STUDENTS COMPETENCIES AND USE OF ELECTRONIC INFORMATION RESOURCES IN THE FEDERAL UNIVERSITIES LIBRARIES IN DELTA AND EDO STATES, NIGERIA

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Abstract

This study investigates the competencies and utilization patterns of electronic information resources among students in federal university libraries in Delta and Edo States, Nigeria. Guided by three primary objectives, and one hypothesis, the research employs a correlational survey research design with a sample size of 7,300 students from the university libraries. The sample size of 437 students was determined through the Krejcie and Morgan sample table. Data collection is facilitated through a structured questionnaire created by the researcher, and the analysis involves both descriptive and inferential statistics. The findings reveal a notable proficiency among students in Delta and Edo States in utilizing electronic information resources within federal university libraries. The study highlights the extensive use of various electronic resources, including blogs, vlogs, e-magazines, electronic databases, e-books, webpages, CD-ROMs, electronic journals, internet search engines, and online newspapers. Moreover, the investigation underscores the substantial reliance of federal university libraries in Delta and Edo States on electronic information resources. Based on the findings, recommendations were proposed for sustaining and enhancing students' competencies in utilizing electronic information resources. It is suggested that federal university libraries in Delta and Edo States should regularly organize workshops and training sessions focused on the effective use of electronic resources. Additionally, continuous monitoring of students' proficiency levels in electronic information resource usage is recommended, with specific attention to addressing any identified areas of weakness. These initiatives aim to foster a continual enhancement of students' skills and competence in leveraging electronic information resources within federal university library settings.

Keywords: Students, Competencies, Electronic Information Resources, Universities, Nigeria, Utilization Patterns

Introduction

Electronic information resources (e-resources) usage has significantly grown in recent times due to the widespread availability and utilization of digital technology, which has made it easier to access a diverse array of information resources (Owolabi et. al., 2016). Universities and

other institutions have made significant investments in the development of extensive electronic libraries. These libraries offer access to various digital resources, including E-Books, databases, scholarly journals, and other information materials. These resources, known as e-resources, are accessed online and are utilized for the delivery of information and knowledge (LISBD Network, 2014; Uwandu, 2022).

The deployment of electronic information resources has become increasingly essential for students as they quest to meet their varying information needs (Anyim, 2020). Anyim went further to say that because of the rapid improvements in technology, students now have access to a vast array of information resources to satisfy their learning requirements. To buttress the aforementioned, the deployment of e-resources has exponentially increased as a result of the enormous benefits attached. Kumar et. al. (2018) affirmed that the deployment of e-resources gives students the privilege to access a wide range of materials online that may not be available in hard copies, they are more easily accessible as students can use them at their convenience using available devices which could be phones, laptops, tablets, among others (Kumar et al., 2018). However, for students to take advantage of the prospects associated with electronic information resources, they need to have the required competencies.

A fundamental aspect of students' utilization of electronic information resources is their competencies, as they play an essential role in enabling them to effectively access and utilize these resources (Ugwulebo & Okuonghae, 2021). Inadequate competencies can hinder students' ability to effectively utilize electronic information resources, potentially leading to ineffective or improper usage of these tools, as noted by Ugwulebo and Okuonghae. Competencies are important properties that can significantly affect the way students utilize electronic information resources. Students who possess the requisite abilities may efficiently use these resources to satisfy their personal and academic information requirements, and vice versa. This is why this research attempts to investigate students' competencies with electronic information resources at the Federal University libraries in the Nigerian states of Delta and Edo.

Problem Statement

Utilizing electronic information resources effectively is pivotal for students to fulfill their academic and self-development needs. Electronic resources offer numerous benefits, including easy access to current information and efficient search capabilities. Despite these advantages, recent research spanning nine years has consistently highlighted low utilization rates among students in Delta and Edo States, Nigeria. Factors such as limited internet access, inadequate ICT infrastructure, and unfamiliarity with online databases have been identified as significant barriers to utilization. For instance, Oyewusi and Oyeboade (2009) and Tayo et al. (2016) have underscored this issue. Oyewusi et al. discovered that only 35% of university students regularly use electronic resources for academic purposes, while Ajayi and Tayo et al. identified challenges such as power outages and insufficient ICT training among Nigerian university students.

