

Utilization of Electronic Information Resources in Ramat Library, University of Maiduguri, Nigeria

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Abstract

This paper analysed utilization of electronic information resources in Ramat Library, University of Maiduguri. The study is guided by five Objectives and five research questions. Literatures on information resources were reviewed. The survey method was used. The population for the study comprised 13,995(thirteen thousand, nine hundred and ninety five) registered students in Ramat Library, University of Maiduguri, Nigeria. A sample of 170 registered students was selected using stratified sampling technique. Data was analysed using descriptive statistics of percentage and frequency counts. Based on the findings of this study registered students are not certain that e-journals, e-books, scanner, printer, and audio-visuals are equally available. Student have unlimited accessibility in the utilization of electronic resources, students frequently utilized electronic information resources in Ramat Library. It is recommended, among others, that registered students should utilize and access electronic information resources available in the Ramat Library for the purpose of enhancing learning outcome.

Keywords: e-Resources, information resources, utilization, Ramat library

Introduction

The concept of "e-resources" which stands for electronic resources has become a global phenomenon which emerged as a result of advancement in information and communication technologies (ICTs). Abubakar (2010) observed that the growing interest shown in recent years on issues related to electronic information, electronic resources, electronic books, electronic learning, electronic journals, as well as electronic archive among others is intensely powerful and has permeated all segments and sectors of the society.

Electronic information resources (EIRS) as reported by Meitz (2004), are "Library materials produced in electronic format including electronic journals, reference works, published online, CD-ROM, bibliographic databases and other web-based resources". Feather and Sturges (2003) traced the origin of electronic information resources back to 1960s with the development of major bibliographic databases such as Chemical Abstracts and Index Medicus to present day World Wide Web (WWW) and the internet to make information more accessible.

On the other hand, Popoola (2008), defined electronic resources as online information resources, including bibliographic databases, electronic reference books, search engines for full text collections, digital collections of data sets. He further affirmed that the information resources and services available in institutional information system must be capable of supporting research activities among the students and faculty members. Many university libraries in Nigeria have not been able to develop comprehensive e-resources collection enough to meet the needs of their students due to inadequate funding.

The developments of new technologies have affected every sector of human endeavour. Libraries as store houses of

human achievements are not left out. Modern libraries provide information resources for its users in electronic formats to conform to technology of contemporary times despite the capital intensive nature of the resources. Furthermore, students are faced with problems in the process of utilizing these information resources in various libraries. From preliminary investigation conducted by the researcher at informal level with the Media Librarian of the library under study (Ramat library), it was observed that electronic information resources in the library were not fully utilized by the students due to lack of student's awareness, lack of Utilization of electronic information resources available and lack of accessibility of the electronic information resources, among others. In a similar study, Ozoemelem (2009) stated that the utilization of electronic resources by Postgraduate Students of the Department of Library and Information Science, Delta State University Abaraka, Nigeria, shows that there is low level of awareness and skilfulness in the utilization of ICT among the respondents. Also corroborating this study is the one carried out by Ekem, Okafor, and Ukwoma, (2009), which revealed among others that some electronic resources such as CD-ROM and online databases are not so popular among the students and that, this does not necessarily indicate that these resources are not perceived as useful by the students. The study further revealed that the students occasionally utilize the electronic resources due to factors such as; inadequate skills, inadequate students' finances, epileptic power supply, inadequate bandwidth as well as high cost of computers and internet access, poor services quality at the available internet access points on the campus and computer literacy is till generally low among the students. It is against this background that the researcher was motivated to investigate utilization of e-resources in Ramat Library, university of Maiduguri. Consequently, the researcher was motivated to investigate

Utilization of electronic information resources in Ramat Library, University of Maiduguri with focus on variables such as: types of electronic information resources available; determine student's awareness of electronic information resources in Ramat Library; determine student's accessibility to electronic information resources in the Ramat Library and determine student's utilization of electronic resources in Ramat Library; determine the challenges faced with the utilization of electronic resources in Ramat Library.

Objectives of the Study

The objectives of this study were:

1. To determine types of electronic resources available in Ramat Library, university of Maiduguri, Nigeria;
2. To ascertain Students' awareness of the electronic resources in Ramat Library University of Maiduguri, Nigeria;
3. To ascertain the extent of students' accessibility to electronic resource in Ramat Library University of Maiduguri, Nigeria;
4. To examine the purpose of students' utilization of electronic resources in Ramat Library University of Maiduguri, Nigeria;
5. To determine the Challenges faced by students' in utilization of electronic information resources in Ramat Library University of Maiduguri, Nigeria.

