Students' Attitudes as a Determining Factor to Electronic Information Resources Use in University Libraries in South-West, Nigeria

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ABSTRACT

This research was focused on examining the extent of use and the attitude of undergraduate (UG) students towards the use of electronic information resources (EIRs). It aimed to establish the relationship between UG students' attitude and their use of EIRs in university libraries in South-West, Nigeria. The descriptive as well as correlational survey design was adopted for the study. The purposive and proportionate stratified random sampling techniques were employed in selecting the study population and sample size while questionnaire and oral interview were used as instruments for data collection. The findings revealed that EIRs are not adequately utilised as the UG students have negative attitude towards its use. They assume that additional special computing skills are required before one can be competent enough to effectively utilise these resources. The study also established that there is significant relationship between UG students' attitude and their use of EIRs provided in the library and also provides practical insights into the consequences of having negative attitude towards the use of libraries' EIRs. Recommendations geared towards ameliorating the problems were also made.

Keywords: Electronic information resources, university libraries, e-resources, EIRs, Nigeria

1. INTRODUCTION

University education system in Africa and specifically; Nigeria, is developing and advancing both in number and absorption of technologies into its teaching, learning, and research processes. The university libraries as the nerve centre of the institutions have equally joined the universal bandwagon in providing electronic information resources (EIRs) to their users with the aim of enhancing the academic and research activities that go on in the institutions and also meet up with the global trends and standards. Globally, the pattern of library and information services provision to users is dramatically changing resulting from the absorption and utilisation of IT with its accompanying EIRs. Library users are no longer compelled to physically visit the library before services are rendered to them. The advent and availability of EIRs now enable them to have remote access to the libraries' resources and services.

The EIRs in the context of this work are those library resources that can only be accessed via the use of computing devices such as computers, tablets, and smart phones. These resources have indeed become more important for the academic community in accessing up-to-date information at the right time and in the right form. They enable students to have access to first-hand information characterised by being timely, current, easy to access and, even from remote places and also open up the possibility of searching multiple files at a time, a feat accomplished more easily than when using printed equivalents.

Attitude of student towards EIRs use on the other hand is conceptualised in this study as those reactions to e-resources and services use by students, resulting from assumptions, perceptions, beliefs and, other people's opinions. In the terms of Burns, cited by Alkhanak & Azmi[1], 'attitudes' is defined as evaluated beliefs which predispose the individual to respond in a preferential way. It is a predisposition to act based on assumption, a state of readiness to act based on past experience, or a predisposition to act based on evaluations. Presently, EIRs has become an integral part of higher education learning and research. Given the increased availability and provision of EIRs in university libraries, it is important

to understand how the attitudes of students are affecting the use of these resources.

2. STATEMENT OF PROBLEM

The provision of EIRs in university libraries is now a global phenomenon. This prevailed based on the numerous benefits associated with the use of these resources which include: provision of timely, current, remote, and global access to information. Already existing body of literature such as ones by Tella[2], *et al.*, Negahban & Talawar[3] also established that the use of EIRs positively influences the academic performance of students. Consequent upon these benefits associated with the use of EIRs alongside the need to maintain global standard, Nigerian university libraries, notwithstanding their meagre budget allocations, have made frantic efforts to acquire EIRs for their users. However, literature, personal observation and pre-research discussions with librarians in many university libraries in Nigeria have revealed that EIRs are grossly under-utilised by UG students. This situation could give room for one to begin to ruminate and wonder on the quality, coverage and relevance of knowledge being utilised by the UG students within the universities as well as what the future holds for them considering the global trend concerning information provision and access in this electronic age. More so, considering the fact that positive attitude towards the use of these resources could influence effective utilisation, one then is compelled to ask such questions as: Could this be a resultant effect of the attitudes of the students towards the use of these resources?; How do they perceive the use of these resources?; Do they see these EIRs as useful resources?