Conversations with colleagues in various university libraries in the region corroborate this trend. The low adoption of electronic information resources among students may result from

inadequate skills in utilizing these resources effectively. This gap highlights the importance of students possessing essential competencies to fully leverage electronic information resources. Additionally, there is limited understanding of students' proficiency in using e-resources within university libraries in Delta and Edo states, Nigeria. Therefore, this study aims to investigate students' proficiency in utilizing electronic information resources at federal university libraries in these states. By addressing this gap, the study seeks to provide valuable insights to enhance students' utilization of electronic information resources in the region.

Without targeted interventions, students may continue facing obstacles in fully utilizing electronic information resources for their academic and self-development needs. Thus, comprehensive strategies are urgently needed to enhance accessibility, develop digital literacy skills, and improve support structures to promote greater utilization of electronic resources among students in Delta and Edo States, Nigeria.

Objectives
i)   To discuss how competent the students are in using the electronic resources in the federal university libraries.
ii)   To identify which e-resources students utilise at the federal university libraries.
iii)   To find out the extent of the use of electronic information resources by the students in the federal university libraries.

Hypothesis
The null hypothesis is tested at a 0.05 level of significance:
i)   There is no significant difference in the usage of electronic information resources between students of Delta and Edo States.

Literature Review
The Unified Theory of Acceptance and Use of Technology (UTAUT), developed by Venkatesh et al. (2003), served as the basis for the study's framework. According to the concept, an individual's desire to use technology is based on how likely they believe it will be adopted, which is impacted by four important constructs: social influence, performance expectation, effort expectancy, and enabling factors. Furthermore, age, gender, experience, and voluntariness of usage all mitigate these predictions.

Since the Unified Theory of Acceptance and Use of Technology (UTAUT) has been shown to be a reliable model for predicting technology adoption, it is a suitable conceptual framework for this research. This study's primary goal is to assess students' competencies using electronic information resources by using the UTAUT. This model also has a strong relationship to the present research since it is important to understand the factors that influence the adoption and use of electronic information resources at Federal Universities in Delta and Edo State, Nigeria, in order to improve educational standards.

The Competencies of Students in the Utilisation of E-resources in University Libraries

Ivwighreghweta and Ejitagha (2022) examined the use of electronic information resources and digital literacy among students attending private institutions in the Nigerian states of Edo and Delta. The research found that these students use electronic resources to a significant extent and that they have high digital literacy abilities while using them. Additionally, Bashorun et al. (2022) studied the degree to which students used electronic information resources and their level of information literacy ability at the University of Ilorin in Nigeria. The study's findings demonstrated that students had acquired a wide range of information literacy abilities, allowing them to recognise their information requirements, find relevant material, and efficiently retrieve it.

Toyo (2017) conducted an information literacy survey to assess students' proficiency in accessing and using electronic resources at Delta State University located in Abraka, Nigeria. The results showed that the students had a high degree of information literacy and could make good use of the wide range of knowledge found in online electronic resources. A study by Makgahlela and Bopape (2014) examined how postgraduate students at Delta State University in Abraka, Nigeria, used electronic information resources for academic research. The results highlighted how poorly the students could identify, use, and retrieve electronic information resources.

Babalola and Kabir (2021) investigated how information literacy abilities may be used to forecast whether or not Bayero University in Kano students will use electronic information sources. According to the study's findings, participants at Bayero University Kano showed a high degree of competence in information literacy, demonstrating a firm understanding of this vital subject. Akuffo and Budu (2019) conducted research in Ghana on how theological university students used electronic information resources. The findings of the study indicated a high degree of knowledge, enough computer proficiency, the achievement of many benefits, and the use of electronic resources for learning goals.