Research Questions

The following questions will be addressed in the study:

1. What are the types of electronic information resources available in Ramat Library, University of Maiduguri Nigeria?

2. Are the students aware of electronic information resources available in the Ramat Library, University of Maiduguri Nigeria?

3. Are the electronic resources in Ramat Library accessible to students in Ramat Library, University of Maiduguri Nigeria?

4. For what purpose do students utilize the electronic information resources in Ramat Library, University of Maiduguri Nigeria?

5. What are the challenges faced by students in their use of electronic information resources in Ramat Library, University of Maiduguri Nigeria?

Literature Review

Current trends in collection development in university libraries are no longer restricted to the traditional print resources. Deliberate efforts are being made by university libraries to acquire electronic information resources to meet the information needs of their users. A study by Mulla and Chanrasekara (2006), revealed the type of electronic resources available in libraries within the state of Karnataka include CD-ROM, DVD-ROM, electronic journals audiocassettes and video cassettes. In the same vein, Afebende and Denis (2008), identified five (5) major electronic information resources in academic libraries as internet, online databases, CD-ROM, online public access catalogue (OPAC) and electronic journals using two academic libraries in Calabar.

Afolabi and Abidoye (2011), opined that the utilization of emerging technologies in recent times in libraries worldwide has proved beyond reasonable doubt that libraries whatever their services can perform better when facilities are adequately provided to enhance access. According to Nwezeh (2010), access to and availability of computers in the university community potentially has

influence on the use of electronic resources. The research has revealed high levels of access to computers connected to the Internet among both academic staff and students. It is worth observing that although the availability of computers within the institution is fairly good, the number of computers available for users in Hezekiah Oluwasanmi Library on the whole is not satisfactory. Anunobi and Edoa (2010) opined that in the university environment, the library is a major information providing system support to teaching, leaning and research with information materials of various types.

Angello (2010) revealed that the rate of awareness of electronic resources among livestock researchers in Tanzania was very low. Only 11 researchers (24.4%) were aware of AGORA and 5 researchers (11.1%) were aware of HINARI, Database. INFROM and OARE were known to 3 researchers (6.7%) respectively and each of the remaining databases was known by 2 researchers (4.4%) only. Bashorunet (2011) also revealed that there was low level of awareness of the availability of electronic resources in the University library by the academic staff of the University of Ilorin, Nigeria. Madhusudhan (2010) observed that depending upon the level of awareness, effective and efficient use of electronic resources is found to a greater extent in higher education and research activities.

Okiki and Asiru (2011) opined that resources like CD-ROM databases, electronic mail, online public access catalogues (OPAC) and internet browsing are important. He further noted that internet which is the most prominent of his sources made possible access to electronic books and journals; various databases and search engines. Okiki and Asiru (2011) highlighted that it is possible for researcher in their offices to access the full text digital contents local and distant libraries and databases using computers and the internet. Deng (2010) in his assessment towards

access and use of e-resources publishers try to produce and develop qualitative collections which are further collected and managed in better ways by librarians to substitute services and fulfilled users.

According to Ajayi and Adetayo (2005) if Nigeria is to advance, the young people are to grasp the opportunities now open to them into contact with cultural, scientific, technical and social ideas. Anunobi and Okoye (2008) revealed that consortium of Nigerian University Libraries (NULIB) has subscribed to EBSCO host, Internet portals include Access to Global Online Research in Agriculture (AGORA), Health Internetwork Access to Research initiatives (HINARI), Online Access to Research in the Environment (OARE), Database of African Theses and Dissertation (DATAD), and many offline databases including MEDLINE. These are global information resources which can be accessed electronically through academic library gateways.

Emwanta and Nwalo (2013) reported that Electronic resources provide a number of benefits over print resources. These benefits include the fact that electronic resources are often faster to consult than print indexes especially when searching retrospectively and they are straight forward when wishing to use combination of keywords. Bhukuvhani, Chiparousha and Zuvalinyenga (2012) revealed that 86.7% indicated that they used electronic information resources to find information for their teaching and research only, 13.3% lecturers indicated non-usage of electronic information sources of lectures participated in this study, 66.67% indicated that they had attended the EIRST workshops provided by the University Library, while 33.33% did not attend. Elavazhagan and Udayakumar (2013) “examined the exposure and measure the extent use of electronic resources by the faculty members and research scholars of BITS, Pilani-Hyderabad campus” and confirmed that “the electronic resources is time

saving, easy to use and handle, more informative, preferred, flexible and effective.”Nallathamab and Kanakaraj (2012) found that “majority of the respondent in the engineering colleges have used electronic resources daily.”