Presently, little is known about students' attitude towards the use of EIRs in university libraries in South-West Nigeria. While studies on EIRs utilisation abound in the literature, none specifically explored the relationship between students' attitude towards EIRs use and their actual use of these resources in this geo-political zone in Nigeria. The need to fill this gap in knowledge and also find solution to the EIRs under-utilisation problem propelled the researchers into conducting this study which focuses on determining the relationship between the attitudes of undergraduate (UG) students and their use of these resources.

3. OBJECTIVES

The main objective of this study is to establish UG students' attitude as a determining factor to their use of EIRs in university libraries in South-West, Nigeria.

The specific objectives are to:

(a) Examine the UG students' attitudes towards the use of EIRs in the university libraries in South-West Nigeria.

(b) Establish the extent of use of the university libraries' EIRs by the UG students in South-West Nigeria.

(c) Hypothetically determine the relationship between the UG students' attitude towards (especially in respect to their assumption, beliefs and perception of the resources) the use of EIRs and their actual use of these resources in the university libraries under study.

4. HYPOTHESIS

The null hypothesis provided below guided the conduct of this study and it is tested at p=0.05 level of significance

Ho_1– Attitudes of UG students towards EIRs use do not significantly relate with their actual use in the university libraries.

5. SCOPE OF THE STUDY

This study is focused on UG students in all the universities in South-West, Nigeria. This zone is selected based on the outcome of a preliminary investigation which revealed that greater numbers of university libraries with Internet access and e-resources subscription are located in this geo-political zone. The study is also restricted to the use of EIRs (e-journals, e-books, online databases and the internet) provided by the libraries only. The use of EIRs in cybercafés or commercial business centres is not covered in this study. The reason for this is based on the fact that university libraries are established to provide free discipline-oriented EIRs specifically targeted at satisfying the overall academic needs of the university hence, non use or under-utilisation will not be attributed to financial cost of use.

6. REVIEW OF LITERATURE

Attitude is an important variable to consider in the study of human behaviour and vital concept in the use of libraries' EIRs by UG students. Attitude, as a hypothetical construct, represents individual's likes or dislike for an item. Ajzen & Fishbein[4] defined attitudes as the positive or negative evaluation of object, people, or situation that predisposes us to feel and behave toward them in positive or negative ways. Anastasi[5] defines attitude as a tendency to react favourably or unfavourably towards a designated class of stimuli. An individual's attitude towards an object or issue can be deduced from his behavior in situations involving that object. If a person has negative attitude towards an issue, the expected outcome is unpleasant feeling.

Babalola & Olapegba[6] acknowledged that most attitudes are results of observational learning from the environment. This implies that students' attitude therefore may result from observing fellow students

being frustrated in the search for information using the electronic medium. Loewenstein[7] aver that attitude could be positive, negative or neutral view or behaviours of a person. The implication is that, if a person has negative attitude towards the use of EIRs the expected outcome is already known. He will either not utilise it at all or utili se it just once in a while.

Undergraduate students may be competent but may lack the desire to use the library resources which explains Babalola & Olapegba[6] findings that the characteristics of the undergraduate students like personality, past experiences, values, habits, needs may all influence their perceptual process of the library. An individual can be competent and possess all the skills required to effectively utilise a resource such as EIRs but fails to do so because of lack of desire resulting possibly from the person's perception or belief about that resource. Tella[8] discovers that attitude develops as a result of perception and that attitude also affects perception. He further stated that though UGs may perceive the usefulness of the library resources, the ease of use and the enthusiasm affects their use of the resources. In addition, Kakai[9], *et al*. stated that user's perceptions of the library and its programmes and resources also act as an intervening variable to information utilisation in the library.

The EIRs are inseparable part of today's educational system. This is because e-resources have exploded in popularity and use resulting from the numerous gains of timeliness, ease of use, up-to-datedness and remote access associated with their use. However, effective use of the EIRs by UG students could be influenced by their attitudes, which could be positive or negative. Okello-Obura & Magara[10] conducted a study on Electronic Information access and utilisation by Makerere University in Uganda. The findings were analysed using simple descriptive Statistics (frequency and percentage). The findings revealed that the respondents have positive attitude towards the use of EIRs as 80 % and another 72 % of them disagreed simultaneously with the statements that "Given the opportunity to choose between e-resources and printed resources at Makerere University to do my coursework and research, I would choose printed materials" and "I can avoid EIRs and still perform well in my academic work". It also revealed that majority (72 %) of the respondents strongly feel that the standard of their academic work would suffer without e-resources.

