

**USE OF ELECTRONIC INFORMATION RESOURCES BY LECTURERS IN
SELECTED PRIVATE UNIVERSITIES IN SOUTH -WEST, NIGERIA**

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Abstract

The study investigated the use of electronic information resources by lecturers in selected private universities in South-West, Nigeria. The two basic objectives of the study are to determine the level and the frequency of use of electronic information resources by lecturers in selected private universities in South-West, Nigeria. The researchers employed survey research design, using questionnaire to collect data from lecturers in the selected private universities. The total population for the study was 3201 from which 356 lecturers were sampled. Finding from research question 1, showed that the level of EIRs use by lecturers of private universities in South-West, Nigeria was high ($\bar{x}=3.28$, on a scale of 4). Similarly, finding from research question 2, showed that lecturers in private universities in South West, Nigeria use EIR averagely on a weekly basis ($\bar{x}=4.11$, on a scale of 4). The study recommended that the school management as well as the academic libraries of private universities in South-West, Nigeria should ensure that lecturers are sponsored to conferences, seminars and workshops where they could improve on their use of electronic information resources. Similarly, academic libraries should spend more money in Making EIR available for the use of lectures private institutions in Nigeria.

Introduction

Private universities provide increase access to university education, contribute to the development of research, improve manpower development and creation of employment opportunities (Ogunode et al., 2024). The first set of privately owned universities in Nigeria, licensed on May 10, 1999 include: Babcock University, Ilisan-Remo, Ogun-State; Igbinedion University, Okada-Benin, Edo State; and Madonna University, Okija, Anambra State. Presently,

there are more than fifty (50) private universities in Nigeria which are already accredited, and whose academic activities have begun.

Pilani, Ogharandukun, Idakwoji & Adaora (2023), noted that, aside from the problem of incessant strike actions being often embark upon by the Academic Staff Union of Universities (ASUU), parents and students are patronizing private institutions because, the public universities cannot cater for the increasing number of students seeking for admission to public universities,. Therefore, there is high expectation of effective service delivery from the lecturers in private universities. They need to carry out relevant research in their areas of study, for personal development, and for the growth and development of their institutions. As pointed out by Ibrahim (2023) the success of individual lecturers on the delivery of the expected mandate, will determine the rating of their various universities.

Ajayi, Haliso & Unegbu (2023) described EIRs as vital information research and teaching-learning tools that are making accessibility of relevant and updated information quicker and faster than the traditional print information resources. They buttressed further that EIRs give room for multiple users to access same information simultaneously unrestricted. Fidelugwuowo (2022) find out that there is an increasing need for utilization of electronic resources for teaching and research by lecturers in institutions of higher learning. Bello and Ogunjinmi (2020) averred that the emergence of EIRs has transformed information handling and management in an academic environment and university libraries in particular. Electronic information resources (EIRs), also known as electronic resources or e-resources can be seen as an assemblage of various types of relevant information in electronic or digital format and can be accessed through electronic means such as mobile phones, laptops, iPads and computers, etc. (Obande et al. 2020).

As defined above, it showed that authors do use electronic information resources, electronic resources or e-resources interchangeably. Sahabi (2021) noted that the use of EIRs affords researchers to have access to wide range of information resources. Therefore, E-resources have become an inseparable part of the educational system. They have a prominent role to play in supporting higher education and in fulfilling educational objectives. Joel (2020) stressed that EIRs have received high patronage with functional acceptance in other countries globally as against the situation in Nigeria where there is low patronage. Based on the foregoing, the aim of this paper is to investigate the use of electronic information resources by lecturers in selected private universities in South-West, Nigeria.

Vast array of information and tools to support their teaching, research, and professional development. Therefore, this study aims to investigate the use of EIRs by lecturers in some selected private universities in South-West, Nigeria, exploring its level and frequency of adoption and utilization. The paper will employ a survey research design, using questionnaire to collect data from lecturers in the selected private universities in South-West, Nigeria.

Statement of Problem

The increasing availability and importance of electronic information resources (EIRs) in academic settings have created a need for lecturers to effectively utilize these resources to enhance their teaching, research, and professional development. However, despite the potential benefits of EIRs, there is a concern that many lecturers may not be adequately utilizing these resources due to various barriers, such as lack of awareness, inadequate training, insufficient access, and technological limitations. This underutilization of EIRs may result in missed opportunities for improving teaching and learning outcomes, hindering academic productivity,

and limiting the overall quality of education. Therefore, this study aims to investigate the use of electronic information resources by lecturers, exploring the factors that influence their adoption and utilization, and identifying strategies to promote effective use of EIRs in academic settings.

