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**IMPACT**

**JOURNAL OF INFORMATION AND KNOWLEDGE MANAGEMENT**

**ISSN: 2141 - 4297**  
**ISSN (ELECTRONIC) 2360 - 994X**

**Vol. 5, No. 1 June 2014**



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## TABLE OF CONTENTS

	PAGE
<b>INFORMATION LITERACY SKILLS AND AWARENESS OF ELECTRONIC INFORMATION RESOURCES OF LIBRARY USERS IN OYO STATE PUBLIC LIBRARY, NIGERIA</b> Sussan Udoaku Ogbuiyi, Chuks Daniel Oriogu , Ismail Afeogboha Momoh & Darlina Chima Ogbuiyi	1
<b>CHALLENGES OF DIGITAL PRESERVATION OF LEGAL INFORMATION RESOURCES IN DEVELOPING COUNTRIES</b> Anyago Uluocha	15
<b>ASSESSMENT OF PHOTOCOPYING PRACTICE AND AWARENESS OF COPYRIGHT LAW AMONG LAW STUDENTS IN OGUN STATE, NIGERIA</b> Glory Onoyeyan, Jerome Okereke, Sussan Ogbuiyi & Itunu A. Bamidele	28
<b>SURVEY OF JOB SATISFACTION AMONG LIBRARIANS IN NIGERIA LIBRARIES</b> Atanda Saliu Sambo	41
<b>E-LIBRARY UTILIZATION AMONG STUDENTS OF TAI SOLARIN UNIVERSITY OF EDUCATION, OGUN STATE, NIGERIA</b> Dumebi Otulugbu & Philomina A. Mamudu	55
<b>INFORMATION SEEKING BEHAVIOUR OF UNDERGRADUATES STUDENTS IN UNIVERSITY OF CALABAR</b> Obia Gopeh Inyang & Christopher Okoi Offem	68
<b>PRESERVATION OF AFRICAN CULTURE IN THE INFORMATION AGE</b> Saturday U. Omeluzor, Abayomi Imam & Itunu A. Bamidele	82

## E-LIBRARY UTILIZATION AMONG STUDENTS OF TAI SOLARIN UNIVERSITY OF EDUCATION, OGUN STATE, NIGERIA

Dumebi Otulugbu & Philomina A. Mamudu

### **Abstract**

*The study reveals that e-resources such as e-books, e-journals, e-magazines/newspapers, e-databases are available in the e-library for the students' use. It revealed e-magazines/newspapers as always used by students of Tai Solarin University of Education (TASUED), with e-journals occasionally used. Persistent power failure, lack of access to e-library, and limited bandwidth were the major constraints hindering students' effective use of e-resources in the e-library. Students' internet self-efficacy was found to have a significant influence on the perceived usefulness and perceived ease of use of e-library among the students while perceived usefulness and perceived ease of use were found to positively influence e-library usage among the students*

**Keywords:** E-resources; E-library; Internet; Tai Solarin University,

### **Introduction**

Libraries have the major responsibility of making information resources available to meet the information needs of users (Aina, 2004). University libraries in Nigeria like their counterparts in developed countries support the functions of their parent institutions by making available information resources for learning, teaching and research. They are central to all academic efforts, as both students and faculty need information. Recent global advances in communications infrastructure, digital media, network services, and electronic commerce present transformational opportunities and fundamental challenges for libraries. Developments in these areas appear to offer opportunities for increasing and enhancing library service offerings, reducing costs, and for improving organisational performance. But the transformation to an integrated digital future is also generating uncertainty for libraries. New electronic services challenge libraries to differentiate transient developments from those with lasting impact. The ability to discern these transformational changes and to

respond to changing requirements depends, in large part, on the concepts, tools, and structures needed for measuring these changes over time (Marshall, 2000).

