

Gender Differentiation and Perceived Ease of Usage of Electronic Resources by University Students in Selected Private Universities in Nigeria

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Abstract

The importance of electronic resources as the bedrock of provision of accurate, easy to access, relevant and, up-to-date information in learning and research cannot be over-emphasized. Through electronic resources' use students have access to global resources for their academic activities. However, despite the potential benefit electronic resources holds for effective learning and research by students, studies have shown that their proper and maximum use is still a matter for discussion. This study, therefore, examined perceived ease of use and gender differences as factors influencing electronic resources use by students in selected private universities in Nigeria. The study adopted a descriptive survey design with a population of 4,452 undergraduate students. Multi-stage sampling technique was used in selecting the sample size for the study. Questionnaire was used for data collection which was analysed using descriptive statistics, standard deviation, Cross Tab Analysis (Pearson Chi-Square) and T-test. The result of the analysis revealed low usage of electronic resources by the students. It further revealed a renowned difference in gender differentiation. Also, a significant proportion of the students did not use electronic resources frequently. In addition, this study found that the respondents perceived use of electronic resources easy to use. However, the major constraints to electronic resources use by students were lack of knowledge of search techniques to retrieve information effectively, insufficient user training, lack of awareness, download delay and constant power failure. The findings indicated that both perceived ease of use and gender significantly influenced students' use of electronic resources. Based on the findings, the study recommends that concerted effort by university libraries may ameliorate the problems of low use. Therefore, libraries should: integrate e-resources search techniques and retrieval skills into the curriculum of Use of Library taught at the universities, create awareness strategies by under taking university-wide lecture on access, promote e-resources through the use of e-mail alert and social media platforms, adopt various motivational strategies to encourage the use of electronic resources and should also endeavour to have standby generator, Inverter or Solar Power to limit the problem of constant power failure.

Keywords: Electronic Resources, Gender, Nigeria, Perceived Ease of Use, Private Universities, Students, University

1. Introduction

The importance of libraries in the educational system is re-echoed by Udoh-Ilomechine (2008) that the responsibility of supporting learning and research within the university environment, through the provision of information materials has always been that of the university library. Because of this,

the university library is often considered the most important resource centre of the parent institution. In the drive to support teaching, learning and research activities in the universities, library collections have expanded to include electronic resources (e-resources). Using e-resources, students and staff of university communities have access to global resources for their scholarly work.

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Electronic resources are information materials that the library provides access to in an *electronic* format. These resources include E-journals, E-books, CD-ROMs, and OPAC etc. They are widely accessible through the computers and handheld mobile devices and are available in different subject. They are invaluable research tools with many benefits that can positively influence the academic performance of students. No doubt, various University libraries make a large investment in the provision of e-resources and accompanying computer-based technology to support teaching, learning and research activities of the academic community.

According to Dadzie (2005) e-resources are extremely useful resources that complement traditional print-based materials. In the view of Sharma (2009) electronic resources are essential in ensuring efficient retrieval and dissemination of information which is of prime importance to any university library. Despite the potentials they hold for effective learning and research, some studies have established that their general use is very low (Daramola, 2016; Madondo, Sithole & Chisita, 2017). Nevertheless, the success of the implementation of e-resources may depend on some factors. Thus, the degree to which a person believes that using a system would be free of effort and gender could be determining factors to the use of e-resources. It is on this premise that this study is being carried out to investigate gender differentiation and perceived ease of usage of electronic resources by students in selected private universities in Nigeria.

1.1 Objectives of the Study

The main objective of the study is to determine gender differentiation and perceived ease of usage of electronic resources by students in the selected private universities in Nigeria.

The specific objectives are to:

1. Find out the level of use of electronic resources by students
2. Ascertain the frequency of use of electronic resources by students
3. Determine gender differences in the use of electronic resources by students
4. Find out the perceived ease of use of electronic resources by students
5. Ascertain the relationship between perceived ease of use and gender on electronic resources use by students
6. Identify the constraints to use of electronic resources by students

1.2 Research Question

1. What is the level of electronic resources use by students?
2. What is the frequency of use of electronic resources by students?
3. How do students perceive the ease of use of electronic resources?
4. What are the constraints to use of electronic resources by students?

