

# UTILIZATION OF ELECTRONIC INFORMATION RESOURCES BY STUDENTS IN SELECTED PRIVATE UNIVERSITIES IN ENUGU

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## Abstract

This study focused on utilization of electronic information resources by students in selected private universities in Enugu. The general purpose of this study is to investigate the utilization of electronic information resources by students in selected private universities in Enugu. Four specific objectives and four research questions were posed to guide this study. This study adopted survey research design. The research design adopted for the study was descriptive survey design. The population of the study is 5101 students. This comprises of one thousand and thirty (1,030) students of Coal City University Enugu and four thousand and seventy one (4,071) students of Godfrey Okoye University Enugu. The sample for the study is 370. This was derived using Taro Yamene's statistical formular. Four-point rating scale was the instrument used to collect data for the study. The data collected for this study were analyzed using mean score. The findings revealed among others that CD-ROMs, e-books, e-journals, e-magazines, e-newspapers, e-dictionaries, e-encyclopedia and e-thesis and dissertation are the types of electronic information resources available in libraries studied. Based on the findings, it was recommended among others that government and university library management should allocate sufficient fund to maintain subscription to these electronic resources.

## Introduction

Academic libraries are information centres established within institutions of higher education such as universities, polytechnics, monotechnics, and colleges of education. They are integral components of tertiary institutions and are designed to support teaching, learning, and research activities. Ike, Amadi, Madu-Malachy, Iheagwam & Iheanacho (2023) described academic libraries as libraries founded in higher institutions to fulfill two interrelated

functions: supporting the academic curriculum and facilitating research activities for both faculty members and students. In essence, an academic library serves as a specialized information hub within educational institutions, particularly universities, colleges, and research institutes. Unlike public libraries that serve the general population, academic libraries are structured to meet the specific information needs of students, lecturers, researchers, and other members of the academic community (Ashikuzzama, 2023). Through the provision of diverse information resources and services, academic libraries play a vital role in advancing the core objectives of teaching, learning, and scholarly inquiry.

To effectively carry out these responsibilities, academic libraries occupy a central position in the provision of information services and resources to their communities, which include undergraduate and postgraduate students, academic staff, administrative personnel, and external researchers. The importance of academic libraries to higher education cannot be overstated, as no university can be established without adequate library provision. During accreditation exercises, library resources and services are among the first facilities assessed by accreditation teams (Mbagwu & Udo-Anyanwu, 2021). Where library standards are found inadequate, the academic programme under review is also deemed unsuccessful. In addition to the main university library, faculty and departmental libraries are established to further strengthen teaching, learning, and research activities. Notably, the Harvard University Library is recognized as the largest academic library in the world, with holdings exceeding ten million volumes. Academic libraries therefore maintain extensive collections comprising various categories of information resources.

Information resources refer to materials that contain information and are consulted to meet users' information needs. Egbuchu & Osuagwu (2023) defined information materials as information-bearing resources that assist library users in locating relevant information,

thereby leading to user satisfaction. According to the author, information resources represent the range of materials provided by the library to address the information needs of its clientele. Similarly, Akanwa (2016) described library information resources as materials acquired and organized in libraries to meet the reading, learning, and research needs of users. These resources constitute knowledge-bearing materials consulted for personal, academic, and professional development. Essentially, library information resources function as sources through which users access needed information. Akanwa & Udo-Anyanwu (2017) classified library information resources into three major categories: books, audiovisual materials, and electronic information resources (EIRs). Book resources consist of printed materials that are portable and include textbooks, monographs, treaties, and reference materials. They also cover serial publications such as newspapers, magazines, journals, patents, as well as access tools like indexes, abstracts, and bibliographies. Audiovisual or non-book materials, on the other hand, are largely electronic in nature and include microforms, microfilms, computers, audio and video recordings, tapes, CD-ROMs, flash drives, and diskettes. These non-book resources further extend to electronic information resources.

Electronic information resources are information-bearing materials that are accessed through electronic means. Akanwa (2016) defined electronic information resources as a broad term encompassing all information materials available in electronic formats. According to the author, such resources include personal computers, internet-based materials, CD-ROMs, DVDs, e-mail services, online databases, e-magazines, e-dictionaries, and e-encyclopedias, among others. Advances in Information and Communication Technologies have significantly transformed the ways individuals communicate and access information. Electronic information resources represent information in digital form and are accessible through electronic systems and computer networks. These resources have become indispensable tools for learning,

teaching, and research (Togia & Tsigilis as cited in Egbuchu & Osuagwu, 2023). For academic libraries to remain relevant in the contemporary information environment, they must adopt and integrate information and communication technology, regardless of the size of their collections. Electronic information resources, regarded as one of the most recent innovations in information technology, exist in various formats such as e-books, e-newspapers, e-journals, e-learning platforms, and online assessment tools. They are therefore of immense value to the academic community.