Research Questions

The following research questions guided the study:

- i. What is the level of electronic information resources use by lecturers in the selected private universities in South-West, Nigeria?
- ii. How frequently do lecturers use electronic information resources in the selected private universities in South-West, Nigeria?

Methodology

The research design adopted for this study is survey research design. It is a research method that is used to gather primary or empirical data in social science research mostly through questionnaire and interview (structured interview) in quantitative research (Aina,2012).The study employed survey research design because it gives room for a systematic and comprehensive collection of data and helps researchers to establish relationship between the independent and dependent variables. The total population for this study comprised 3201 lecturers in the fifteen selected private universities in South-West, Nigeria which were established not less than fifteen years to the time of carrying out this study, and recognized by the National Universities Commission (NUC) of Nigeria.

Table 1: Population of the Study: Arranged According to Year of Establishment

S/N	Private Universities	Location	Year of Establishment	Number of Lecturers
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1.	Babcock University	Ilishan-Remo, Ogun State	1999	500
2.	Bowen University	Iwo, Osun State	2001	380
3.	Covenant University	Ota, Ogun State	2002	420
4.	Pan-Atlantic University	Lagos State	2002	133
5.	Crawford University	Igbesa, Ogun State	2005	134
6.	Bells University Technology	Ota, Ogun State	2005	224
7.	Crescent University	Abeokuta, Ogun State	2005	132
8.	Ajayi Crowder University	Oyo, Oyo State	2005	160
9.	Lead City University	Ibadan, Oyo State	2005	131
10.	Redeemers University	Ede, Osun State	2005	250
11.	Joseph Ayodele Babalola University	Ikeji-Arakeje, Osun State	2006	211
12.	Achievers University	Owo, Ondo State	2007	131
13.	Caleb University	Lagos State	2007	145
14.	Fountain University	Osogbo, Osun State	2007	124
15.	Wesley University of Science and Technology	Ondo State	2007	126
Total Population = 3201				3201

Source: National Universities Commission of Nigeria (NUC)

<http://www.nuc.edu.ng>privateuniversities>

Sample Size and Sampling Technique

The sample size for this study consisted of 356 lecturers drawn from the fifteen selected private universities in South-West, Nigeria. Taro Yamane (1967) sampling technique was used to determine the sample size of the respondents from all the fifteen private universities in the South-West geo-political zone of Nigeria. A multi-stage sampling technique was used to select the sample for this study. Multistage sampling technique involves multiple stages so that the sample size would be reduced at each stage. The technique was considered appropriate for this study because it enables the researcher to select the relevant number of universities for the study and it also helped the researcher to get sizeable sample size

Taro Yamane (1967) formula:

$$n = \frac{N}{1 + N(e)^2}$$

Table 2: Determination of Sample Size Proportional to the Population of Each University

S/N	Private Universities	Population of the Lecturers (Nh)	Application of Bourley (1926) Proportional Distribution Formula	Sample Size (nh)
1	Babcock University	500	356 x 500/3201	56
2	Bowen University	380	356 x 380/3201	42
3	Covenant University	420	356 x 420/3201	47
4	Pan-Atlantic University	133	356 x 133/3201	15
5	Crawford University	134	356 x 134/3201	15
6	Bells University Technology	224	356 x 224/3201	25
7	Crescent University	132	356 x 132/3201	15
8	Ajayi Crowder University	160	356 x 160/3201	18
9	Lead City University	131	356 x 131/3201	14
10	Redeemers University	250	356 x 250/3201	28
11	Joseph Ayodele Babalola University	211	356 x 211/3201	23
12	Achievers University	131	356 x 131/3201	14
13	Caleb University	145	356 x 145/3201	16
14	Fountain University	124	356 x 124/3201	14
15	Wesley University of Science and Technology	126	356 x 126/3201	14
Total		N= 3201		n=356

Designed by the researchers

Research Instrument

The instrument used in collecting data for this study was a structured questionnaire. Some of the items were adapted, while some were adopted from previous studies carried out by some researchers. The questionnaire is titled: **Electronic Information Resources Utilization in Private Universities Survey (EIRUPSU)**. The questionnaire consisted of two sections A and B. It was

designed to capture the necessary demographic information of the respondents, and data required for the analysis of the two research questions.

Analysis of Research Questions

Data collected on research question one, was analyzed using descriptive statistics.