1.3 Hypotheses

The following null hypotheses guided the conduct of this study and they were tested at 0.05 level of significance.

Ho¹: There is no significant relationship between students' perceived ease of use and their electronic resources use.

Ho²: There is no significant difference between students' gender on and their use of electronic resources.

2. Theoretical Background

2.1 Technology Acceptance Model

In the initial Technology Acceptance Model, Davis (1989) states that the success of a system is determined by the user acceptance of the system which is measured by three factors Perceived Usefulness, Perceived Ease of Use and Attitudes towards usage of the system. Thus, perceived usefulness and perceived ease of use have been used in understanding technology, adoption and use. Davis (1989) defines Perceived Ease of Use as "the degree to which a person believes that using a particular system would be free of effort". In the context of this study, perceived ease of use is the extent to which a student believes that using e-resources will be free from effort.

However, researchers have observed that perceived usefulness has a more significant influence on use of e-resources than perceived ease of use (Tibenderana & Ogao, 2010). They observed that "usefulness was more significantly affected by usage than ease of use" and that "perceived usefulness had a stronger correlation with user acceptance of technology". Thus, to guide the study, using PEOU, it is proposed that when e-resources are easy to use, students will use more frequently. Although, the TAM has been reported as the most widely used and robust theoretical model in Information Science in the study of acceptance and use of information and communication

technology, The model was modified to eliminate attitude variable as they found through a study that attitude played a minor role in system usage behaviour.

2.2 Unified Theory of Acceptance and Use of Technology (UTAUT)

UTAUT model is an information system model formulated by Venkatesh, Morris, Davis and Davis (2003). UTAUT model explains user intentions to use an information system and subsequent usage behaviour. The model consists of four key core determinants of intention and usage: performance expectancy, effort expectancy, social influence, and facilitating conditions and four moderators of key relationships: Gender, Age, Experience, and Voluntariness. The core determinants are the key factors which influence directly the user's behavioural intention to use new technologies. Moderators are factors, which control the influence of the key factors.

2.3 Literature Review

2.3.1 Perceived Ease of Use and Electronic Resources

Aramide and Bolarinwa (2010) in a study examined availability and use of audio-visual and e-resources by distance learning students in Nigerian Universities: a case study of National Open University of Nigeria (NOUN), Ibadan Study Centre. The study revealed that "perceived ease of use had a positive relationship with the use of audio-visual and e-resources, while there was a negative relationship between perceived usefulness and use of audio-visual and electronic resources". Hindagolla (2014) also carried out a study on understanding user acceptance of electronic information resources: effects of content relevance and perceived abilities. Utilizing TAM as a theoretical framework, the study identified three important predictors of perceived abilities of user, perceived ease of use and perceived usefulness of EIR. The study found that the effect of perceived abilities of user was found as a stronger determinant on intention to use EIR and adoption via perceived ease of use.

Adetunla (2016) examined perceived ease and use of EIR by undergraduate students of private university in Oyo state, Nigeria. Using a descriptive survey design with a study population of 2, 171 undergraduate students. The findings revealed that EIR was perceived

to be complex, non-flexible and not easy to use. More so, the use of EIR does not meet the information needs of the students. The major challenge faced by student when using EIR was found to be frequent power cut with 75% respondent rate. The finding also revealed a positive relationship between perceived ease and use of EIR at ($p=0.00$; $p<0.05$). The study concluded that the students perceived EIR as complex and not flexible to use. Therefore, the study recommended that libraries should do more by providing technical support and training to ensure optimal use of EIR.

