VOL. 13 NO. 2,
AUGUST, 2026
E-ISSN 3027-1533
P-ISSN 3026-8648

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of African Innovation & Advanced Studies (JAIAS)

Influence of Utilisation of Electronic Information Resources among Users in Ramat Library University of Maiduguri, Borno State, Nigeria

[1]Umar Abba; [2]Burah Ibrahim Burabe; & [3]Fatima Umar Faruq

[1]Ramat Library university of Maiduguri. Borno State Nigeria. [2]Department of Agricultural Extension Services, University of Maiduguri, Borno State. [3]Department of Library and Information Science, University of Maiduguri, Borno State
Corresponding Author: bburabe@unimaid.edu.ng
DOI: https://doi.org/10.70382/ajaias.v13i2.0115

Abstract

The paper determined Utilisation of Electronic Information Resources among Users in Ramat Library University of Maiduguri, Borno State, Nigeria. The objectives of the study determined: the types of electronic information resources available, the extent of utilisation of electronic information resources among users, and the purpose of using electronic information resources among users in Ramat Library University of Maiduguri. The population of this study comprised of 16,350 registered users in Ramat library, University of Maiduguri. Simple random sampling technique was employed to ascertain the representative sample of the study. Sample size of 375 was drawn from 16,350 target population. Questionnaire was the instrument used for data collection. The data derived from the questionnaire was analysed using descriptive statistics of frequency distribution and percentages and results were presented in tables. The study found out that: Only few of the respondents indicated that electronic information resources are highly available in Ramat Library University of Maiduguri, which means the electronic information resources are not adequately available, the extent of use of electronic information resources among users is low and only few of the users use the available electronic information resources for research, preparation for seminar papers, to write assignment, preparation for examination, preparing lecture notes. The study recommends that, the management of the library under study should highly make electronic information resources available for effective use of the library among undergraduate students, users should be encouraged to be regular users of electronic information resources in the library and there is also need for users to use electronic information resources for their assignment, examination preparation, prepare lecture note and current awareness in Ramat Library University of Maiduguri.

Keywords: Utilization, Resources, Electronic Information, Influence, Ramat Library

Introduction

The advent of Information Communication Technology (ICT) in libraries has increased accessibility and use of information resources. ICT has helped in timely information delivery in libraries. Specifically, the advent of electronic publishing has opened the door for information to appear in electronic format such as the online and offline databases, e-books, e-journals and Internet resources. The integration of these resources into library collections means that users of the library can access the resources from remote locations. This signifies their benefit over print information sources which require the user to be present in the library to utilize the resources. Electronic information resources are versions of prints information media that are either converted into digital or generated electronically. E-resources are becoming popular because they offer full-text search, multimedia information, and reference link for easy access and use (Kannan, 2014). In today's information environment, e-resources such as the e-books, e-journals and CD-ROMs are gradually replacing print collections (Swaminathan and Raja, 2017).

Electronic information resources are helpful because of their portability and its feature of incorporating more than one resources in a single hand-held device. The published materials are also available on open access platform. This helps the poor and less privileged people also to get the information required free of cost bridging the digital divide. They need not worry for licensing and usage of the information. Since most of the electronic information resources are on open access through creative commons, e.g. google etc. Electronic information resources play vital roles all over the world, because most users of the libraries know the importance of electronic information resources, for its accessibility, affordability, usability and readability (Kavithanjali, 2019).

Use means the act or practice or employing something. It is a method or manner of employing or applying something. Use is synonymous to application, employment, exercise, operation, harness, utilize, exploit (Grace, 2019). Utilisation means putting something to action usually for an intended purpose (Ilo, 2001). Omotayo (2010) defined utilisation as the ability of academics or researchers to adopt and adapt technologies to achieve a purpose or set goals. The concept of utilisation is the ability of someone or group of persons to learn to apply knowledge to service (Rahman & Ramzy, 2014). Utilisation is the ability of one or group of persons to do something and achieve a set purpose(s). In this study, concept of utilisation is the ability and the extent to which users exploit electronic information resources to achieve quality education and easy research in the University of Maiduguri, Borno State, Nigeria. It can also be seen as the number of resources employed to achieve a purpose. Grace (2019) defines utilisation of library resources as the act of exploiting the resources in the library. This implies that, when an information seeker consults the materials from the library, then the library resources have been put to use. This was why (Ishola and Obadare, 2014) opined that constant use of the library no matter the type enlarges the knowledge-base of any individual and so makes him awareness conscious.