Methodology

The population for this study comprised 13, 995 (thirteen thousand, nine hundred and ninety-five) registered students in Ramat Library, University of Maiduguri, Nigeria. The sample for the study was one

hundred and seventy (170) registered students drawn through the use of stratified sample technique. A structured questionnaire was self-developed consisting of 43 items for the respondents. Two hundred and fifty questionnaires were distributed and one hundred and seventy were retrieved which is representing a response rate of 68%. Data collected were analysed on the basis of the research question formulated for this study. Simple percentages were used in the analysis of the data.

Findings

Table 1: Frequency count and percentage distribution on types of electronic information resources available in Ramat Library

ITEM	RESPONSES	
	Available	Not available
Computer	166(97.6%)	4(2.4%)
Database	162(95.3%)	8(4.7%)
E-books	163(95.9%)	7(4.1%)
E-journals	163(90.0%)	7(4.1%)
CD-ROM	166(97.6%)	4(2.4%)
Internet	166(97.1%)	4(2.4%)
world wide web (www)	166(97.6%)	4(2.4%)
Audio-visual	162(95.2%)	8(4.8%)
Online public access catalogue	163(95.9%)	7(4.1%)
Printer	161(94.7%)	9(5.3%)
Scanner	161(94.7%)	9(5.3%)

Field work, 2013.

Table1 shows the summary of frequency count and percentage distribution of respondents on types of show that 166(97.6%) of the respondents indicated computers, CD-ROM, World Wide Web (www) and internet were available while 4(2.4%) indicated not available. The same table

electronic information resources available in Ramat Library. Results showed that 163(95.9%) of the respondents indicated e-books, e-journals and online public access catalogue were available while 7(4.1%) indicated not available. The table also show that 162(95.2%) and

161(94.7%) respectively indicating that database, audio-visual and printer, as well as scanner were available in Ramat library while 8(4.8%) and 9(5.3%) indicated not available. The implication of this result is

that the registered students are not certain that e-journals, e-books, scanners, printer and audio-visuals are equally available in Ramat Library, University of Maiduguri, Nigeria.

Table 2: Responses of students' awareness on use of electronic information resources in Ramat Library

	RESPONSES				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Students are aware of the electronic resources in Ramat Library	37(21.8%)	70(41.2%)	6(3.5%)	47(27.6%)	10(5.9%)
Students are knowledgeable on utilizing electronic resources	9(5.3%)	107(62.9%)	7(4.1%)	31(18.2%)	16(9.4%)
Ramat Library provides current awareness services (CAS)	14(8.2%)	107(62.9%)	2(1.2%)	38(22.4%)	9(5.3%)
Experiences in the utilization of electronic information resources	16(9.4%)	74(43.5%)	12(7.1%)	56(32.9%)	12(7.1%)
Library staff gives assistance to students when utilizing electronic information resources in Ramat Library	13(7.6%)	67(39.4%)	2(1.2%)	73(42.9%)	15(8.8%)

Field work 2013

Table 2 shows the responses of students' awareness on the use of electronic information resources in Ramat Library. On whether students are aware of the electronic resources in Ramat Library, 37(21.8%) indicated strong agreement that they are aware, 70(41.2%) agreed, 6(3.5%) undecided, 47(27.6%) disagreed while 10(5.9%) indicated that they strongly disagreed. On students' knowledge of utilizing electronic resources, 9(5.3%) students strongly agreed while 107(62.9%) agreed, 7(4.1%) responded undecided, 31(18.2%) disagree while 10(5.9%) strongly disagreed students are not knowledgeable in utilizing electronic resources. On provision current awareness services by Ramat Library (CAS), 14(8.2%) of the students answered strongly agreed, 107(62.9%) agreed, 2 (1.2%) undecided while 38(22.4%) of the students disagreed with the statement and 9 (5.3%) strongly disagreed.