Safdar[11], *et al*. aimed to find out the frequency of internet use by college students, reasons for using the internet and attitude of students towards the internet. The findings revealed that the students have positive attitude towards the use of the internet with a mean score of 3.82. 68 % of parents and 69 % of teachers said that they have seen higher grades in their students' results because of internet use.

Sam[12], *et al*. found in their study found that UG students had better attitudes toward the internet and did more downloading of software and games activities.

Mulla[13] on the use of e-resources by faculty members in HKBK College of Engineering was carried out with 60 faculty members. Questionnaire was used as instrument for data collection. The findings revealed that out of 60 respondents, 16 (26.67 %) faculty members use the e-resources 'once in a week', followed by 15 (25 %) who are using it 'daily', whereas, 18.33 % of faculty members use 'occasionally' and only 5 % of members never used the electronic resources in the library.

Edem & Ofre[14] in their study on reading and internet use activities of UG students of the University of Calabar, Nigeria, adopted a descriptive survey design and the random sampling technique was used to administer 200 copies of a designed questionnaire to the UG students of the university who used the university library during April 2009. 133 questionnaire were returned (response rate 65 %). The study revealed that 57.1 % students responded that they use the internet occasionally; followed by weekly (21.1 %) and bi-weekly (12 %) responses as against reading of printed materials which 63.2 % of the respondent admitted that they do on a daily basis. The implication is that the respondents read printed information resources more often and also for longer time than they used the Internet and other EIRs.

A test analysis was conducted by Ibrahim[15] to measure the use of e-resources and detect factors that deter effective and frequent use. A criterion of less than 0.05 was used to determine the significance of use. Frequency of use of e-resources was significantly low for most type of e-resources. The least frequently used e-resources were e-books (t.=2.10, p<0.05), the online reference works (t.=2.78 p.<0.05) were found to be more popular, even though they still fell below the anticipated frequency in the survey's set mean.

The literature search failed to identify any study that correlated UG students' attitude with their use of EIRs in the university libraries in the south-west, geopolitical zone of Nigeria. This is the gap in knowledge observed which this study seeks to fill.

7. THEORETICAL FRAMEWORK

The theoretical framework of this study is based on Diffusion of Innovation Theory propounded by Rogers[16] in 1962. This theory is concerned with the manner in which new tools/technologies, techniques, ideas, etc, migrates from creation to use. Diffusion of Innovation Theory explains how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social

system and are adopted. According to Rogers, there are five main factors that influence adoption of an innovation. These are:

• Relative Advantage – The degree to which an innovation is seen as better than the idea, programme, or product it replaces.

• Compatibility – How consistent the innovation is with the values, experiences, and needs of the potential adopters.

• Complexity – This is the degree to which an innovation is perceived as difficult to understand and use. New ideas that are simpler to understand are adopted more rapidly than innovations that require the adopter to develop new skills and understandings.

• Triability – Extent to which the innovation can be tested or experimented with before a commitment to adopt is made.

• Observability – The extent to which the innovation provides tangible results.

The above implies that for an innovation such as the EIRs to gain acceptance and also be used by the library users, they must have positive attitude towards its use by way of perceiving it to be better than the printed information materials. It should be seen to be consistent with the values and needs of the library users and also very easy to use. In other words, students' perception and belief about the usefulness and ease of use of an innovation such as EIRs could motivate them into utilising them.