Utilization of resources refers to the pattern to which the resources of a library such as books, serial publications, electronic resources, government publications and reference materials are consulted by the users. Continued resources use has positive multiplier effect on the academic performance and self-development of any user. The effectiveness of a library does not depend only on its collection/resources and other facilities perse, but also on the success of its exploitation and use. While the librarian is concerned with collection and organization of information materials, he/she also has the responsibility of creating awareness so that users can take full advantage of the acquired electronic information

resources. Usage is the single criterion, which could be used to determine the reason for retaining a document within the collection of a library. It is essential in guiding the collection development effort of a library. The use of a library depends on the demand on its materials especially the electronic information resources. The library should be well organized to ease the effort required by users to access the needed information as soon as possible when the need arises. For staff and students of universities in particular, the habit of library usage and the ability to effectively utilize the electronic information resources are the key issues since they will help the staff and students to enhance the quality of their work, such as teaching/learning and research. It is important for users to become effective library patrons. Therefore, factors responsible for optimal usage of the libraries should include frequency of use of library resources, purpose of using the library, awareness, relevance, currency, availability and accessibility of resources, among others.

Utilisation of electronic information resources is the exploitation of the available e-resources in the library among the users to meet their information needs. Alhassan and Macaulay (2015) in a study on availability and utilization of electronic resources by University students in Niger state, shows that electronic resources like the internet, e-mail, online databases, electronic databases and electronic journals were highly used by the respondents in the two universities studied, while others like CD-ROM databases, electronic journals, Online Public Access Catalogue (OPAC) and electronic books were rarely used. The study further explained that undergraduate students used the electronic resources for various purposes, such as online application/registration, research, communication with friends and colleagues, sourcing materials for project writing, completing assignments, and for other personal purposes. However, the magnitude of the usage of these e-resources has been split between positive and negative results. Whereas some studies such as Alphonce (2015) indicated insignificant use of the e-resources subscribed to among users, others such as Kumar (2016), found significant use of these resources by user communities. Singh (2013) presents that 100 percent of users at the University of Jamia Millia Islamia used e-resources. In the same vein, Uplaonkar and Keshva (2013) observed that college members at Nijalingappa Medical College were positive towards the use of e-resources for studying, research and teaching, specifically online databases such Emerald, EBSCO, and PROQUEST were frequently utilized by college members and researchers generally. Also, e-resources are easily accessible in the remote areas (Khan, 2016). According to Kumar (2016), the use of e-resources enhances communication, career development, teaching and research in addition to providing subject-specific and updated information. Oyedapo and Ojo (2013) carried out a study on the use of electronic resources at Obafemi Awolowo University, Nigeria and under-utilisation of electronic resources was observed. The major reason for the under-utilisation of electronic resources was poor searching skills.

Frequency of use of library electronic information resources is nothing but the regularity of use of information resources among the users of the library which normally have impact on the academic activities of the users. Oluwatobi, Ehiogbae, Aluko-Arowolo and Onasote (2014) study revealed that most frequently used library materials is online database and this is followed by Dictionaries, books, encyclopedia which are used daily while the least use materials is CD-ROM database. Egberongbe (2011) had earlier reported extent of utilization of e- library facilities at University of Lagos is very low. Corroborating this assertion, Bashorun et al. (2011) reported that frequency of use of electronic resources by academic staff and students of University of Ilorin was low; reasons ascribed for this were lack of awareness to electronic resources provided by the library, power outage, ineffective communication channels, slow network and inadequate searching skills. In a similar study, Quadri (2014) in his study of availability and utilization of library electronic resources by undergraduate students in private universities in Ogun state found out that majority of the respondents from Babcock

University used the Internet on daily basis, while only few of them used the e-journals on daily basis and most of them never used the CD-ROM. For Redeemer's University, less than half of the respondents used the Internet on daily basis while most of them used the online databases occasionally and only few of them used the OPAC once a week. The study of Maitato (2020) in Patel University of Agriculture and Technology, Sardar Vallabhbhai, India revealed that the respondents use e-resources mostly on daily basis followed by once a week, once a month, twice a week, and twice a month. Alawiye, Amusa, Ajiboye and Adegbaye (2016) in Federal University of Agriculture, Abeokuta, Nigeria also indicated that majority of the respondents used electronic resources daily.