The emergence of electronic information resources has significantly altered the delivery of library services. Their development has enabled users to access information remotely without the need for physical presence in the library or direct interaction with library staff. Yahaya & Oladokun (2019) identified several electronic library resources available for use, including databases, digital libraries, metadata systems, e-books, e-conferences, e-mail services, e-journals, online newspapers, Online Public Access Catalogues (OPAC), e-maps, e-theses, e-research reports, bibliographic databases, and CD-ROMs. These resources are particularly beneficial to distance learners who may have limited time or opportunity to physically visit the library (Viswanatha & Sasireka, 2016). Consequently, the adoption of electronic resources has become increasingly prominent in the delivery of library services to diverse categories of users.

Electronic information resources are distinguished by their ability to provide faster and more convenient access to information compared to traditional print resources. However, effective use of these resources requires basic computer and information literacy skills. EIRs have increasingly become essential assets in education, research, teaching, and learning, fundamentally transforming academic practices. When library services are predominantly delivered through electronic information resources, students are better equipped to complete

assignments, term papers, and research tasks effectively. Access to these resources exposes students to global perspectives beyond classroom instruction, thereby improving examination preparation and enhancing overall academic performance (Okafor & Ukwuoma, 2018). In this regard, electronic information resources contribute positively to library service delivery and can add value to users across different settings.

Utilization refers to the effective and regular use of available resources to meet specific needs. It involves maximizing the potential of resources to achieve desired objectives. Ogugua, Unegbu & Esievo (2019) defined utilization as the effective and practical use of available resources, emphasizing that it is dependent on both availability and accessibility. Without these factors, optimal utilization cannot be achieved. The extent to which electronic information resources are utilized varies among individuals and organizations, depending on their information needs and socio-economic conditions. Thus, utilization of electronic resources is influenced by the nature of activities being undertaken.

Despite the availability of electronic information resources, their use among students is often constrained by several factors. Ndinoshiho, as cited in Onyeji (2021) observed that many electronic resources in higher institutions remain significantly underutilized. Identified challenges include inadequate funding, insufficient computer facilities, poor internet connectivity, unstable power supply, and a shortage of skilled personnel. These challenges have negatively impacted the extent to which students and other library users access and utilize electronic information resources. Against this backdrop, the present study investigates the utilization of electronic information resources by students of Coal City University and Godfrey Okoye University, Enugu.

### **Statement of Problem**

A functional and well-developed library is a fundamental requirement for any academic institution, serving as a central hub for teaching, learning, and research activities. Academic libraries are expected to provide adequate and standard information resources in various formats to support the information needs of their users. These resources are deliberately acquired and made accessible to ensure that users can obtain relevant information for academic and research purposes. In line with contemporary developments and the growing digital nature of the global information environment, academic libraries also provide electronic information resources to remain relevant and responsive to users' needs. These electronic resources are intended to facilitate access to a wide range of information.

However, despite their availability, electronic information resources are often underutilized by many academic library users. This underutilization may be attributed to factors such as inadequate electronic resources, unstable power supply, lack of relevant electronic materials, poor internet connectivity, or technophobia. Against this background, the present study examines the utilization of electronic information resources by students in the Coal City University and Godfrey Okoye University, Enugu.

### **Research Questions**

The following research questions were posed to guide the study.

1. What are the types of electronic information resources available in Coal City University and Godfrey Okoye University, Enugu libraries?
2. To what extent do students use electronic information resources in the libraries studied?
3. What are the importance of electronic information resources to students in the libraries studied?

4. What are the challenges affecting effective use of electronic information resources by students in the library studied?