8. METHODOLOGY

The descriptive as well as the correlational survey design were adopted for this study. The descriptive design was adopted to cover objective (a) and (b), while the correlational design was adopted for the hypothesis which is focused on establishing the relationship between the UG students' attitude towards EIRs use and their actual use of these resources in the libraries. The population of this study comprises of all the 36,116 library-registered UG students with the librarians heading the EIRs' Section of the libraries in the South-West geopolitical zone in Nigeria. Multistage sampling technique was employed in selecting the sample of the study. First, the purposive sampling technique was adopted in selecting 12 university libraries which met the criteria for the study by being fully computerised with functional internet access and also subscribe to EIRs. The proportionate stratified random sampling technique was adopted in selecting 5 % of the library-registered UG students each from the various university libraries under study.

The sample size of this study therefore is (shown in Table 1) 1,806 being 5 % of the entire student population in addition to the 12 Librarians heading the electronic information section of the selected libraries. Questionnaire and oral interview were used for data collection. The questionnaire was administered on the UG students while the heads of the EIRs Units of the various university libraries were interviewed. The interview outcomes were used to corroborate the results obtained from the questionnaire. The interview guide is as follows:

(a) Are the EIRs provided in your library readily available for students' use?

(b) From your observation, to what extent do the undergraduate students utilize these EIRs?

(c) Are students given any orientation or training in the library on the use of the electronic information resources?

(d) What is your opinion about the attitude of the undergraduate students towards the use of the library's EIRs?

(e) Do you think that their attitude has any relationship with their use of these resources?

Table 1. Sample details

S. No.	Universities under study	Study population	Sample size (5%)
1.	Babcock University, Ilishan, Remo	1862	93
2.	Bells University of Technology, Otta	1582	79
3.	Covenant University, Ota	7500	375
4.	Federal University of echnology, Akure	2270	113
5.	Lagos State University Ojo, Lagos.	1502	75
6.	Obafemi Awolowo University, Ile, Ife	2978	149
7.	Osun State University, Oshogbo	2425	121
8.	Redeemer's University, Mowe	2500	125
9.	Tai Solarin University of Education, Ijebu, Ode	1406	70
10.	University of Agriculture, Abeokuta.	2872	147
11.	University of Ibadan, Ibadan	4023	201
12.	University of Lagos, Akoka, Lagos	5196	260
	Total	**36116**	**1806**

Note: Student's Registration Record provided in the Reader's Services Section of the 12 libraries during the 2011/2012 academic session

(f) What generally do you think are the factors challenging students' effective utilization of the library's EIRs?

(g) What are you suggestion on the ways out of this problem?

Data generated was analysed using SPSS statistical package, frequency counts, percentages, mean and standard deviation while the hypothesis was analysed using Pearson's Product Moment Correlation, tested at 0.05 level of significance.

A total number of 1,806 copies of questionnaire were administered to the UG students, while 1,698 were returned, 59 copies were found unusable making the usable number of copies to be 1639.

9. RESULTS AND DISCUSSION OF FINDINGS

9.1 Attitude of UG Students Towards the Use of Libraries' EIRs

To determine the attitude of the UG students towards the use of the EIRs provided in the university libraries, the respondents were asked to identify from a list of statements the ones that reveal their attitudes towards the use of these resources. The result is presented in Table 2.

It revealed that only 3 items (item numbers: 3, 4 and 5) out of the entire 12 items have their mean scores greater than 2.5 which is the average acceptable mean score. The other 9 items (items number: 1, 2, 6, 7, 8, 9, 10, 11 and 12) have low mean scores (i.e., 1.98, 2.09, 2.27, 1.80, 1.77, 1.58, 1.92, 2.40, 1.92 and 2.01 respectively), showing that the UG students do not have positive attitudes towards the use of the EIRs in the library. Generally, the total mean score for all the items provided in this table is 2.01. This overall means score which is below 2.5 revealed that the UG students have negative attitude towards the use of the EIRs in the library.