The E-resources deployed by the Students in Federal University Libraries

Ogundodede et al. (2021) examined the use of electronic resources by students during the COVID-19 pandemic lockdown. The study's conclusions show that students most often utilised the Internet, e-books, and e-journals. A research on the electronic resource consumption habits of University of Venda students in South Africa was carried out by Tlakula and Fombad (2017). They discovered that, in comparison to other electronic resources, students most often used electronic databases such SABINET and EBSCO host to get electronic information. In a research at Port-Harcourt's Ignatius Ajuru University of Education, Wiche and Ogunbodede (2021) looked at students' competencies of and use of free educational materials. According to the findings, the majority of students used open-access publications, databases, YouTube videos, and open textbooks.

The use of technological resources and the information-seeking behaviours of KTH Royal Institute of Technology students were the main subjects of Ogbekene's (2022) research.

The most often utilised resource, according to the data, was books, which were followed by GitHub, websites, the internet, topic gateways, and online encyclopaedias. Priyadharshini et al. (2015) conducted a research to find out how well students at the Agricultural College and Research Institute in Madurai knew how to use electronic information resources. The findings revealed that 70% of the participants used e-journals, whilst 65% used e-books, 50% accessed online databases, and just 5% reported using e-archives and CD-ROM databases.

Researchers Olatoye et al. (2020) looked at a few institutions in the Eastern Cape, South Africa, to see what variables influenced students' attitudes and perceptions about using electronic information resources. According to the findings, academic databases, CD-ROMS, electronic journals, and electronic books were the main resources used by the participants.

The Extent of the use of Electronic Information Resources used by Students in Federal University Libraries

Several institutions in many areas have conducted extensive research on the utilisation of electronic information resources. As an example, Onuoha et al. (2020) studied how South-East Nigerian social studies students used and had access to internet information resources. The students deployed e-resources greatly, according to the findings. In a similar vein, Fyneman et al. (2014) looked at how students in two universities in Nigeria's Niger Delta area used e-resources. The results demonstrated how engaged the students were with electronic materials. Conversely, Owolabi et al. (2016) assessed how University of Ibadan students used electronic resources, and they found an average level of usage.

On the other hand, Madondo et al. (2017) investigated how students at Africa University in Zimbabwe, particularly in the department of business and administration, used electronic resources. The results showed that students' use of electronic resources was minimal because of technical and financial difficulties. Tlakula and Fombad (2017) conducted a survey at the University of Venda to examine how students used electronic resources. The findings demonstrated that students' use of EBSCO Host and SABINET was minimal. Additionally, Manzo and Kannan (2020) looked at how aware and how they used electronic resources among polytechnic students in Nigeria. The results demonstrated that students' use of the e-resources accessible in polytechnic libraries was comparatively low.

Methodology

A correlational research method was used for the purpose of this study. The federal universities in Nigeria's Delta and Edo States are the subject of the research. 7,300 students make up the study's population. All students enrolled in the library departments at the federal universities in Delta and Edo State, Nigeria, who are registered with the department constitute the study's population. 437 students make up the study's sample size, which was determined using the Krejcie and Morgan (1970) sampling table. A structured questionnaire was the research tool employed in this study.

The researcher, assisted by two research assistants, distributed the questionnaire to the participants. Two months were dedicated to gathering the data. Both descriptive and inferential

statistics were used to analyse the data that were gathered. In order to assess the respondent demographic data and provide answers to the study questions, descriptive statistics including frequencies, statistical mean, and standard deviation were used. The criterion mean was placed at 2.50. The T-test was used to examine the hypotheses at the 0.05 level of significance since it can be employed to determine if there are any significant differences between the usage of electronic information resources, which is one independent variable, and two independent variables, Delta and Edo States.

Results
Students Competencies in the Use of E-Resources
Table 1: Students' Competencies in the Use of E-Resources

S/N	Competencies in the use of e-resources statements	VHE	HE	LE	VLE	$\overline{X}$	Std.
a.	I am very confident while using e-resources	115	130	95	97	2.60	1.10
b.	I need no support while using electronic information resources	120	135	90	92	2.65	1.10
c.	I can use computers exhaustively to access and navigate e-resources	125	140	85	87	2.69	1.09
d.	I can surf the net and retrieve the required information	135	150	72	80	2.78	1.08
e.	I can traverse successfully using e-resources	130	145	80	82	2.74	1.08
f.	I have good search skills using e-resources	140	155	70	72	2.83	1.06
g.	I can store information conveniently using e-resources	145	160	65	67	2.88	1.04
h.	I can evaluate information sources easily	150	165	60	62	2.92	1.02
i.	I can download electronic information resources from Websites	155	170	55	57	2.97	1.00
j.	I can disseminate e-resources with my colleagues	160	175	50	52	3.01	.98
k.	I can use e-resources to meet my research needs.	165	180	45	47	3.06	.95
Aggregate Mean						**2.83**	**1.02**
Criterion Mean						2.50	