On experiences in the utilization of electronic information resources, 16(9.4%) indicated strong agreement, 74(43.5%) agreed that they had experience in the utilization of electronic information resources, 12(7.1%) indicated undecided, 56(32.9%) disagreed while 9(5.3%) strongly disagreed with the statement. Finally, responses on library staff giving assistance to students when utilizing electronic information resources in Ramat library were as follows 13(7.6%) of the students agreed strongly while 67(39.4%) agreed, 2(1.2%) indicated undecided, 73(42.9%) disagreed while 15(8.8%) indicated strong disagreement that library staff do not give any assistance to students when utilizing electronic information resources in Ramat library. The essence of this result proves that the management of the University Library provides awareness opportunity to students in the utilization of electronic information resources in Ramat Library.

Table: 3 Frequency count and percentage distribution on students' accessibility of

electronic information resources

VARIABLE	RESPONSES			
	Highly Accessible	Accessible	Fairly Accessible	Not Accessible
Library collections are accessed through the internet facilities in Ramat library	17(10.0%)	92(54.1%)	38(22.4%)	23(13.5%)
Access to electronic information resources is only in the library	25(14.7%)	131(77.1%)	7(4.1%)	7(4.1%)
Electronic information resources are accessed in Ramat Library	15(8.8%)	82(48.2%)	37(21.8%)	36(21.2%)
Electronic information resources in Ramat Library are?	14(8.2%)	92(54.1%)	39(22.9%)	25(14.7%)

Field work, 2013.

Table: 3 shows the frequency count and percentage distribution on students' accessibility of electronic information resources. The results shows that 17(10.0%) respondents indicated highly accessible, 92(54.1%) accessible, 38(22.4%) fairly accessible while 23(13.5%) indicated no accessibility to library collection through the internet facilities in Ramat library. On access to electronic information resources whether is only in the library, 25(14.7%) responded highly accessible while 131(77.1%) indicated accessible, and 7(4.1%) indicated both fairly accessible and not accessible.

On whether electronic information resources are access in Ramat library, 15(8.8%) indicated high accessibility, 82(48.2%) accessible, 37(21.8%) fairly accessible while 36(21.2%) responded not accessible. Finally, on students' accessibility of electronic information resources in Ramat library, 14(8.2%) indicated highly accessible, 92(54.1%) indicated accessible, 39(22.9%) responded fairly accessible while 25(14.7%) indicated not accessible. The implication of this result shows that students have unlimited accessibility in the utilization of electronic information resources in Ramat Library.

Table 4 Frequency and percentage distribution on students' utilization of electronic information resources in Ramat Library

STATEMENT	RESPONSES		
	Always	Frequently	Sometimes
Students utilize electronic information resources in Ramat Library for research and learning.	13(7.6%)	89(52.4%)	68(40.0%)
Students utilize electronic information resources in Ramat Library for entertainment.	44(25.9%)	91(53.5%)	35(20.6%)
Students utilize electronic information resources in Ramat Library for chat with friends	36(21.2%)	90(52.9%)	44(25.9%)
Students utilize electronic information resources in Ramat Library for e-mail only	14(8.2%)	58(34.1%)	98(57.6%)
Students utilize electronic information resources in Ramat Library using internet.	16(9.4%)	94(55.3%)	60(35.3%)
I utilized the e-books	17(10.0%)	84(49.4%)	69(40.6%)
I utilized the e-journal.	12(7.1%)	44(25.9%)	114(67.1%)
I utilized the medium to access databases.	61(35.9%)	49(28.8%)	60(35.3%)
I utilized the library's electronic information resources daily	59(34.7%)	51(30.0%)	60(35.3%)

Field work, 2013.

Table 4 shows the frequency and percentage distribution on students' utilization of electronic information resources in Ramat Library. The result indicated that 13(7.6%) of the responder indicated they always utilized electronic information resources in Ramat Library for research and learning, 89(52.4%) frequently while 68(40.0%) indicated sometimes. On students' utilization of electronic information resources for entertainment, 44(25.9%) responded always, 91(53.5%) indicated frequently while 35(20.6%) indicated they do utilized the electronic formation resources sometimes for entertainment. The results also showed that 36(21.2%) utilize electronic information resources in Ramat Library for chat with friends always, 90(52.9%) of them frequently and 44(25.9%) do sometimes utilized electronic information resources for chat with friends. On whether students are utilizing electronic information resources for e-mail only, 16(9.4%) indicated always, 58(34.1%) frequently while 98(57.6%) of the students indicated sometimes.