Research Question One: What is the level of electronic information resources use by lecturers in selected private universities in South-West, Nigeria?

Research question one was formulated to establish the level of the use of EIR by lecturers in private universities in South-West, Nigeria. Findings in Table 3 showed that the level of EIR use by lecturers of private universities in South-West, Nigeria was high ($\bar{x}=3.28$, on a scale of 4). The results of the finding for this study which revealed high use of EIR among lecturers of selected private universities in South-West, Nigeria was in contrast with the findings of Amusa and Atinmo (2016) which revealed non-use and low use of electronic resources among the law lecturers in public universities in Nigeria. EIRs use was measured with fifteen indicators. Among these indicators, Internet (3.72) and journals (3.59) show very high levels of utilization among the lecturers. The result revealed that 98.9% of the respondents were highly using internet resource and 98.6% specified that they use journals. However, the result also showed that the levels of utilization of e-newspaper (3.49), electronic database (3.41), e-books (3.41), digital cameras (3.38), e-thesis (3.31), library websites (3.26), e-research report (3.19), online catalogues (3.18), CDROM (3.14), e-reference database (3.05), e-magazine (3.01), e-manuscript (3.01) and E-VCDDVD (2.98) were high. By implication, the high level of EIRs use among the lecturers indicated that they are striving to acquire updated and requisite knowledge. In addition, the findings indicated that the lecturers considered EIRs as beneficial and useful tools for teaching, research and personal purposes.

Table 3: Level of Electronic Information Resources Use by Lecturers in Private Universities

Level of electronic information resources use	Very Highly utilized	Highly utilized	Occasionally utilized	Not utilized	Mean	SD
Internet	205(73.7)	70(25.2)	2(0.7)	1(0.4)	3.72	.48
Journal	169(60.8)	105(37.8)	4(1.4)		3.59	.52
E-newspaper	165(59.4)	83(29.8)	30(10.8)		3.49	.68
Electronic Database	137(49.3)	121(43.5)	18(6.5)	2(0.7)	3.41	.64
EBooks	131(47.1)	131(47.1)	16(5.8)		3.41	.59
Digital Cameras	145(52.2)	98(35.3)	32(11.5)	3(1.1)	3.38	.73
E-thesis	116(41.7)	131(47.1)	31(11.2)		3.31	.66
Library websites	110(39.6)	133(47.8)	32(11.5)	3(1.1)	3.26	.69
E-research Report	97(34.9)	137(49.3)	43(15.5)	1(0.4)	3.19	.69
Online catalogues	107(38.5)	117(42.1)	50(18.0)	4(1.4)	3.18	.77
CDROM	109(39.2)	113(40.6)	42(15.1)	14(5.0)	3.14	.85
E-reference Database	73(26.3)	146(52.5)	58(20.9)	1(0.4)	3.05	.69
E-magazine	86(30.9)	112(40.3)	78(28.1)	2(0.7)	3.01	.78
E-manuscript	82(29.5)	120(43.2)	73(26.3)	3(1.1)	3.01	.77
E-VCDDVD	89(32.0)	109(39.2)	66(23.7)	15(5.0)	2.98	.87
Level of Electronic Information Resources Use = 3.28						

Source: Researcher's Field Survey, 2022

Decision Rule: If mean is ≤ 1.49 = Not Utilized; 1.5 to 2.49 = Occasionally Utilized; 2.5 to 3.49 = Highly Utilized; 3.5 to 4 = Very Highly Utilized.

Research Question Two: How frequently do lecturers use electronic information resources in selected private universities in South-West, Nigeria?

Research question two was formulated to establish the frequency of use of EIRs by lecturers in selected private universities in South-West, Nigeria. Findings in Table 4 showed that lecturers in private universities in South West, Nigeria use EIRs averagely on a weekly basis (\bar{x} =4.11, on a scale of 4). Frequency of use of EIR was measured using ten items with some items showing high frequency of use, while others indicated low use. The result indicated that all the items of EIRs investigated were frequently used by the lecturers. However, the lecturers utilized internet averagely on a daily basis as against the others being used on weekly basis. The

finding corroborated that of Oyegade (2015) who discovered that Internet as sources of EIR is the best way to retrieve information for research purposes because it is the gateway to the world.