Tripathi et al (2016) study revealed that the respondents even though were aware of the different types of electronic resources available in the university library; their use rate of these resources is low. It was also discovered that a large proportion of the respondents made use of the electronic resources mostly for research, assignment, current awareness, information acquisition, and e-mail and news acquisition. Hoq and Haque (2018) however stated that the acceptability of electronic resources as a study tool is quite high among the students who took part in their survey. Approximately 90% of the respondents believe that e-resources are either extremely or moderately useful for their study. Prabhakar and Rani (2017) found that the frequent use of Facebook, Twitter, and YouTube among others provides alternatives to the use of libraries. This suggests that people may be using e-resources for academic purposes but not directly from libraries. In Nigeria, Omosekejimi et al. (2015) reported the usage of electronic information resources by undergraduate students at the Federal University of Petroleum Resources Effurun's library, Warri, Nigeria. The study revealed that the use of electronic resources has tremendous impact on the academic performance of the undergraduate students, and that there are needs for the students to acquire more skills on the use of electronic information resources. Adeniran (2013) conducted a study to examine the usage of electronic resources by undergraduates at the Redeemer's University library, Nigeria. His study revealed that use of electronic resources has tremendous impact on the academic performance.

Making electronic information resources available involves acquiring and providing means in which library users can be aware and get access to necessary documents to satisfy his/her needs (Nwachukwu, Lucky, & Salam, 2014). However, the importance of providing e-resources in academic and research libraries cannot be overemphasized. It is central to the library fulfilling its mission and goals especially in an electronic environment in which e-resources are dominating collections in most libraries. In the 21st century, digital/electronic resources and web-based resources are becoming pervasive and more prominent. This results to libraries providing access rather than ownership of information. Therefore, for libraries to provide access to the resources to meet their objective of satisfying the information need of users, they need to promote their services through appropriate marketing strategies. This will make user aware of the resources and services available in their libraries. Awareness is the knowledge or perception of a situation or fact which in turn lead to an understanding of the situation. It is the ability to know or become conscious of events.

There is a popular saying that, the academic library is the heart of any institution of higher learning. This is because of its great contribution to the academic activities of the parent institution. It is a place that is organized for users' visitation in order to have access to information sources to develop their knowledge for learning, teaching and research in their areas of specialization. Electronic information resources in most academic institutions are an integral part of electronic library and stand as important academic materials that support teaching, learning and research activities. Researchers can access electronic information resources through a variety of technologies. These are: Compact Disk Read Only Memory (CD-ROMs), Online Public Access Catalogue (OPAC), e-journals, while the Internet provides

a broad range of information via search engines. Based on this relevant contribution to academic activities, the University of Maiduguri subscribe to many electronic resources like e-books, e-journals, online databases and offline databases.

The Purpose of the study is to determine the: Types of electronic information resources available in Ramat Library University of Maiduguri., extent of utilizing electronic information resources among users in Ramat Library, University of Maiduguri, purpose of using electronic information resources among users in Ramat Library, University of Maiduguri, and determine the relationship between availability of electronic information resources and utilisation of electronic information resources among users in Ramat Library, University of Maiduguri.