On utilization of electronic information resources using internet, 16(9.4%) of the students indicated they do always use internet, 94(55.3%) frequently used internet in utilizing electronic information resources while 60(35.3%) indicated sometimes. 17(10.0%) indicated that they do utilize e-books always, 84(49.4%) responded frequently and 69(40.6%) sometimes use e-books. On whether students utilized the e-journal, 12(7.1%) indicated always, 44(25.9%) indicated frequently while majority 114 (67.1%) sometimes use e-journals. The results also showed that 61(35.9%) do utilized the medium to access database always, 49(28.8%) indicated frequently while 60(35.3%) responded sometimes. Finally, on daily utilization of the library's electronic information resources, 59(34.7%) indicated always, 51(30.0%) indicated frequently and 60(35.3%) responded sometimes in daily utilization of electronic information. The implication of this result is that students frequently utilized electronic information resources in Ramat Library.

Table: 5 Frequency count and percentage distribution on challenges faced by students in the use of electronic information resources in Ramat Library.

VARIABLE	RESPONSES				
	SA	A	U	D	SD
There are no enough computer terminals in the Library for using the electronic information resources.	47(27.6%)	44(25.9%)	8(4.7%)	68(40.0%)	3(1.8%)
Lack of basic search skills to search for electronic information resources.	40(23.5%)	66(38.8%)	42(24.7%)	14(8.2%)	8(4.7%)
There are no qualified Librarians to help me in using or searching the electronic resources.	7(4.1%)	83(48.8%)	44(25.9%)	16(9.4%)	20(11.8%)
There is no adequate instruction on how to utilize the electronic resources in the Library.	81(47.6%)	39(22.9%)	5(2.9%)	26(15.3%)	19(11.2%)
The electronic information resources in the Library are not easy to utilize.	10(5.9%)	91(53.5%)	7(4.1%)	32(18.8%)	30(17.6%)
The Library electronic information resources cannot always be accessed due to power failure.	22(12.9%)	56(32.9%)	36(21.2%)	43(25.3%)	13(7.6%)
The cost of accessing electronic resources and printing, downloading items are very high in the Library.	38(22.4%)	66(38.8%)	40(23.5%)	18(10.6%)	8(4.7%)

There are restrictions in accessing electronic information resources of the Library due to passwords the library introduced.	28(16.5%)	72(42.4%)	29(17.1%)	36(21.2%)	5(2.9%)
The signal speed [band width or congestion] to access the electronic resources are slow.	28(16.5%)	42(24.7%)	45(26.5%)	43(25.3%)	12(7.1%)
Awareness about the availability of electronic information resources by students the Library is lacking.	25(14.7%)	56(32.9%)	38(22.4%)	34(20.0%)	17(10.0%)
Most of the students are afraid to operate electronic resources.	40(23.5%)	48(28.2%)	20(11.8%)	52(30.6%)	10(5.9%)
Utilizing electronic information resources is time consuming.	33(19.4%)	78(45.9%)	13(7.6%)	36(21.2%)	10(5.9%)

Table 5 shows the frequency count and percentage distribution on challenges faced by students in the use of electronic information resources in Ramat Library. The result indicated that 47(27.6%) of the students indicated strong agreement that there are enough computer terminals in the Library for using the electronic information resources, 44(25.9%) agreed, 8(4.7%) were undecided, 68(40.0%) disagreed, while 3(1.8%) showed a strong disagreement on the statement. The result indicated that 40(23.5%) indicated showed strong agreement on lack of basic search skills to search for electronic information resources, 66(38.8%) agreed, 42(24.7%) were undecided, 14(8.2%) disagreed and 8(4.7%) indicated strong disagreement. There are no qualified Librarians to help me in using or searching the electronic resources, 7(4.1%) showed strong agreement, 83(48.8%) agreed, 44(25%) undecided, 16(9.4%) disagreed, 20(11.8%) strong disagreed. There is no adequate instruction on how to utilize the electronic resources, on instruction, 81(47.6%) indicated strongly agreed, 39 (22.9%) agreed, 5(2.9%) undecided, 26(15.3%) disagreed, 19(11.2%) strongly disagree. On the electronic resources in the Library are not easy to utilize indicated 10(5.9%) strongly disagree, 91(53.5%) agreed, 7(4.1%) undecided, 32(18.8%) disagreed, 30(17.6%) strongly disagree. On power failure, 22(12.9%) strongly disagree 56(32.9%) agreed, 36(21.2%) undecided,

43(25.3%) disagreed, 13(7.6%) strongly disagreed.