## **Literature Review**

### **Electronic Information Resources**

Electronic Information Resources (EIRs) are information materials that exist in electronic or digital formats and are accessed through computers and other electronic devices. They constitute vital sources of information that effectively support the information needs of library users. Unlike print resources, EIRs differ in form, access methods, retrieval processes, and the technological skills required for use, although they often contain similar content (Anyim, 2020). Electronic information resources include materials accessed via the internet, CD-ROMs, and other digital platforms such as e-books, e-journals, online databases, electronic indexes, and digital reference sources (Anyim, 2018). Advances in information and communication technologies have transformed information dissemination by enhancing speed, accessibility, and cost-effectiveness, thereby making EIRs valuable complements or alternatives to traditional print resources.

The rapid growth of electronic publishing has expanded the scope of library collections beyond printed materials to include a wide range of digital resources. Electronic Information Resources may be accessed remotely through computer networks or directly through physical media such as disks and tapes. These resources offer several advantages, including ease of storage, efficient searching, broader access, and reduced maintenance costs, making them indispensable in modern academic libraries (Ankrah & Atuase, 2018). In recent years, EIRs have emerged as primary channels for information dissemination in universities, particularly for students, researchers, and academic staff (Ternenge & Kashimana, 2019).

Academic libraries provide various types of electronic information resources, including e-books, e-journals, online databases, electronic conference proceedings, e-theses and dissertations, e-magazines, e-newspapers, e-dictionaries, and e-encyclopedias (Akanwa, 2016). Online databases offer access to extensive collections of full-text scholarly materials and bibliographic records, while e-books provide portable and searchable digital alternatives to printed books. E-journals serve as essential vehicles for scholarly communication by offering timely access to peer-reviewed research articles across disciplines. Electronic Theses and Dissertations (ETDs) present scholarly research outputs in digital form and are increasingly replacing print versions in many universities. Other electronic resources such as e-magazines, e-newspapers, e-dictionaries, and e-encyclopedias further support academic and research activities by providing current information, reference support, and background knowledge.

### **Extent of Use of Electronic Information Resources by Students**

The rapid expansion of electronic information resources has made their preservation and sustained accessibility a critical responsibility of academic libraries. In recent years, students' use of Electronic Information Resources (EIRs) has increased considerably due to technological advancements, improved internet access, and the widespread availability of digital academic platforms. Resources such as e-journals, e-books, online databases, and digital libraries have significantly reshaped how students locate, assess, and apply scholarly information. However, the degree to which these resources are integrated into routine academic and research practices varies depending on factors such as academic discipline, users' research roles, availability of resources, and specific information needs (Viswanatha & Sasireka, 2016).

The transition of academic libraries into digital and virtual information centres has enhanced global access to scholarly content, thereby improving information dissemination

(Abubotlor as cited in Onyeji, 2021). In well-equipped academic libraries, electronic resources such as databases, web-based materials, and electronic serials are readily accessible, encouraging greater patronage. Nevertheless, the extent of students' use of EIRs remains a major concern for librarians, as utilization often depends on the availability of resources and users' awareness of their existence. According to Ternenge and Kashimana (2019), the introduction of electronic resources has increased library usage, with many users demonstrating a preference for electronic formats over print resources.

Across all levels of higher education, students increasingly rely on electronic information resources for academic tasks. Studies indicate that platforms such as JSTOR, PubMed, Scopus, and Google Scholar are extensively used for assignments, research projects, and thesis writing due to their accessibility and comprehensive coverage. Open-access platforms, including the Directory of Open Access Journals (DOAJ), have further expanded access, while mobile-friendly interfaces have made EIRs more convenient for users.

The extent of EIR usage is expected to rise further with advancements in artificial intelligence and machine learning. AI-driven platforms, such as r discovery, enhance user experience by recommending relevant scholarly materials based on individual research interests. Emerging technologies, including virtual and augmented reality, are also being explored to provide immersive learning experiences. However, the level of EIR utilization is influenced by users' demographic and technical factors. Waldman, as cited in Onyeji (2021), identified computing skills, age, and gender as significant determinants of EIR usage, noting a strong relationship between computer proficiency and the effective use of electronic library tools such as Online Public Access Catalogues (OPAC).

Despite the academic value of electronic information resources, their use is sometimes limited. Anyim (2020) observed that students may utilize EIRs at a low level due to challenges

in navigating vast digital collections. Limited digital literacy, particularly among first-time users or students from less technologically advanced backgrounds, can reduce effective utilization. In addition, high subscription costs for certain databases may restrict access for students lacking institutional support. Information overload further complicates usage, as the abundance of available data can overwhelm users and hinder the identification of credible and relevant sources. Nonetheless, electronic information resources remain indispensable to students' academic development and scholarly engagement.