2.3.2 Gender Differences and Electronic Resources Use

Gender could also be a determining factor impacting the use of e-resources. Many scholars have discussed the issue of gender differences among students in the use of library resources. Manda and Mulkangara (2007) report that gender is associated with the use of electronic information resources, and that male postgraduate students were more likely to use e-resources than female students. They further report that even when there was controlled for attitude towards the use of e-resources or training in the use of e-resources the relationship between gender and e-resources was maintained

Similarly, Basil and Camble (2012) examined gender differences in the use of electronic resources in university libraries of Adamawa State, Nigeria. The study found that male students use electronic resources more than female students. Daramola (2016) carried out a study on the perception of the undergraduate students of the Federal University of Technology, Akure on the use of e-resources in the library. The study revealed that the undergraduate students that visited the e-resources unit of the University were relatively young with a mean age of 22 years; male students visited the e-resources more than the female students. The major reasons for utilizing the e-resources were for assignment and research purposes. The E-resource frequently used was the e-journals, e-book and e-magazines. Although the students have positive perception of the e-resources, the most significant challenge faced by the students was insufficient computers in the e-library. Based on the findings, the study recommends that female students should be motivated to use the e-resources like their male counterparts. More computers should be provided in the library to cater for the needs of the students.

On the contrary, Ukachi (2013) investigated the relationship between accessibility and undergraduate students' variables as correlates of use of electronic information resources in university libraries in South-West Nigeria. This study reveals that female undergraduate students utilize the EIRs in the library more than their male counterparts. Similarly, Radjagopa and Chinnasamy (2013) found that females used e-resources more than their female counterpart.

From the literature review, it can be observed that there are mixed results with respect to the influence of gender on use of e-resources.

2.3.3 Constraints to Use of Electronic Resources by Students

Ani and Ahiauzu (2008), Abdulmumin (2010); Waldman (2003) agree that a computer database interface aids access and retrieval of information. Hence, a URL link is an interface that can help students overcome the problems of obtaining passwords, username, inputting error, among other things when making use of online databases.

Omeluzor, Akibu, and Akinwoye (2016) investigated students' perception, use and challenges of electronic information resources in Federal University of Petroleum Resources Effurun Library in Nigeria. The result revealed that electronic information resources are used at different level by the respondents with e-journal, e-database, web OPAC and repositories recording high usage. Findings showed that users' perception influences use of electronic information resources in academic libraries, while lack of awareness, lack of training, unreliable Internet connectivity, insufficient e-resources in various study areas, unavailability of e-resources on 24/7 and difficulty of identifying relevant information to meet users' needs are challenges hindering use of e-resources. The study concludes that librarians should acquire more e-resources to cover various study areas, create more awareness of e-resources at the library to change users' perception and introduce a 24/7 internet services.

The need to ensure greater utilisation of electronic resources makes it imperative to examine the factors affecting effective use. The study investigated gender differentiation

and perceived ease of usage of electronic resources by students in the selected private universities in Nigeria.

3. Methodology

Descriptive survey research design was adopted for the study. The study covered 4452 undergraduate students in Bowen and Ajayi Crowther universities. Purposive sampling was used to select faculties and departments that are common to both institutions. These are faculty of Sciences, Social and Management Sciences and Humanities. The selected departments are History and International Studies, Communication and Performing Arts, English Language and Theatre, Accounting Banking and Finances, Mass communication, Business Administration, Economics, Sociology, Computer and Information Technology, Mathematics, Biological Science, Microbiology, Physiology and Chemistry. Israel (1992) published table was used to select 357 sample for the study. Proportional sampling was used to select stratum for each of the institutions. Therefore, 330 and 27 strata were selected for Bowen University and Ajayi Crowther University respectively. 330 and 27 copies of questionnaire were randomly distributed to the different departments both at Bowen and Ajayi Crowther universities. 263 and 26 copies of questionnaire were returned from Bowen University and Ajayi Crowther University respectively. A total of 289 copies of questionnaire returned were found usable and valid for analysis, representing a response rate of 81.0%. The data collected were analysed using Statistical Package for Social Sciences (SPSS). Tables, frequencies, percentages, mean and standard deviation were used to test the research questions postulated for this research. Cross Tab Analysis (Pearson Chi-Square) and T-test were used for the testing of the hypotheses.