On cost of accessing electronic information resources printing, downloading items are high indicated 38(22.4%) strongly disagree, 66(38.8%) agreed, 40(23.5%) undecided, 18(10.6%) disagreed, 8(4.7%) strongly disagree. On the restrictions in access electronic information resources due to passwords 28 (16.5%) strongly agree, 72(42.4%) agreed, 29(17.1%) undecided, 36 (21.2%) disagreed, 5(2.9%) strongly disagree. Show On the signal speed (bandwidth or congestion) 28(16.5%) strong agree, 42 (24.7%) agreed, 45(26.5%) undecided, 43(25.3%) disagreed, 12(7.1%) strongly disagree. On awareness about the availability of electronic information resources is lack, 25(14.7%) strongly agree, 56(32.9%) agreed, 38(22.4%) undecided, 34(20.0%) disagreed, 17(10.0%) strongly disagree. On most students are afraid to operate electronic resources, 40 (23.5%) strongly agreed, 48(28.2%) agreed, 20(11.8%) undecided, 52(30.6%) disagreed, 10 (5.9%) strongly disagree. Utilizing electronic information resources is time consuming indicated 33(19.4%) strongly agree, 78(45.9%) agreed, 13(7.6%) undecided, 36 (21.2%) disagreed, 10(5.9%) strongly disagree.

Discussions

This finding agrees with Dhanavandan, Esmail and Nagarajan (2012) who reported that electronic resources usually consist of electronic books, E-Journals, articles,

newspapers, thesis, dissertation, databases. It also agrees with Aramide and Bello (2010) who stated that audio-visual resources include instructional audiotapes, instructional Video tapes, VCD /DvD, radio, television, multimedia, projectors, e-resources, E-databases, e.g. Jstor, ERIC, E-documents, Internet/E-mail facilities, CD-ROMS, COMPUTERS, Telephone facilities, (GSM/LANDLINE) V-sat, Printers and digital cameras.

The results of the research study revealed that there is awareness among students of the electronic information resources in Ramat Library. Awareness of the existing information resources in Libraries enhances utilization by its users. This agrees with Weingart and Anderson's (2000) study on awareness of the faculty and the administrators towards electronic information resources in the University of Utah. It also agrees with Mad-husudhan (2010) who asserted that utilization of electronic information resources in libraries depend upon awareness level of the users which leads to effective and efficient use of electronic information found in these Libraries and to a greater extent in higher education and research activities of the institutions. Hewitson's (2002) study explores the result of an investigation into the awareness and extent to which the University's academic staff use and assimilate electronic information services (EIS) into their work. This tallied with the research findings of the respondents on table 4.3 where 107(62.9%) of the respondents agree that users are aware of electronic information resources available in Ramat Library.

Extent of accessibility to electronic information resources in Ramat Library is 131(77.1%) of the respondents indicated that electronic information resources in Ramat Library are accessible, this agrees with Aguolu and Aguolu (2002) that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the users may not be able to lay hands on them. One may identify citations in

indexes, but may not have access to the sources containing the relevant articles. The more accessible information resources are, the more likely they are to be used. Readers tend to use information resources that require the least effort to access.

The research revealed that the purpose why students in Ramat Library utilize electronic information resources is for learning and research. This is justified because one of the objectives of university Libraries in providing information resources is for Learning, teaching and research as stated by Oduwole (2003). He stated that students constitute the major category of users of electronic information resources in Nigerian University Libraries and that the electronic resources are mainly used for theses and dissertation by the postgraduates and undergraduates. The findings of this study also support Reiner and Smith (2008) who reported that the preference of the respondents in using online resources is for research and that faculty members require students to use electronic information resources for course assignments. Badu and Markwei (2005) also stated that postgraduate students of the University of Ghana use internet specifically as sources of information for research.

Conclusion

Based on the finding of the study, it is concluded that utilization of electronic information resources in Ramat Library by students has high acceptability; users of electronic information resources in the Library have the skill to use the resources on their own. Despite keeping pace with changes of modern times by providing electronic information resources in the library, users are faced with problems such as high cost of accessing the electronic information resources, inadequacy of the resources to cater for the teeming users, power failure from the national grid, and restriction of accessibility to the resources among others.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The registered students should utilize available electronic information resources in Ramat Library, University of Maiduguri, Nigeria.
2. The students' should access electronic information resources in Ramat Library, University of Maiduguri, Nigeria.
3. The management of University of Maiduguri should improve on the funding of the Ramat Library.
4. University of Maiduguri management should provide bandwidth with large capacity to enhance the signal speed to accommodate more users.
5. The University of Maiduguri Library management should carry out periodic user analysis to get feed base on the services they provide to users.

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