However, any library that seeks relevance cannot afford to ignore the developments taking place in the field of information and communication technologies (ICTs) which allow for access to diverse electronic resources and utilisation of such resources. This development has brought about the advent of electronic library. An electronic library consists mainly of materials and services in electronic format transmitted over networks. It is a collection of full text and bibliographic information sources. It may be perceived as an information service or a collection of electronic information resources, in which all the information resources are available in computer process able form (Mutula & Ojedokun, 2008). It consists of electronic services and materials that are stored, processed and transferred via digital devices and networks. It provides resources, both human and material, to select, structure, offer intellectual access, to interpret, distribute, preserve the integrity and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community, or communities. Electronic library allows information to be accessed over the Internet and unlike traditional library which is limited by location. It represents the digital face of traditional libraries that include both digital collections and traditional fixed media collections. An electronic library can provide students with access to educational materials by opening up the information resources for access by library users.

Allard (2000) emphasized that electronic library provides access to different types of information sources in a variety of formats. These information resources reside on a number of different servers- local as well as remote and they may have been indexed differently. Electronic library is viewed as a collection of full text and bibliographic information sources rather than buildings and incorporates human services and information technology tools (Ojedokun, 2000). Electronic library comprises of, Online Public Access Catalogues, Electronic databases, E-journals, and Web sources.

The acceptance of e-library determines to a large extent on its use by users. If the e-library is accepted by the users it would enjoy greater patronage otherwise users may not enjoy patronage. Of particular interest to this study is the technology acceptance model. Students and Staff of higher institutions are important users of e-library, and their acceptance is often crucial to the



technology implementation success. Ardern (2006) reiterates that electronic library has certain characteristics, such as its size, topicality, and accessibility as well as the use of hypertext and non-textual elements, that are complicated for users and require specific skills. In the use of electronic library, many people show instances of adequate searching, reading and evaluating behavior which they alternated with inadequate use of electronic library, for example by formulating proper search terms for one assignment but failing to do so for another. Marchiovini and Komolodi (1998) concluded that users of electronic library use both single and multiple search terms, depending on the type and complexity of the assignment, they use scanning techniques when reading digitized texts, as well as close reading.

Tai Solarin University of Education (TASUED) electronic library came into existence in the year 2007. The facilities of the electronic library are available for staff and students as well as researchers. The library provides a unique set of online database collections that combine more than 20,000 authorised books and other documents from over 150 leading academic, trade, and professional publishers. The electronic library contains innovative reference tools and a rich collection that includes books, journals, magazines, maps, and other publications. One can browse, view, search, copy, and print documents from the e-library at any time.

Members of academic community such as students, staff and researchers need information on a variety of activities which the library is to cater for. The limitations of the traditional library and the need to have access to more information by users have prompted TASUED to embark on the development of an electronic library. The need to find out the pattern of use of e-library by students as well as their perception of e-library is necessary to be able to determine whether the electronic library is meeting the needs of the users within the university community. Students are major users of electronic library resources within the academic community and their assessment and views about the e-library resources would, to a large extent determine the relevance and usefulness of e-library resources within academic community.

This research work finds relevance in the growing literature on the significance of electronic library in academic environment and the use of appropriate technological standards to facilitate access to digital resources. It also has a root in the relevance of electronic library in information service delivery and consequently the management of, and planning for information resources in

electronic format. The increasing awareness of the usefulness of electronic library in information service delivery also puts such a study on the research agenda of countries, including Nigeria. This study will provide a better understanding of the variety of e-resources available through the e-library of TASUED as well as the pattern of use of the e-resources and the e-library.

### **Objectives of the Study**

The broad objective of the study is to investigate the extent of availability and use of electronic library resources among undergraduate students of Tai Solarin University of Education (TASUED). The specific objectives are to:

- Identify range of e-resources available to undergraduate students through TASUED electronic library.
- Identify the pattern of use of electronic library among undergraduate students in TASUED.
- Identify the challenges constraining users in the use of TASUED electronic library.

### **Research Questions**

- What ranges of e-resources are available in TASUED electronic library?
- What is the frequency of use of electronic library among undergraduate students in TASUED?
- What is the purpose of use of the electronic library?
- What are the challenges constraining users of TASUED electronic library?