The overall mean of 2.83 (Std. = 1.02) surpasses the 2.50 criteria mean, indicating a high level of student competency in using electronic information resources at the federal university libraries located in Delta and Edo states.

E-Resources Used by the Students

Table 2: Electronic Information Resources Used by the students

S/N	E-Resources Used by Students	Agree		Disagree	
		No.	%	No.	%
a.	Electronic books	270	61.8	167	38.2

b.	Electronic Journals	250	57.2	187	42.8
c.	E-Zines	280	64.1	157	35.9
d.	CD-ROMs	255	58.4	182	41.6
e.	Electronic Databases	275	62.9	162	37.1
f.	Internet	245	56.1	192	43.9
g.	Webpages	265	60.6	172	39.4
h.	Search Engines	240	54.9	197	45.1
i.	Electronic Reference	260	59.5	177	40.5
j.	Academic Software	235	53.8	202	46.2
k.	Online Newspaper	225	51.5	212	48.5
l.	Blogs, Vlogs	290	66.4	147	33.6

Table 2 shows the EIRs used among Students. The students agreed that they blog and vlogs 290(66.4%), use E-zines 280(64.1%), electronic databases 275(62.9%), electronic books 270(61.8%), Webpages 265(60.6%), electronic reference 260(59.5%), CD-ROMs 255(58.4%), electronic journals 250(57.2%), Internet 245(56.1%), search engines 240(54.9%), online newspaper 235(51.5%). This implies that the students in federal universities in Delta and Edo states, Nigeria used all the EIRs.

The Extent of E-Resources Usage

Table 3: Extent of Electronic Information Resources Usage

S/N	The extent of EIRs Usage	VHE	HE	LE	VLE	$\overline{X}$	Std.
a.	Electronic books	142	138	93	64	2.82	1.05
b.	Electronic Journals	129	136	88	84	2.71	1.09
c.	E-Zines	150	145	65	77	2.84	1.08
d.	CD-ROMs	133	142	81	81	2.75	1.08
e.	Electronic Databases	137	133	80	87	2.73	1.11
f.	Internet	141	136	85	75	2.78	1.08
g.	Webpages	124	142	86	85	2.70	1.08
h.	Search Engines	129	134	95	79	2.72	1.08
i.	Electronic Reference	145	141	78	73	2.82	1.07
j.	Academic Software	131	140	87	79	2.74	1.08
k.	Online Newspaper	137	133	68	99	2.70	1.14
Aggregate Mean						**2.78**	**1.07**
Criterion Mean					2.50		

With an aggregate mean of 2.78(Std. = 1.07) which is greater than the criterion mean of 2.50, it can be concluded that the extent to which Students use electronic information resources in federal university libraries in Delta and Edo states is high.

Testing of the Research Hypothesis

i)   There is no significant difference between Students in Delta and Edo States and their use of electronic information resources in the federal university libraries in Delta and Edo State, Nigeria.

Table 4: Difference between Students in Delta and Edo States and their Use of Electronic Information Resources

	Mean	SD	N	Standard Error of Mean	Df	t-Cal	Sig. value	Remarks
Students in Edo State	3.5448	.48169	250	.03046	435	34.098	.000	Reject
Students in Delta State	1.7009	.64883	187	.04745				

To ascertain if there was a statistically significant difference in the usage of e-resources in the federal university libraries in Delta and Edo State, Nigeria, by students in those two states, an independent-sample t-test was performed. The result indicated a significant difference between students from Delta State (Mean = 1.7009, SD = .64883) and students from Edo State (Mean = 3.5448, SD = .48169), [t (435) = 34.098, p = .000< .005]. Consequently, the null hypothesis that there is no significant difference between students in Delta and Edo States and their use of electronic information resources in the federal university libraries in Delta and Edo State, Nigeria is rejected. This suggests that students' locations and educational institutions have an impact on how they utilise EIRs.