4. Results and Discussion of Findings

4.1 Demographic Information of the Respondents

Demographic characteristics of the respondents were analysed using descriptive statistics (frequency counts and percentages) and the result is as presented in Table 1a and 1b.

Table 1a. Distribution of respondents by institutions and departments of study

Department	Bowen University		Ajayi Crowther University	
	Frequency	Percentage	Frequency	Percentage
History & International Studies	6	2.3	1	3.9
Communication and Performing Arts	7	2.7	2	7.7
English Language	14	5.3	2	7.7
Theatre	5	1.9	1	3.9
Accounting	40	15.2	2	7.7
Banking and Finances	28	10.6	1	3.9
Mass communication	15	5.7	2	7.7
Business Administration	10	3.8	1	3.9
Economics	30	11.4	3	11.5
Sociology	5	1.9	1	3.9
Computer and Information Technology	42	16.0	4	15.4
Mathematics	9	3.4	1	3.9
Biological Science	7	2.7	1	3.9
Microbiology	10	3.8	1	3.9
Physiology	5	1.9	1	3.9
Chemistry	30	11.4	2	7.7
Total	263	100.0	26	100.0

The demographic characteristics of the respondents by institutions and departments of study are as presented in Table 1a. It shows that Bowen University had the highest number of respondents with population of 263(91.0%) while Ajayi Crowther University had 26(9.0%) respondents.

Table 1b. Demographic characteristics of the respondents by age, gender and level

Age range (years)	Frequency	Percentage
15-17	12	4.2
18-20	167	57.8
24-26	96	33.2
27-29	14	4.8
30 and above	-	-
Total	289	100.0
Gender	Frequency	Percentage
Male	111	38.4
Female	178	61.6
Total	289	100.0

Level	Frequency	Percentage
100	6	2.1
200	56	19.4
300	136	47.1
400	83	28.7
500	8	2.8
Total	289	100.0

The frequency of respondents by gender as revealed in Table 1b shows that majority of respondents were females 178(61.6%) while the males constituted 111(38.4%) respondents. This result revealed that there was a dominance of females over male students in the faculties studied. The highest number of respondents were found in the age bracket of 18-20 years with population of 167 (57.8%); and no respondent was found in the age range of 30years and above. On the level of study by respondents, the table showed that the highest number of respondents were found in 300 Level 136(47.1%); while the least numbers of respondents 6(2.1%) were found in 100 Level. *Research Question 1:* What is the level of electronic resources use by students?

Table 2. Level of use of electronic resources by students

Sl. No.	Items	VHU	HU	OU	NU
1.	E-Journals	-	11 (3.8%)	51 (17.6%)	227 (78.5%)
2.	E-Books	4 (1.4%)	7 (2.4%)	90 (31.1%)	188 (65.1%)
3.	E-Dissertations and Thesis	-	-	47 (16.3%)	242 (83.7%)
4.	E-mails	11 (3.8%)	138 (47.8%)	99 (34.3%)	41 (14.2%)
5.	E-Magazines	-	4 (1.4%)	52 (18.0%)	233 (80.6%)
6.	E-databases		7 (2.4%)	4 (1.4%)	278 (96.2%)
7.	CR-ROMs		7 (2.4%)	84 (29.1%)	198 (68.5%)
8.	OPAC (Online Public Access Catalogue)	26 (9.0%)	90 (31.1%)	102 (35.3%)	71 (24.6%)
9.	Reference Databases	4 (1.4%)	7 (2.4%)	63 (21.8%)	215 (74.4%)
10.	E-Serials		4 (1.4%)	110 (38.1%)	175 (60.6%)
11.	E-Audiovisual resources		7 (2.4%)	69 (23.9%)	213 (73.7%)

VHU=Very highly used, HU= Highly used, OU=Occasionally used, NU=Not used

A careful look at the column one (VHU) of Table 2 reveals low usage of e-resources by students studied. The ranking of the level of use of the e-resources by the respondents specified that E-mails with 149(51.6%) respondents was ranked highest. This was followed by Online Public Access Catalogue (OPAC) with 116(40.1%) respondents. This finding corroborates the opinion of Daramola (2016); Madondo, Sithole and Chisita (2017)

that the use of e-resources is very low. However, the study has shown that use of e-resources by students is still low. This low use portends danger for students’ academic performance as well as their research output and the ability to favourably compete with counterparts from the developed parts of the world. The indication calls for an enquiry to find out what libraries need to do in ensuring proper and maximum use of e-resources.

