5.3	6 2.0	3.70	.660
Project work	258 85.7	22 7.3	7 2.3	14 4.7	3.74	.721
Relaxation	150 49.8	87 28.9	43 14.3	21 7.0	3.22	.936

The majority of undergraduates used electronic information resources for; assignment ($\bar{x} = 3.93$), personal research and studying ($\bar{x} = 3.91$), preparation for examination ($\bar{x} = 3.81$), project work ($\bar{x} = 3.74$) and read for examination ($\bar{x} = 3.70$) (Table 6).

Research Questions 4: What is the level of ICT skills by undergraduates by the Undergraduates of Covenant University?

Table 7: level of ICT skills by undergraduates

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	Mean	Std. Dev	
	N	%	N	%	N	%	N	%				
I find it very easy to start up, long on, and shut down a computer system properly	234	77.7	51	16.9	10	3.3	6	2.0	100	301	3.70	.629
I find it very easy to use a mouse, pointing device and keyboard	237	78.7	57	18.9	4	1.3	3	1.0	100	301	3.75	.522
I find it very easy to identify and use icons such as folders, files, applications, and shortcut	239	79.4	57	18.9	1	0.3	4	1.3	100	301	3.76	.517
I find it very easy to create documents of various types and save in a desired location	236	78.4	56	18.6	4	1.3	5	1.7	100	301	3.74	.566
I find it very easy to select, copy, and past text in a document or desired location and print a document	243	80.7	49	16.3	4	1.3	5	1.7	100	301	3.76	.556
I find it very easy to lunch any of the web browsers	228	75.7	62	20.6	7	2.3	4	1.3	100	301	3.71	.578
I find it very easy to sent and open an attachment from an email, using a common email program	227	75.4	63	20.9	8	2.7	3	1.0	100	301	3.71	.566
I find it very easy to download files and images from a Web page	227	75.4	67	22.3	3	1.0	4	1.3	100	301	3.72	.551
I find it very easy to download university library subscribed e-books and journals	175	58.1	72	23.9	46	15.3	8	2.7	100	301	3.38	.838

An analysis of cross tabulation of ICT skills possessed by the undergraduates in Covenant Universities was carried out. The findings on Table 7 indicated that majority of the respondents use of icons such as folders, files, applications, shortcut and to select, copy, and past text in a document or desired location and print a document ranked ($\bar{x} = 3.76$) highest followed by undergraduates ability to mouse, pointing device and keyboard ($\bar{x} = 3.75$) and ability to create documents of various types and save in a desired location ($\bar{x} = 3.74$), respondent were found savvy in downloading files and images from Web page ($\bar{x} = 3.72$) as well as possessed skills to lunch any of the web browsers, send and open an attachment from an email, using a common email program which was also ranked ($\bar{x} = 3.71$), skillful to start up, long on, and shut down a computer system properly ($\bar{x} = 3.70$), and found it very easy to download university library subscribed e-books and journals ($\bar{x} = 3.38$).

Research Questions 5: What are the hindrances faced by Undergraduates of Covenant University while using e-resources?

Table 8: Hindrances faced by Undergraduates of Covenant University while using e-resources

Constraints	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
Fear of use of computer/Lack of ICT skills	59 19.6	122 40.5	111 36.9	9 3.0	2.77	.795
Inability to search through WEBOPAC	122 40.5	89 29.6	50 16.6	40 13.3	2.97	1.052
library staff not friendly	189 62.8	69 22.9	35 11.6	8 2.7	3.04	.953
Limited coverage of internet	125 41.5	111 36.9	47 15.6	18 6.0	3.46	.802
Arrangement of resources, hard to figure out	58 19.3	122 40.5	113 37.5	8 2.7	3.14	.891
Power outage	49 16.3	142 47.2	100 33.2	10 3.3	2.76	.788
Illumination not bright enough	285 94.7	11 3.7	3 1.0	2 0.7	2.76	.758

Table 8 revealed that limited coverage of internet ($\bar{x} = 3.46$) and library staff not friendly ($\bar{x} = 3.04$) were the major problems confronting undergraduate in using electronic information resources.

1.5 Hypothesis Test

There is no significant relationship between ICT Skills and Utilization of Library Resources by the Undergraduates of Covenant University, Ota?

Table 9: ICT Skills and Utilization of Electronic Information Resources

Variable	Mean	Std. Deviation	N	R	P	Remark
ICT Skills	33.2292	4.26583	301	.099*	.000	Sig.
E-Resources Use	31.3654	10.49917				

**Sig. at 0.05 level

The result from Table 9 revealed that there was significant positive relationship between ICTs Skills and use of Electronic Information Resources among undergraduates ($r=.099^*$ $N=301$, $P<.01$). The null hypothesis is therefore rejected at the 1% level of significance and the alternative hypothesis was accepted. This means that the level of ICT skills will influence the level of usage of Electronic Information Resources. The result showed that there was positive significant relationship between ICT skills and use of Electronic Information Resources. The result of this study, it is shown that undergraduates with high level of ICT proficiency are more possibly to use the Electronic Information Resources more than those with inadequate ICTs skills, because ICT skills are required to navigate queries from WEBOPAC and the electronic databases. It would be difficult for undergraduates without ICT skills to effectively use Electronic information resources. This is supported by UNESCO (2007) cited in Fagbohun and Adetimirin (2016), who confirmed that a number of competencies and skills are required of a 21st century learners, including digital-age literacy and ICT literacy.

Conclusion and Recommendation

ICT skills possessed by undergraduate enhanced their use of electronic information resources and also aid their reading enhance and reading learning. Though, Covenant University Students were found ICT savvy, there is the need for the university library management to incorporate ICT literacy programme into the orientation or user education program for students as to enhance the level of use of Electronic Information Resources. Ogunmodede and Mafelu (2012) advocated that for effective delivery of library services universities should encourage systematic training of their employees and assist them to develop their potentials.

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