Methodology

This part deals with the research design, population and sample, research instrument, procedure for data collection and method of data analysis. Survey research design was used for the study. Survey research design was used because it focuses on seeking information from a group of selected individuals, about issues, events and relationship concerning a large group otherwise known as population, to the extent that responses provided by the sample stand as the responses of the population. The population of this study comprised 16,350 registered users in Ramat Library, University of Maiduguri. Simple random sampling technique was employed to ascertain the representative sample of the study. Sample size of 375 was drawn from 16,350 target population. Krejcie and Morgan' (1970) table for determining sample size for research activities was adopted in this study. The research instrument that was used for this study was questionnaire. Aina (2004) stated that questionnaire is the most commonly used instrument for collecting data. It basically seeks the opinions of individuals in a sample or a population on issues directly related to the objectives of the study. The instrument was validated by my supervisor in the Department of Educational Technology and Library Science, University of Uyo. A pre-test of the study was carried out by administering the questionnaire to 20 students of Ramat polytechnic library which was not part of the population of the study. The pre-test was necessary to find out the reliability of the instrument. The response of the pretest was analysed to ascertain the reliability of the questionnaire, using the split half reliability. The result of the analysis was r=0.95. This showed it was highly significant, hence reliable. Analysis of the responses revealed that the questionnaire was appropriate for collecting the required data. The data derived from the questionnaire was analysed using descriptive statistics of frequency distribution and percentages which was displayed in tables. Spearman Rank Correlation Coefficient was used to test the two hypotheses. The reason for adoption of the non-parametric approach is due to the fact that the distribution at which the sample is obtained is not known that was why spearman's rank correlation was used.

The Ramat Library is the biggest federal university library in the North Eastern part of Nigeria, which is located in University of Maiduguri and was one of the basic infrastructures established along with the University in 1975 to enhance the objectives of its parent institution. The building itself was named Ramat Library in honour of the late head of State and Commander-in-chief of the Armed forces of Nigeria, General Murtala Ramat Mohammed. At the inception of the library, 1976/1977, the library had a collection of 19,000 volumes of books and 500 periodicals which developed to its present collection of 507,537 volumes of books and several titles of periodicals subscribed to with seating capacity of 2500 apart from the branch libraries. Ramat Library has collection of theses, dissertations, advanced monographs, research reports and reference materials. The library has section for e-library where hundreds of computers, Internet, photocopy machines printers; scanners are available for the use of

library users in the university. The library oversees 16 branch libraries in various faculties in the institution.

Table 1. Types of electronic information resources available in Ramat Library, University of Maiduguri.

Availability of E-Information Resources	Highly Available	Available	Moderately Available	Not Available
E- books	81 (21.6%)	140 (37.3%)	136 (36.3%)	18 (4.8%)
E- Journal	90 (24%)	145 (38.7%)	121 (32.3%)	19 (5.1%)
E- Conference Proceedings	20 (5.3%)	15 (4%)	31 (8.3%)	309 (82.4%)
E-Thesis and Dissertation	15 (4%)	21 (5.6%)	25 (6.7%)	314 (83.7)
Institutional Repository	40 (10.7%)	55 (14.7%)	71 (18.9%)	209 (55.7%)
CD-ROM	80 (21.3%)	101 (26.9%)	75 (20%)	119 (31.7%)
Online Databases	95 (25.3%)	140 (37.3%)	137 (36.5%)	3 (0.8%)
Offline Databases	70 (18.7%)	105 (28%)	145 (38.7%)	55 (14.7%)
Internet Access	80 (21.3%)	131 (34.9%)	100 (26.7%)	64 (17.1%)

Key: HA=4, A=3, MA=2, NA=1

Among the information resources perceived to be available in Ramat Library based on the responses of the majority of the respondents are: e-books which 21.6% of the respondents indicated highly available, 37.3% indicated e-books are available, 36.3% said e-books are moderately available and 4.8% of the respondents' said e-books are not available in the library. The next electronic information resources on the table is e-journal which 24% of the respondents indicated e-journal is highly available, 38.7% indicated e-journals are available, 32.3% said e-journal are moderately available while 5.1% journals are not available. For e-conference proceedings 5.3% of the them said they are highly available, 4% said they are available, 8.3% indicated that e-conference proceedings are moderately available and 82.4% of the respondents said they are not available. For e-thesis and dissertation 4% of the respondents said, they are highly available, 5.6% of the e-thesis and dissertation are available, 6.7% of the respondents indicated e-thesis and dissertation are moderately available in Ramat Library, while 83.7% of the respondents said they are not available. Institutional repository, 10.7% of the respondents said is highly available, 14.7% of the respondents indicated that it is available, 18.7% said is moderately available and 55.7% said institutional repository is not available. For CD-ROM, 21.3% of the respondents' said CD-ROM is highly available, 26.9% of the respondent indicated that CD-ROM is available, 20% said CD-ROM is moderately available and 31.7% of the respondents' said CD-ROM is not available in the library. The next is online databases, 25.3% said online databases is highly available, 37.3% said is available, 36.5% of the respondents indicated that the CD-ROM is moderately available and 0.8% of the respondents' said CD-ROM is not available in the library. On the offline databases, 18.7% of the respondents indicated that offline databases are available, 28% of the respondents said they are available, 38.7% said the offline databases are moderately available while, 14.7% indicated that they are available. Internet access which is the last item on the table, 21.3% of the respondents indicated that Internet access is highly available, 34.9% said Internet access is available, 26.7% indicated that it is moderately available and 17.1% said Internet access is not available.