The interview outcome also corroborated with the findings from the questionnaire. The librarians heading the unit in-charge of these resources informed that the UG students generally have negative attitudes towards the use of these resources. They explained

Table 2. Attitude of UG students towards the use of libraries' EIRs

S. No.	Items	Strongly agree	Agree	Disagree	Strongly disagree	Mean	Std. Dev.	Decision
1.	Learning to use EIRs has been fascinating to me	124 (7.5 %)	410 (25 %)	407 (25 %)	698 (42.5 %)	1.976	0.98927	Disagree
2.	I find using EIRs more easily than using printed resources	124 (7.5 %)	614 (37.5 %)	194 (11.8 %)	707 (43.2 %)	2.095	1.04897	Disagree
3.	I appreciate using EIRs for my academic works	637 (38.9 %)	295 (18 %)	642 (39.2 %)	65 (4 %)	2.932	0.81363	Disagree
4.	I see the use of EIRs as relevance for academic purposes.	852 (52 %)	358 (21.8 %)	279 (17 %)	150 (9.2 %)	3.042	1.12728	Disagree
5.	I am convinced that the use of EIRs in the library will enhance my academic performance	890 (54.3 %)	656 (40 %)	7 (0.4 %)	86 (5.2 %)	3.434	0.75454	Agreed
6.	I prefer using the library catalogue cards to OPAC	239 (14.6 %)	368 (22.5 %)	634 (38.7 %)	398 (24.3 %)	2.273	0.98819	Disagree
7.	Augmenting my lecturer's notes and handouts with the use of library's e-resources seems relevant to me.	232 (14.2 %)	135 (8.2 %)	340 (20.7 %)	932 (56.9 %)	1.797	1.08473	Disagree
8.	The search method for EIRs does not make its use interesting to me	834 (50.9 %)	236 (14.4 %)	462 (28.2 %)	107 (6.5 %)	1.766	0.92715	Disagree
9.	Using EIRs is not as exciting as using printed resources	-	286 (17.4 %)	376 (22.9 %)	977 (59.6 %)	1.578	0.77020	Disagree
10.	My friends' experience with the use of library's EIRs does not encourage me to use them	716 (43.7 %)	41 (2.5 %)	853 (50 %)	29 (1.8 %)	1.924	0.62543	Disagree
11.	I consider the use of the library's EIRs as time wasting	-	57 (3.5 %)	542 (33.1 %)	1040 (63.5 %)	2.400	0.55659	Disagree
12.	I think the use of library's EIRs is too technical for me to understand	561 (34.2 %)	89 (5.4 %)	255 (15.6 %)	734 (44.8 %)	1.918	1.05753	Disagree
	Total					**2.011**	**0.42829**	**Disagree**

that these students are so impatient and see the use of these resources to be frustrating. According to the librarians, majority of the UG students prefer to use the printed resources as they believe that the use of EIRs require the acquisition of special additional computing and technical skills.

9.2 Extent of Use of University Libraries' EIRs

To establish the extent of use of these resources by the UG students, options were provided in the questionnaire indicating the various academic purposes for which UG students could likely utilise the resources. The respondents were requested to indicate the options that are applicable to them. Their responses were provided in Table 3.

Table 3 revealed that items 1, 2, 3, 8, 11, and 13, have their mean scores greater than 2.5 (i.e., 2.58, 2.56, 2.52, 2.54, 2.51, and 2.54, respectively), which is the average acceptable mean score. This implies that the purposes indicated in those numbers are the only academic purposes for which the UG students utilise the ERs in the libraries. The other 10 academic purposes presented in numbers 4, 5, 6, 7, 9, 10, 12, 14 and 15 had their mean scores less than 2.5 showing that the resources are not being used for the purposes represented. Meanwhile, the overall mean score for all the items provided is calculated at 1.93 which implies that the EIRs are not adequately utilised by the UG students.