Research Question 2: What is the frequency of use of electronic resources by students?

Table 3. Frequency of use of electronic resources by students

Sl. No.	Items	Daily	Weekly	Monthly	Quarterly	Annually	Not Used
1.	E-Journals	3 (1.0%)	7 (2.4%)	-	11 (3.8%)	43 (14.9%)	225 (77.9%)
2.	E-Books	7 (2.4%)	3 (1.0%)	-	14 (4.8%)	29 (10.0%)	236 (81.7%)
3.	E-Dissertations and Thesis				3 (1.0%)	35 (12.1%)	251 (81.7%)
4.	E-mails	85 (29.4%)	54 (18.7%)	48 (16.6%)	26 (9.0%)	50 (17.3%)	26 (9.0%)
5.	E-Magazines			3 (1.0%)	7 (2.4%)	37 (12.8%)	242 (83.7%)
6.	E-databases	7 (2.4%)	-	12 (4.2%)	17 (5.9%)	29 (10.0%)	224 (77.5%)
7.	CD-ROM	7 (2.4%)	11 (3.8%)	12 (4.2%)	46 (15.9%)	71 (24.6%)	142 (49.1%)
8.	OPAC (Online Public Access Catalogue)	26 (9.0%)	60 (20.8%)	31 (10.7%)	63 (21.8%)	36 (12.5%)	73 (25.3%)
9.	Reference Databases	7 (2.4%)	3 (1.0%)	19 (6.6%)	38 (13.1%)	42 (14.5%)	180 (62.3%)

10.	E-Serials		3 (1.0%)		18 (6.2%)	46 (15.9%)	222 (76.8%)
11.	E-Audio-visual resources		7 (2.4%)			46 (15.9%)	236 (81.7%)

Table 3 reveals the result of the frequency of ERs use by students. Going by the frequency, the e-resources that had the highest response rate on daily basis by students were E-mails 85(29.4%) and OPAC 26(9.0%). Others recorded very low scores; E-Books 7(2.4%), E-databases 7(2.4%), CD-ROM 7(2.4%), Reference Databases 7(2.4%) and E-Journals 3(1.0). E-Dissertations and Thesis, E-Magazines, E-Serials, and E-Audio-visual resources were not used at all. Generally, the students sparingly used the e-resources. The study indicated that majority of the respondents do not use e-resources available in their university libraries as frequently as they should.

The finding agrees with several previous studies such as those of Islam (2010); Aderibigbe and Emmanuel (2012); Gabikayo and Okello-Obura (2013) who found in their studies that e-mails were commonly used by students and the reason for the relatively high number of respondents who occasionally used OPAC may be due to the fact that these respondents used it for browsing the shelves to source for information rather than using it for the available e-resources. The study buttresses the submission of Gabikayo and Okello-Obura (2013) who noted that e-resources are not used to their maximum potential.

Research Question 3: How do students perceive the ease of use of electronic resources?

Table 4. Perceived ease of use of Electronic Resources (ERs) by students

Sl. No.	Items	SA	A	D	SD	Mean	Standard Deviation
1.	I find ERs easy to use	33 (11.4%)	126 (43.6%)	119 (41.2%)	11 (3.8%)	2.63	0.735
2.	Using ERs is often frustrating		8 (2.8%)	128 (44.3%)	153 (52.9%)	1.50	0.554
3.	I find it burdensome to use ERs	11 (3.8%)	22 (7.6%)	200 (69.2%)	56 (19.4%)	1.96	0.650
4.	My interaction with ERs is clear and Understandable	75 (26.0%)	140 (48.4%)	74 (25.6%)		3.00	0.719
5.	I find ERs flexible to interact with	90 (31.1%)	174 (60.2%)	11 (3.8%)	14 (4.8%)	3.18	0.717
6.	It is easy for me to become skilful using ERs	129 (44.6%)	160 (55.4%)			3.45	0.498