Table 2. Extent of electronic information resources use among users

E-Information Resources	Very Often	Often	Rarely	Never
E- books	10 (2.7%)	25 (6.7%)	51 (13.6%)	286 (77.1%)
E- Journal	11 (2.4%)	27 (7.2%)	47 (12.5%)	290 (77.3%)
E- Conference Proceedings	9 (2.4%)	15 (4%)	36 (9.6%)	315 (84%)
E-Thesis and Dissertation	13 (3.5%)	19 (5.1%)	46 (12.3%)	297 (79.2%)
Institutional Repository	12 (3.2%)	29 (7.7%)	39 (10.4%)	295 (79.7%)
CD-ROM	14 (3.7%)	30 (8%)	32 (8.5%)	285 (76%)
Online Databases	25 (6.7%)	41 (10.9%)	55 (14.7%)	254 (67.7%)
Offline Databases	26 (6.9%)	29 (7.7%)	49 (13.1%)	271 (72.3%)
Internet Access	40 (10.7%)	101 (26.9%)	125 (33.3%)	109 (29.1%)

Key: VO=4, O=3, R=2, N=1

Table 2 revealed the user's frequency of use of the available electronic information resources in Ramat Library. In the table above, only 2.7% and 6.7% of the respondents said they very often and often utilize the library's e-books respectively while 13.6% and 77.1% said they rarely and never used the e-books. For e-journals, 2.9% of the respondents very often use them and 7.2% of the respondents often utilize them in the library. Only 12.5% and 77.3% said they rarely and never utilized them respectively. E-Conference Proceedings, 2.4% of the respondent very often use them and 4% often use them. Only 9.6% and 84% of the respondents were of the view that they were rarely and never utilized them in the libraries. For e- Thesis and Dissertation, 3.5% of the respondents very often used them and 5.1% often used them. Only 12.3% and 79.2% said they rarely and never utilize them respectively. Institutional repository, 3.2% and 7.7% of the respondents very often and often utilize them respectfully. Only 10.4% and 78.7% of the respondents rarely and never used institutional repository. CD-ROM is the next item on the table, 3.7% and 8% of the respondents very often and often used them, while 8.5% and 76% of the respondents rarely and never used them respectfully. Online databases, 6.7% of the respondents used them very often while 10.9% often used the databases, 14.7% of the respondents rarely use them and 67.7% of the respondents never used the data bases in the library. Offline databases, only 6.9% of the respondents very often use the offline databases, 7.7% of the respondents often use them, while 13.1% of the respondents rarely use them and 72.3% of the respondents never used the databases in the library under study. The last on the table is the Internet access, where 10.7% and 26.9% of the respondents were of the opinion that they very often and often utilize it in the library. Only 33.3% of the respondents rarely use the Internet. Even at that, 29.1% of the respondents were of the view that they never used the internet services of the libraries.