Table 3. Use of libraries' EIRs by UG students

S.NO.	E-resources Use	High (%)	Average (%)	Low (%)	Non-use (%)	Mean	Std. Dev.	Remark
1	I use the library's electronic information resources to source materials for research/writing project	444 (27)	539 (33)	547 (33)	109 (7)	2.58	0.86	Agreed
2	I use them to do class assignments	397 (24)	578 (35)	459 (28)	205 (13)	2.56	0.85	Agreed
3	I use the electronic information resources to augment my class works	414 (25)	455 (28)	541 (33)	229 (14)	2.52	1.01	Agreed
4	I use the Internet access in the library to send e-mail	116 (7)	241 (15)	119 (7)	1163 (71)	1.58	0.98	Disagree
5	I use the Internet access in the library to chat with friends	109(7)	28 (2)	166 (10)	1336 (82)	1.34	0.81	Disagree
6	I use it to search for scholarship opportunities	63 (4)	207 (13)	231 (14)	1138 (69)	1.51	0.86	Disagree
7	To search for internship opportunities	14 (1)	119 (7)	455 (28)	1051 (64)	1.45	0.67	Disagree
8	I use the e-resources to retrieve current literature for studies	304 (19)	503 (3)	633 (39)	199 (12)	2.54	0.96	Agreed
9	I follow blog discussions on subject area of interest via the library's Internet access	221 (13)	96 (6)	539 (33)	783 (48)	1.85	1.03	Disagree
10	I participate in professional discussion group/listserve via the library's Internet access	109 (7)	119 (7)	177 (11)	1234 (75)	1.45	0.89	Disagree
11	I use the e-resources to update my knowledge in subject areas of interest	260 (16)	563 (34)	581 (36)	235 (14)	2.51	0.92	Agreed
12	I use the Electronic catalogue (OPAC) for sourcing information in the library	216 (13)	378 (23)	165 (10)	880 (54)	1.96	1.14	Disagree
13	I use the Internet in the library to generally source materials and information	221 (13)	648 (40)	561 (34)	209 (13)	2.54	0.88	Agreed
14	I use the electronic books provided by the library to complement my class notes	216 (13)	205 (12)	502 (31)	716 (44)	1.95	1.04	Disagree
15	I use the electronic journals provided by the library for my project writing	229 (14)	152 (9)	96 (6)	1162 (71)	1.66	1.12	Disagree
	Total					**1.93**	**0.69**	Disagree

Similarly, the interview outcomes with the librarians heading the electronic information units of the various libraries indicated that the UG students do not effectively utilise the EIRs in the libraries.

To substantiate the null hypothetical statement, Pearson's Product Moment Correlation test was carried out to determine the relationship between UG students' attitudes towards the use of EIRs and their actual use of these resources in the university libraries under study. The result is presented in Table 4.

Table 4 revealed that the correlation coefficient value of the relationship existing between UG students' attitude towards the use of EIRs provided in the library and their actual use of these resources is 0.742. This value indicates a significant relationship between UG students' attitudes and their use of EIRs in the library and by extension implies that the attitude of the UG students towards the use of EIRs can severely influence their use of these resources.

Table 4. Correlation coefficient of UG students' attitudes towards EIRs use and their actual use of these resources

Variables		EIRs use	Attitude
EIRs use	Pearson correlation	1	0.742
	N	1639	1639
Attitude	Pearson correlation	0.742	1
	N	1639	1639

10. DISCUSSION OF FINDINGS

The findings revealed that these EIRs are generally inadequately utilised. For instance, out of the 15 options provided to measure the extent of use of the libraries' EIRs, only 6 received positive responses. These included: To source materials for research writing/project, to do class assignment, to augment my class works, to retrieve current literature for studies, etc. Other academic purposes such as: Using it to source scholarship and internship opportunities; follow blog discussions on subject areas of interest; participate in professional discussion group/listserve; using the electronic catalogue (OPAC) for sourcing information in the library, etc, were not accepted as reasons for using the resources. This result corroborates Emerole & Ogugua's[17] finding in their library use study which revealed that there is low patronage of library services especially in the area of use of EIRs. Similarly, another study conducted in the northern part of Nigeria by Issa, Blessing & Daura[18] also found out that only few of their entire respondents utilise the EIRs in their library. This could be attributed to perceive unease of use as well as the assumption that additional new computing skills need to be developed before one can be capable of effectively utilising the resources. The general believe that new ideas that are simpler to understand are adopted more rapidly than innovations that require the adopter to develop new skills and understandings might have played a role in this circumstance.