SA=Strongly agreed, A=Agreed, D=Disagree, SD=Strongly disagree

Table 4 shows how students perceived the ease of use of e-resources. The finding shows that 159(55.0%) respondents find e-resources easy to use while 130(45.0%) respondents disagreed. Followed closely were 281(97.2%) respondents who disagreed that using ERs is often frustrating while 8(2.8%) respondents agreed. Also, 256(88.6%) respondents disagreed that they found it burdensome to use ERs while 33(11.4%) respondents agreed. Further, 215(74.4%) respondent agreed that their interaction with ERs is clear and understandable while 74(25.6%) respondents disagreed. The finding revealed that 264(91.3) respondents

agreed that ERs are flexible to interact with, while 25(8.6%) respondents disagreed. In addition, the finding revealed that 289(100%) respondents agreed that it is easy for them to become skilful in using ERs. The finding showed that the respondents found e-resources to be easy to use. The finding disagrees with that of Adetunla (2016) who found that the undergraduate s`tudents perceived electronic resources very complex to use and not flexible. The concern is that if the respondents perceived e-resources to be easy to use why is there low use?

Research Question Four: What are the constraints to use of electronic resources by students?

Table 5. Constraints to use of Electronic Resources (ERs)

Sl. No.	Statement	SA	A	D	SD	Mean	Standard Deviation
1.	Lack of awareness	87 (30.1%)	154 (53.3%)	39 (13.5%)	9 (3.1%)	3.10	0.743
2.	Insufficient user training	110 (38.1%)	146 (50.5%)	22 (7.6%)	11 (3.8%)	3.23	0.748
3.	Lack of knowledge of search techniques to retrieve information effectively	111 (38.4%)	173 (59.9%)	5 (1.7%)		3.37	0.517
4.	Failure to find relevant information	14 (4.8%)	65 (22.5%)	59 (20.4%)	151 (52.2%)	1.80	0.951
5.	Unfriendly interface	6 (2.1%)	25 (8.7%)	87 (30.1%)	171 (59.2%)	1.54	0.740
6.	Irrelevance of ERs content to local academic needs		110 (38.1%)	24 (8.3%)	155 (53.6%)	1.84	0.946
7.	I have problems accessing the Internet	9 (3.1%)	6 (2.1%)	207 (71.6%)	67 (23.2%)	1.85	0.597
8.	Download delay	30 (10.4%)	116 (40.1%)	114 (39.4%)	29 (10.0%)	2.51	0.813
9.	Slow Internet connectivity	5 (1.7%)	130 (45.0%)	102 (35.3%)	52 (18.0%)	2.30	0.780
10.	Unhelpful attitude of library staff	27 (9.3%)	82 (28.4%)	142 (49.1%)	38 (13.1%)	2.34	0.822
11.	Constant power failure	37 (12.8%)	148 (51.2%)	69 (23.9%)	35 (12.1%)	2.65	0.854

SA=Strongly agreed, A=Agreed, D=Disagree, SD=Strongly disagree

Table 5 shows the constraints to use of e-resources by students. Majority of the respondents 284(98.3%) agreed that lack of knowledge of search techniques to retrieve information effectively, while 48(16.6%) disagreed. Although, 274(94.8%) disagreed to having problems accessing the internet while 15(5.2%) agreed. Also, 258(89.3%) respondents disagreed to having unfriendly interface while, 31(10.8%) agreed. Furthermore, 256(88.6%) agreed to insufficient user training while, 33(11.4%) disagreed. Also, 241(83.4%) respondents agreed to lack of awareness while, 48 (16.6%) disagreed. 210(72.6%) disagreed to failure to find relevant information while, 79(27.3%) agreed. In addition, 180(62.2%) respondents disagreed to unhelpful attitude of library staff while 109(37.7%) agreed. 171(61.9%) respondents disagreed to irrelevance of ERs content to local academic needs while 110 (38.1%) agreed. 154(53.3%) respondents disagreed to slow internet connectivity while, 135(46.7%) agreed. 146(50.5%) respondents agreed to download delay while 143(49.4%) disagreed. 185(64.0%) suggested that constant power failure is a major factor affecting the use of e-resources while, 104 (36.0%) disagreed. The study affirms that there are constraints to use of e-resources