### **Research Hypotheses**

H<sub>01</sub>: Users' Internet self efficacy will influence perceived usefulness

H<sub>02</sub>: Users' Internet self efficacy will influence perceived ease of use

H<sub>03</sub>: Perceived usefulness and perceived ease of use will positively influence e-library usage

### **Research Methods**

The survey research design method was adopted for this study. The simple random sampling method was used in selecting five percent of the total population of students (14,020) in TASUED, thus 701 undergraduate students were chosen for the study. These respondents were targeted as they come to make use of the electronic library facility. The data for this study were collected with the use of questionnaire. The copies of the questionnaire were

administered by the researcher to the students to elicit data on their pattern of use of the e-library. Data was analyzed using descriptive statistics

### Findings and Discussion

A total of seven hundred and one (701) copies of the questionnaire were administered to the students, out of which a total of six hundred and eighteen (618) copies were returned with useful responses, making a response rate of 88.2%.

#### Research question 1: What ranges of e-resources are available at TASUED electronic library?

Table 1 presents the findings of available e-resources at TASUED

**Table 1: Students opinion on the Availability of e-resource at TASUED electronic library**

e-resources	Frequency/Percentage
e-journals	402 (65.0%)
e-books	517 (83.7%)
Multimedia resources	443 (71.7%)
e-Magazines/Newspapers	446 (72.2%)
e-Photographs	311 (50.3%)
e-Databases	121 (19.7%)
CD-ROMs	284 (46.0%)
Charts	494 (80.0%)

Table 1 presented respondents opinion on the available e-resources at TASUED electronic library and it revealed e-Books (517 or 83.7%), charts (494 or 80.0%), e-magazines/e-newspapers, (446 or 72.2%), and multimedia resources (443 or 71.1%) as topping the list of e-resources available through TASUED electronic



library. Other e-resources available as affirmed by majority of the students include; e-journals (402 or 65.0%), and e-photographs (311 or 50.3%). This implies that e-resources are available for the utilisation of students at TASUED.

### Research question 2:

#### What is the extent of use of the e-resources by Students?

Table 2 shows result of the extent of use of available e-resources by the respondents

Table 2 Students' frequency of use of e-resources

e-resources	Students			
	Always	Occasional ly	Never	No response
e-Journals	68 (10.8%)	446 (72.2%)	17 (2.8%)	25 (4.2%)
e-Books	263 (42.6%)	243 (39.3%)	43 (7.0%)	69 (1.1%)
Multimedia resources	230 (37.2%)	233 (37.7%)	62 (10.0%)	93 (15.1%)
e- magazines/newspa per	292 (47.2%)	183 (29.6%)	44 (7.1%)	99 (16.0%)
e-Photographs	185 (29.9%)	226 (36.6%)	45 (7.3%)	162 (26.2%)
e-Databases	131 (21.2%)	123 (19.9%)	132 (21.4%)	232 (37.5%)
CD-ROMs	183 (29.6%)	143 (23.1%)	121 (19.6%)	171 (27.7%)
Charts	219 (35.4%)	270 (43.7%)	62 (10.0%)	66 (0.9%)

From table 2, information on the frequency of use of e-resources of TASUED e-library by the respondents revealed that majority of the students attested to the regular use of e-magazines/newspaper, 292 (47.25%), e-journals accounted for an insignificant 68 (10.8%). only. This implies that e-journals are not regularly consulted in TASUED.



**Research question 3: What is the purpose of use of e-library by Students?**

Table 3 shows the purpose of use of e-library by respondents

**Table 3: Students' opinion on the use of electronic library for academic and research activities**

	Frequency/Percentage		
	Use	Not use	No response
Journal search	239 (38.7%)	279 (45.1%)	100 (16.2%)
Research topic search	288 (46.6%)	213 (34.5%)	116 (18.9%)
Search for textbooks	396 (64.1%)	144 (23.3%)	78 (12.6%)
Scholarship search	297 (48.0%)	90 (14.6%)	229 (37.1%)
Electronic theses search	186 (30.1%)	131 (21.2%)	301 (48.7%)
Articles search	343 (55.5%)	153 (24.8%)	122 (19.7%)

Table 3 presents information on the type of academic and research activities being carried out in the electronic library. The table revealed that majority of the students make use of e-library for various purposes. Search for textbooks accounts for (396 or 64.1%) and search for articles only (343 or 55.5%) only. This implies that textbooks search and articles search are the major academic and research activities being carried out at the TASUED e-library by the students.