Furthermore, the result also revealed that attitude of UG students towards the use of EIRs is significantly related to their actual use of these resources. It is also found out from the study that UG students in South-Western zone of Nigeria have negative attitude towards the use of libraries' EIRS. This could account for why EIRs is grossly under-utilised by the UG students in South-west; geo-political zone in Nigeria. It confirmed the postulation by Martin & Metcalfe[19] that an individual's attitude to an object or issue is always related to the expected result associated with that object or issue and the expected outcome of a positive attitude is a pleasant feeling or result. The findings of this study suggest that attitude formation among the UG students could be due to several factors like perception, conception and misconception of the unique importance of the use of libraries' EIRs in their academics and research. It is important to note here that naivety and wrong value system in UG students makes the use of EIRs in the library secondary. This finding is also in corroboration with Ukachi's[20] finding that submission or misconception arises because UGs are not familiar with the library resources and services and so they develop a lack a daisical attitude towards the resources use.

The interview outcomes also substantiated the result obtained from the questionnaire that the UG students do not effectively utilise the EIRs. The EIRs are mostly patronised by PG students who basically use them for research purposes. It was gathered from the interview that the students see information retrieval in the e-platform to be more complex than accessing them in prints. This perception of difficulty in accessing needed information could be part of the factors responsible for the under-utilisation of the university libraries' EIRs. It could be resulting from the fact that the students are not given adequate orientation and training on the use of the resources because of inadequate time provision for such in the students' lecture schedule. The implication of the foregoing is that these students rely mainly on printed materials which most often are not regularly updated like their e-counterparts hence, might be utilising obsolete information. It is also important to note that inadequate utilisation of these resources by the UG students could limit their knowledge and narrow their horizon in their specific subject areas thus, rendering them incapable of competing favourably with their counterparts globally.

11. RECOMMENDATIONS

The following recommendations are suggested to improve the UG students' use of EIRs in Nigeria libraries:

(a) The UG students should be given adequate library orientation and trainings on the use of the EIRs during their first two months in the university. To equip and expose them to the relevance of these resources.

(b) University management and the Curriculum Development Board of National University Commission should ensure that 'Library use instruction' is made a compulsory course with 3 credit load for all UG students during the first and the second semesters of their first year in the university. To make it to be more effective, the librarians should be made to lecture this course. This is necessary because acquisition of library use skill is a prerequisite requirement for effective use of the library resources.

(c) The services provision of the librarians should also be extended to assisting UG students in retrieving their needed information. This will go a long way in enhancing their continued and effective utilisation of the EIRs in the library.

(d) Additional trainings should also be organised by the library management anytime new software or databases are acquired. To equip the students with the necessary skills needed for its effective utilisation.

(e) Conscious efforts by means of routine trainings should be carried out by the librarians to encourage and assist the students in developing positive attitudes towards the use of these resources.

12. CONCLUSIONS

The benefits derivable from the use of libraries' EIRs by UG students can never be over-emphasised. This would not only assist them to achieve academic excellence but would in this electronic era also, equip them with the ability to face future challenges in the society on graduation. The study has established that EIRs are not adequately utilised by the UG students in the institutions in the South-West, Nigeria and, that they also have negative attitude towards the use of these resources. Attitude of UG students towards the use of EIRs has significant relationship with their actual use of the resources. Recommendations such as giving the students adequate library orientation and trainings, assisting UG students in retrieving needed information, organising routine trainings, effective teaching of use of library instruction, etc., have been made in the study. There is need for the librarians, library management, and the university management both in Nigeria and other countries having similar problems to join hands and adopt the recommendations made in this study to ensure that these variables duly investigated in the present study and found to have significant relationship with UG students' use of libraries' EIRs are not ignored.

Finally, it could be concluded that implementing the recommendations made in this study would enable the UG students to develop the right attitudes needed for effective use of libraries' EIRs. This by extension will result in improved academic performance of the UG students.

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