Table 3. Purpose of utilization of electronic information resources

Purpose of E-Resources Use	Yes	No
For research and Seminar Papers	130 (34.7%)	245 (65.3%)
To write Assignment	130 (34.7%)	251 (66.9%)
To prepare for examination	174 (46.4%)	201 (53.6%)
To find notes/facts for lecture	180 (48%)	195 (52%)
Current Awareness	175 (46.7%)	200 (53.3%)

Purpose of E-Resources Use	Yes	No
Entertainment/leisure	168 (44.8%)	207 (54.2%)
Knowledge Acquisition	169 (45.1%)	206 (54.9%)
To learn online (online education)	170 (45.3%)	205 (54.7%)
Job related Purpose	166 (44.3%)	209 (55.7%)

Table 3 revealed that few of the respondents indicated yes that they use electronic resources for research and seminar papers (34.7%), to write assignment (34.7%), to prepare for examination (46.4%), to find notes/facts for lecture (48%), current awareness (46.7%), entertainment/leisure (44.8%), knowledge acquisition (45.1%), to learn online (online education) (45.3%) and job-related purpose (44.3%) . Other respondents indicated no, which means they don't use electronic information resources in the library for research and seminar papers (65.3%), to write assignment (66.9%), to prepare for examination (53.6%), to find notes/facts for lecture (52%), current awareness (53.3%), entertainment/leisure (54.2%), knowledge acquisition (54.9%), to learn online (online education) (54.7%) and job-related purpose (44.3%).

Table 4. The relationship between types of electronic information resources and use of electronic information resources among users in Ramat Library, University of Maiduguri

	Types EIRs	P-value
Utilization	**r**=0.70	0.036
Remark	Significant at 5%	

r: Spearman's rank correlation coefficient EIRs= Electronic Information Resources

A spearman rank correlation, a non-parametric statistical analysis was used to test the hypothesis which predicted a non-significant correlation between types of electronic information resources and use of electronic information resources among users in Ramat Library, University of Maiduguri, at 0.05 level of significance. The result on table 6 indicates a correlation coefficient r. value of .70 and a P value of 0.036. This indicates that for every one-unit addition in availability results is 70% increase in utilization. This further reveals a significant correlation between the variables. The null hypothesis was therefore rejected and the alternative hypothesis was used to replace it. The implication indicates that types of information resources are significant factor when considering which information resources to use.

Conclusion

Based on the findings the study concludes that, most of the types of electronic information resources in Ramat Library University of Maiduguri are not highly available. The extent of use of electronic information resources among users is also low. This is certain because users cannot use what they have no knowledge about its availability and the impact it can make on their academic activities. Few of the users use electronic information resources for research, assignment and preparation for examination as indicated by the respondents. That shows, those who use them on availability and know the relevance of the electronic information resources in their area of studies in the university.

Recommendations

The following recommendations are proffered based on the findings of the study.

1. The management of the library under study should highly make electronic information resources available for effective use of the library among undergraduate students.
2. There is need for users to be regular as the electronic information resources available in Ramat Library University of Maiduguri are free. This is contrary to what they normally do, to have access to electronic information resources using their personal computer or mobile phones which are not free.
3. There is also need for users to also use electronic information resources for their assignment, preparation for examination, lecture note, current awareness and learning on online.

References

Adeniran, P. (2013) Usage of Electronic Resources by Undergraduate Students at the Redeemer's University, Nigeria. International Journal of library and Information Science, 5(10): 319-324.

Aina, R. F. (2014). Awareness, Accessibility and Use of Electronic Databases among Academic Staff of Babcock University Business School. Kuwait Chapter of Arabian Journal of Business and Management Review, 3 (6):4-047.

Alawiye, M. K., Amusa, O. I., Ajiboye, B. A. and Adegbaye, S. (2016) Awareness, Use, and Perceived Influence of Electronic Resources on Studies among Students of Federal University of Agriculture, Abeokuta, Nigeria. Journal of Applied Information Science and Technology, 9 (2): 47-57.

Alhassan, J. A. & Macaulay, S. O. (2015).Availability and Utilization of Electronic Resources by University Students in Niger State. International Conference on 21st Century, 7(1): 10-19.

Alphonce, S. (2015).The Use of Digital Information Resources to Enhance Learning among University Students: A case of TeofiloKisanji University in Tanzania. MSc Dissertation, University of Dar es Salaam, Tanzania, 150p.

Grace, N.N. (2019). Awareness and Use of Library Information Resources: A Conceptual Approach. International Journal of Social Sciences and Humanities Reviews. 9 (2), 188 197.

Hoq, K.M.G and Haque, A. (2018). Student Perception of Electronic Resources Use in Rajshahi University Library: A case study. International Journal of Library and Information Science. 10(7): 78-84.