**Research question 4: What are the challenges faced by users of TASUED e-library?**

Table 4 presents challenges experienced by users of TASUED library

**Table 4: Respondents opinion on factors hindering effective use of electronic library**

Challenges	Students		
	Agreed	Disagreed	No response
Difficulty in identifying relevant database to meet information needs	315 (51.0%)	230 (37.2%)	83 (11.8%)
Inability to identify relevant information	254 (41.1%)	277 (44.8%)	99 (14.1%)
Problem of information overload	274 (44.3%)	256 (41.5%)	401 (57.3%)
Persistent power failure	400 (64.7%)	178 (28.8%)	81 (11.5%)
High cost of access to EL	377 (61.0%)	175 (25.0%)	99 (14.1%)
Lack of access to EL	377 (61.0%)	175 (25.0%)	99 (14.1%)
Poor search interface	276 (44.7%)	304 (43.4%)	97 (13.9%)
Inability to easily down load information	260 (42.1%)	342 (48.9%)	64 (9.1%)
Poor telecommunication infrastructure	276 (44.7%)	290 (41.4%)	97 (13.9%)
Lack of good policy environment	281 (45.6%)	266 (37.9%)	114 (16.3%)
Limited bandwidth	336 (54.3%)	221 (31.5%)	99 (14.1%)
Problem of multilingual resources	265 (42.8%)	325 (46.4%)	76 (10.8%)
Difficulty in accessing information	258 (41.8%)	313 (44.7%)	93 (13.3%)
Poor user interface	289 (46.7%)	293 (41.8%)	81 (11.5%)
Problem of evaluating information retrieved	260 (42.1%)	325 (46.4%)	81 (11.5%)
Inadequate search skill by other	263 (42.5%)	322 (46.0%)	81 (11.5%)

Table 4 presents respondents opinion on the challenges constraining the effective use of the electronic library by undergraduate students in TASUED. The tables revealed persistent power failure (400 or 64.7%), high cost of access to



e-library (377 or 61.0%), lack of access to e-library (377 or 61.0%), and limited bandwidth (336 or 54.3%) as topping the list of challenges constraining the use of e-library by the students. This implies that there are major challenges constraining effective use of TASUED e-library.

**Research Hypothesis 1: Students' Internet self efficacy does not influence perceived usefulness**

**Table 5: ANOVA analysis showing effect of Internet self-efficacy on perceived usefulness**

Perceived usefulness	N	Me an	Std D	Std E	Sum of Square	Df	M.S q	F	Sig
Strongly Agree	27	1.31	0.462	0.02	9.442	4	2.36	11.63	0.00
	3			8			0	2	0
Agree	21	1.32	0.469	0.03	124.39	61	0.20		
	9			2		3	3		
Undecided	64	1.59	0.495	0.06	133.838	61			
				2		7			
Disagree	51	1.06	0.238	0.03					
				3					
Strongly Disagree	11	1.00	0.000	0.00					
				0					
Total	61								
	8								

M = means value; Sd = standard deviation; SS = Sum of Square; Ms = means Square; F = ratio; P = Probability

Table 5 presents the analysis of relationship between internet self-efficacy and perceived usefulness of e-library and it revealed preference to the study  $F = 11.632$ ,  $df=4$ ,  $P=0.000 < 0.05$  level of significant for the students. Therefore, the result revealed that the influence of the internet self-efficacy on perceived usefulness of e-library is statistically significant. Hence, the null hypothesis is rejected. The implication that can be drawn from this is that internet self-efficacy does influence perceived usefulness of e-library by the students of TASUED.