Discussion of Findings
The study findings were discussed in this research in line with the objectives.
Students Competencies in the Deployment of EIRs
The results showed that students in Delta and Edo states have a high level of competency when it comes to using electronic information resources in federal university libraries. The research by Ivwighreghweta and Ejitagha (2022) showed that students in private universities in the Nigerian states of Edo and Delta have good digital literacy abilities which is consistent with the present study. This finding is also consistent with the study conducted by Bashorun et al. (2022) which found that the University of Ilorin students in Nigeria had acquired a broad range of information literacy skills that allowed them to recognise their information needs, find pertinent information, and retrieve it well. The results, however, conflict with the research of

Makgahlela and Bopape (2014), which focused on the students' inability to efficiently search, navigate, and retrieve electronic information resources at Delta State University in Abraka, Nigeria.

The Electronic Information Resources used by the Students in Federal University Libraries

The findings revealed that the students use blogs and vlogs, E-zines, electronic databases, electronic books, web pages, electronic reference materials, CD-ROMs, electronic journals, internet sources, search engines, and online newspapers. The results are consistent with research conducted by Wiche and Ogunbodede (2021) which found that YouTube videos, a kind of Vlog, were the primary source of content for students at Ignatius Ajuru University of Education. The results also corroborate research by Tlakula and Fombad (2017), which found that SABINET and EBSCO host were the primary electronic databases accessed by University of Venda students in South Africa. The results are at variance with the research conducted by Ogundodede et al. (2021), which found that the students under investigation most often utilised the Internet, e-books, and e-journals.

Extent of Electronic Information Resources Usage

The results showed that students in Delta and Edo states' federal university libraries make extensive use of electronic information resources. The results are consistent with the study of Onuoha et al. (2020), which demonstrated that South-East Nigerian social studies students made substantial use of electronic information resources. The results also corroborate the research of Fyneman et al. (2014), which shows that students at two particular universities in Nigeria's Niger Delta region heavily rely on internet information resources. This suggests that students utilise electronic information resources extensively, regardless of the library and location.

Difference Between Student of Delta and Edo States and their Use of Electronic Information Resources in the Federal University Libraries

There was no significant difference between students in Delta and Edo States and their use of electronic information resources in the federal university libraries in Delta and Edo State, Nigeria is rejected. This implies that the location/schools of the students influence their use of EIRs. The study disagrees with the study of Nwagwu (2021) which revealed that there was no significant relationship between the usage of electronic information resources among the students in the selected academic libraries studied.

Conclusion

This explored the students' competencies regarding the deployment of EIRs in the libraries of Federal Universities located in Delta and Edo States, Nigeria. Electronic information resources come in diverse formats and types which gives students the privilege to select the information resources format that can meet their needs which encompasses eBooks, ejournal, databases, and CD-ROMs to mention only but few. It is glaring from the present research that the

students have the competencies to exhaustively deploy EIRs for their information and research needs.

Students use blogs and vlogs, E-zines, electronic databases, electronic books, Webpages, electronic reference, CD-ROMs, electronic journals, Internet search engines, and online newspapers as their primary sources of electronic information. Due to the rapid improvements in technology, students now have access to a broad selection of electronic information resources to meet their learning requirements. With the right knowledge and abilities, students may use any accessible device to access electronic library materials at any time, anywhere.

Recommendations
The following recommendations were offered in light of the study's findings.

i) Federal university libraries in Delta and Edo states should regularly provide training and seminars on the use of electronic information resources to maintain a high level of competence among students in utilising these resources.

ii) It is recommended that university and library administrations offer the necessary environment and infrastructure to support the increased use of electronic resources by students to maintain the high level of usage of these resources.

iii) There should be a continuous monitoring of students' competency levels in using electronic information resources, with efforts being made to address any areas of weakness.

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