Table 4: Frequency of Electronic Information Resources Use

Frequency of EIRs Use	Daily	Weekly	Monthly	Occasional ly	Never	Mea n	SD
Internet	132(47.5)	69(24.8)	17(6.1)	3(1.1)	1(0.4)	4.58	.68
e-Newspaper	150(54.0)	90(32.4)	22(7.9)	14(5.0)	2(0.7)	4.34	.87
Electronic databases	132(47.5)	111(39.9)	27(9.7)	4(1.4)	4(1.4)	4.31	.81
e-Journals	115(41.4)	134(48.2)	21(7.6)	7(2.5)	1(0.4)	4.28	.74
Digital Cameras Scanners	141(50.7)	96(34.5)	26(9.4)	4(1.4)	11(4.0)	4.27	.97
e-Books	111(39.9)	131(47.1)	25(9.0)	9(3.2)	2(0.7)	4.22	.79
Library websites	98(35.3)	133(47.8)	37(13.3)	5(1.8)	5(1.8)	4.13	.84
e-Thesis	107(38.5)	118(32.4)	37(13.3)	14(5.0)	2(0.7)	4.13	.87
e-Research report	93(33.5)	123(44.2)	44(15.8)	16(5.8)	2(0.7)	4.04	.88
Online catalogues	79(28.4)	121(43.5)	66(23.7)	8(2.9)	4(1.4)	3.95	.87
Reference database	82(29.5)	112(40.3)	68(24.5)	14(5.0)	2(0.7)	3.93	.89
CDROMS	97(34.9)	111(39.9)	38(13.7)	16(5.8)	16(5.8)	3.92	1.11
VCD	95(34.2)	100(36.0)	56(20.1)	9(3.2)	18(6.5)	3.88	1.11
e-Manuscript	82(29.5)	103(37.1)	75(27.0)	13(4.7)	5(1.8)	3.88	.95
e-Magazine	84(30.2)	95(34.2)	82(29.5)	14(5.0)	3(1.1)	3.87	.94
Frequency of electronic information resources use = 4.11							

Source: Researcher's Field Survey, 2022

Decision Rule: If mean is ≤ 1.49 = Never; 1.5 to 2.49 = Occasionally; 2.5 to 3.49 = Monthly; 3.5 to 4.49 = Weekly; 4.5 to 5.0 = Daily

Recommendations

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

1. Even though the study revealed high level of electronic information resources use by the lecturers in private universities in South-West, Nigeria. For sustainability and improvement in the use of EIRs by the lecturers, there is need for the school management as well as the academic libraries of private universities in South-West, Nigeria to ensure that lecturers are sponsored to conferences, seminars and workshops where they could improve on use of electronic information resources.

2. Efforts should be made by the management of private universities in South-West, Nigeria to provide needed ICT infrastructure and improve internet connectivity to make it easier for the lecturers to make use of electronic information resources.
3. The study recommends that academic libraries in private universities in South-West, Nigeria should create awareness, educate and encourage the lecturers through library orientation, workshops and seminars on the need to acquire up-to-date information literacy skills that will enhance utilization of electronic information resources effectively.
4. The advent of digital technologies has transformed the academic landscape, providing unprecedented access to information and resources. Electronic information resources (EIRs), such as online databases, e-journals, and digital libraries, have become essential tools for lecturers in supporting their teaching, research, and professional development. It is therefore recommended that every lecturer should maintain a close relationship with their institution's academic library, so as to have unlimited access to EIRs.
5. The government should develop and invest in digital infrastructure, such as computer laboratories, digital libraries, and online platforms, to support the use of EIRs by lecturers in universities as well as lecturers in other tertiary institutions in the country.
6. There is need for government and private owners of universities to provide adequate funding for universities to subscribe to EIRs, such as online databases and e-journals.
7. With the present economic downturn in the country, university managements are encouraged to collaborate with other universities for resource sharing, expertise, and best practices in the use of EIRs.

Conclusion

To meet up with global standard and to be able to make meaningful contributions and impacts in this information and knowledge age, the use of EIRs is very crucial for lecturers in private universities in South-West, Nigeria. The lecturers need to use EIR to have access to qualitative, updated, reliable and valid information resources because they need various kinds of information resources for effective teaching, productive research outcomes, and for the purposes of impacting knowledge to students and for self-development. However, the lecturers cannot effectively use

electronic information resources without possessing influence of information literacy skills and engagement with social media platforms. Findings from the study revealed high level of electronic information resources use and high level of information literacy skills by lecturers in private universities in South-West, Nigeria. Moreover, the findings indicated that there is frequent use of EIRs by lecturers in private universities in South-West, Nigeria.

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