**Research Ho2: Students' Internet self efficacy does not influence perceived ease of use**

**Table 6: ANOVA analysis showing effect of Internet self-efficacy on perceived ease of use**

Perceived usefulness	N	Me an	Std D	Std E	Sum of S	Df	M.Sq	F	Sig
Strongly Agree	273	1.76	0.856	0.05	42.566	4	10.64	9.84	0.00
Agree	219	1.70	1.083	0.073	662.903	61	1.081		
Undecided	64	2.19	1.735	0.217	705.469	61			
Disagree	51	2.37	0.599	0.084					
Strongly Disagree	11	3.00	0.000	0.00					
Total	618								

M = means value; Sd = standard deviation; SS = Sum of Square; Ms = means Square; F = ratio; P = Probability



Table 6 presents the analysis of relationship between internet self-efficacy and perceived ease of use of e-library and it revealed preference to the study  $F=9.840$ ,  $df=4$ ,  $P=0.000 < 0.05$  level of significant for the students. Therefore, the result revealed that the influence of the internet self-efficacy on perceived ease of use of e-library is statistically significant. Hence, the null hypothesis is rejected. The implication that can be drawn from this is that students' internet self-efficacy does influence perceived ease of use of e-library by the students of TASUED.

### Ho3: Perceived usefulness and perceived ease of use do positively influence e-library usage

**Table 7: Regression analysis showing effect of the perceived usefulness and perceived ease of use on e-library usage**

Model	Sum of Squares	Df	Mean square	(F) Value	R <sup>2</sup>	Prob.
Regression	17.378	2	8.689	47.608	0.134	0.000
Residual	112.242	615	0.183			
Total	129.620	617				

Table 7 presents the regression analysis of the contribution of the independent variables (perceived usefulness and perceived ease of use) to the dependent variable (e-library usage) of the respective factors. The result revealed  $F$ -value 47.608, Prob.  $0.000 < 0.05$  which implies that perceived usefulness and perceived ease of use had significant influence on e-library usage. Thus, the null hypothesis is rejected. Therefore, perceived usefulness and perceived ease of use do significantly influence e-library usage among students of TASUED.

### Conclusion and Recommendations

The findings from the study revealed e-Books, charts, e-magazines/newspapers, multimedia resources, e-journals, and e-photographs as e-resources commonly available to the undergraduate students. This may be due to the policy of the University to drive all their activities with information and communication

facilities. However, the study revealed that despite the availability of the e-resources, the students do not make regular use of the e-resources as e-magazine/newspaper was found to be the only resources being regularly used by the students. This may be due to some constraints such as lack of appropriate skills to use the e-resources on the part of the students.

The study further revealed persistent power failure, high cost of access to electronic library, limited bandwidth, and lack of access to e-library as major constraints hindering the students' use of TASUED electronic library. Also, the study revealed a significant influence of students' internet self-efficacy on perceived usefulness and perceived ease of use of e-library by the students just as it revealed a positive influence of perceived usefulness and perceived ease of use on e-library usage among the students.

The following recommendations would therefore be necessary:

1. There should be provision of more e-resources relevant to the needs of students of TASUED.
2. The management of the University and the University library should ensure the adequate provision of power to ensure that the available electronic resources are put to use always
3. The cost of accessing the electronic library should be made affordable to the users while access to the e-resources content in the electronic library should be made easy for the users.
4. There is also the need for the provision of a good policy environment for the effective management and use of the TASUED electronic library
5. The authority of TASUED electronic library should ensure the provision of adequate infrastructural facilities to facilitate effective performance of the electronic library in terms of speedy access, fast retrieval and easy download of information resources.
6. There should also be training and retraining of the students in other to enhance their computer literacy, information search and retrieval skills. Such trainings should focus on developing the information literacy skills and electronic library search skills of the staff and students.
7. There is also the need for orientation for the students on the available resources in the e-library and how to maximize the use of the resources. They should be informed on the benefits of use of the resources in order to encourage them.



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