by students. Thus, the finding corroborates that of Omeluzor, Akibu, and Akinwoye (2016) who found that lack of awareness, lack of training, unreliable Internet connectivity, insufficient e-resources in various study areas, unavailability of e-resources on 24/7 and difficulty of identifying relevant information to meet users’ needs are challenges hindering use of e-resources.

5. Testing of Hypotheses

Using Cross Tab Analysis (Pearson Chi-Square) and T-test, the hypotheses were tested at 0.05 level of significance and the results are as presented below.

Hypothesis 1: There is no significant relationship between ease of use and electronic resources use by student.

Table 6. Test of Significant Relationship between Perceived Ease of Use and Electronic Resources Using Cross Tab Analysis (Pearson Chi-Square)

Electronic Resources	Value	Df	P-value (Assymp. Sig) (2 tailed)
Ease of use	2.023E3	49	.000

Table 6 shows the significant relationship between perceived ease of use and electronic resources use by students. Pearson chi-square test was conducted to examine whether there was a significant relationship between perceived ease of use and electronic resources. The results revealed that there is a significant relationship between perceived ease of use and electronic resources ($\chi^2 = 2.023E3$, $N = 289$, $df = 49$, $p < 0.05$). Therefore, the null hypothesis that stated that, there is no significant relationship between perceived ease of use and e-resources use by students is rejected.

Hypothesis 2: There is no significant relationship between gender and electronic resources use by student.

Table 7. T-Test for Significance of the Relationship between Gender and Electronic Resources

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Gender	2.600	.065		39.705	.000
	Electronic Resources	.012	.039	.018	.298	.766

a. Dependent Variable: Electronic Resources

Table 7 shows the standardized beta value of Gender as **0.018** with a significant value at 0.000, this is significant at 0.05 because 0.000 is less than 0.05 ($p < 0.05$). This test shows that there is a significant relationship between gender and use of electronic resources by students in the universities. Therefore, the null hypothesis that stated that there is no significant relationship between gender and electronic resources use is rejected.

6. Conclusion

The study revealed that the level of e-resources use by students in the selected private universities in Nigeria is low. Gender appears to be a factor in the extent of use of e-resources by students. Also, a significant proportion of the students did not use the e-resources available in their university libraries frequently. In addition, the study found that the students found electronic resources easy to use. However, the major constraints faced by students in the use of e-resources include: lack of knowledge of search

techniques to retrieve information effectively, insufficient user training, lacks of awareness, download delay and constant power failure. The study concludes that both perceived ease of use and gender significantly influenced students' use of e-resources.

7. Recommendations

The following recommendations are made based on the findings of this study:

- There is need for library to integrate electronic resources search techniques and retrieval skills into the curriculum of Use of Library taught at the universities. This will help provide the necessary ICT skills required for e-resources access,
- The University could improve the promotion of e-resources by providing hands on the desk training for students during library orientation for effective use of e-resources,
- Libraries should make concerted effort to encourage academic staff to give assignments to students which will compel them to use e-resources,
- Libraries should as a matter of urgency, undertake university-wide lecture on access and use of e-resources available in their university libraries,
- Libraries should create awareness strategies through the use of e-mail alert, social media platforms in promoting the use of e-resources,
- Libraries can adopt motivation strategy to promote the use of e-resources, and
- Libraries should also endeavour to have standby generator, Inverter or Solar Power to limit the problem of constant power failure.

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