Ilo, I. (2001). Bridging the Digital Divide: Harnessing ICT for Economic Development, Job Creation and Poverty Eradication. World of Work Magazine 38(2): 121-129.

Ishola, B.C. and Obadare, O. S. (2014). Availability, Access to Level of Use of Academic Library Information Resources: Study of Selected Academic Libraries in South Western Nigeria. Journal of Education Practice, 5(28): 20-33.

Kavithanjali, J. (2019). E – Resources: Their Importance, Types, Issues and Challenges: An Analysis. International Journal of Research and Analytical Reviews. 6(1): 775-778. http://ijrar.com (Retrieved on 23th August, 2021).

Khan, J. (2016).Awareness and Use of Digital Resources and Services in the IIT Delhi Library. International Journal of Research, 4 (6): 20-34.

Krejcie, A. & Margon B. (2017). Factors Affecting Utilization of Electronic Health Information Resources in Selected Universities in Uganda . WWW.Ubuntunte.net/sites/default/file/uc2012/presentation pdf. (Retrieved on 13th August, 2021).

Kumar, G.R. (2016). Awareness and Use of Digital Library Resources by Faculty Members of Engineering College Libraries in Warangal District Telangana: A study. International Journal of Research in Library Science, 2 (2), 188- 200.

Maitato, E. (2020) A Study on the Frequency and Purpose of Use of E-Resources Regarding Level of Awareness of Students in Sardar Vallabhbhai Patel University of Agriculture and Technology. International Journal of Library Science, 9(3): 71-75. DOI: 10.5923/j.library.20200903.03 on 14/8/2021. (Retrieved on 20th August, 2021).

Nwachukwu, N. N., Lucky, A. T., & Salami, P. F. (2014). Availability, Accessibility and Use of Information Resources and Services among Information Seekers of Lafia Public Library in Nasarawa State. Information and Knowledge Management, 4(10), 1-12.

Oluwatobi, I. E., and Aluko-Arowolo, O. (2014). Utilization of Library Resources for Effective Research Output among Post-graduate Students in Adventist University of Africa. Global Advanced Research Journal of Social Sciences (GARJSS) 3(4): 52-057. http://garj.org/garjsa/index.htm (Retrieved on 13th August, 2021).

Omosekejimi, A.F. Eghworo, O.R. & Ogo, E.P. (2015) Usage of Electronic Information Resources by Undergraduate Students of Federal University of Petroleum Resources, Effurun. Information and Knowledge Management. 5(4) 94-103.

Onatayo, B. O. (2010). Access, Use and Attitudes of Academics Towards Electronic Journals: A Case Study of Obafemi Awolowo University, Ile-Ife. Library Philosophy and Practice.

Oyedapo, R. O. &Ojo, R. A. (2013).A Survey of the Use of Electronic Resources in Hezekiah Oluwasan Library, Obafemi Awolo University, Ile-Ife, Nigeria.Library Philosophy and Practice. http://digitalcommons.unl.edu/libphilprac/884 17 (Retrieved on 23th

Prabhakar, S.V.R. and. Rani, S.V. M. (2017). Influence of Social Networking Sites on Library and Information Centers. International Journal of Library & Information Science (IJLIS). 6(1): 83–87.

Rahman, R. and Ramzy, H. (2004). Awareness and Use of Electronic Information Resources at Health Science Centre Kuwait University. Library Review. 53(3): 150-156.

Singh, V. (2013). Use of E-resources by Faculty Members and Research Scholars of Department of Computer Sciences and Mathematics of Jamia Millia Islamia University, Delhi: A Study. Library Progress (International), 33 (2): 235-250.

Swaminathan, K., & Raja, T. (2017). Utilization of Resources by Faculty and Students of Engineering Colleges in Combatore Tamil Nadu: A Case Study. International Journal of Research in Library Science, 1(3), 184-192.

Tripathi, B, Sonkar, S. K and Rajbanshi, V. J. (2016). Use and Impact of E-resources among Research Scholars: A Comparative Study of Agriculture and Technology Universities in Uttar Pradesh. International Journal of Library & Information Science. 5 (20): 108–118.