### **Importance of Electronic Information Resources to Students**

Electronic Information Resources (EIRs) play a crucial role in supporting students' academic activities, particularly in teaching, learning, and research. They provide consistent and reliable support for students' information needs, making access to scholarly materials faster and more efficient. The benefits of electronic information resources to students are numerous and cannot be overstated.

One major importance of EIRs is the safety and preservation of information. Because electronic resources are stored in computer systems and cloud platforms, the risk of document loss due to physical damage or system malfunction is greatly minimized. In addition, effective information security measures protect electronic resources from theft, mutilation, or unauthorized alteration, problems that are common with print materials. Electronic information resources also enable quick and easy access to information. Students who possess basic digital and information literacy skills can retrieve relevant information rapidly through electronic databases, online catalogues, and search engines (Viswanatha & Sasireka, 2016). This speed and efficiency significantly enhance academic productivity and research output.

Another important advantage is space conservation. Unlike print materials that require large physical storage areas, electronic information resources occupy minimal space and can store vast amounts of information on digital media such as CD-ROMs, flash drives, and web-based platforms. This allows libraries to provide access to extensive collections without spatial limitations.

EIRs further offer unrestricted access to information regardless of library opening hours. Students can access electronic resources anytime and from anywhere—whether in the library, at internet cafés, offices, or their homes. Multiple users can also access the same information simultaneously, making electronic resources highly convenient and user-friendly.

Electronic bibliographic databases are regularly updated, ensuring that students have access to current and relevant academic information. According to Akidi & Umebali (2021) electronic information services allow users to retrieve information easily at any time and location, even in cases of system failure, due to secure data storage systems. These services also provide automatic usage statistics, enabling librarians to assess the level of resource utilization. Electronic information resources offer multimedia content such as audio, video, and animations, which are often unavailable in print format. Hypertext links and online references further guide students to related articles and relevant information, thereby enriching the learning and research experience.

Electronic information resources also promote creativity, accelerate the identification of new research areas, and encourage the development of emerging fields of study (Ali, 2017). As noted by Owolabi (2022), EIRs are indispensable research tools that not only complement print resources but also eliminate geographical barriers to information access and enhance the overall quality of academic work for students.

## **Challenges Affecting Effective Use of Electronic Information Resources by Students in Academic Libraries**

Electronic Information Resources (EIRs) have become essential in academic libraries due to their ease of access, quick retrieval capabilities, and ability to support digital learning and research. However, their effective use by students is constrained by several factors identified in library and information science literature. These include inadequate funding, poor internet connectivity, unstable electricity supply, lack of modern infrastructure, and insufficient access to computers, especially during peak periods (Imo & Igbo, 2017). In addition, the high cost of subscription to digital databases and limited institutional budgets often restrict the availability and sustainability of EIRs in many academic libraries (Ilesanmi, 2023; Nwankwo & Okoro, 2023).

Furthermore, human and institutional challenges also hinder effective utilization of EIRs. These include lack of adequate training for both library staff and users, poor technical support, absence of clear policy frameworks, and low digital literacy among students (Yusuf & Alabi, 2023). Administrative inefficiencies and negative attitudes toward staff development further compound the problem. Addressing these issues through improved funding, infrastructure development, reliable power supply, and continuous training programmes is crucial for enhancing the effective use of EIRs and improving academic research outcomes.

### **Methodology**

This study adopted survey research design. This design is considered appropriate due to its usefulness in measuring attitudes, opinions and characteristics of individuals and generating data on the utilization of electronic information resources by students of academic

libraries with particular reference to Coal City University and Godfrey Okoye University, Enugu library. The population of the study is 5101 students. This comprises of one thousand and thirty (1,030) students of Coal City University Enugu and four thousand and seventy one (4,071) students of Godfrey Okoye University Enugu. This cut across different departments and faculties of the universities. The sample for the study is 370. This was derived using Taro Yamene’s statistical formular. Four-point rating scale was the instrument used to collect data for the study. The data collected for this study were analyzed using mean.

## RESULTS

In this chapter, the researcher presented data analysis and results of the study according to the research questions.

**Research Question 1:** What are the types of electronic information resources available in the Libraries Studied?

**Table 1: Types of Electronic Information Resources Available in the Libraries Studied (n=368)**

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	Mean X	Decision
1	CD-ROMs	97	91	147	33	2.7	Agreed
2	E-books	183	90	65	30	3.2	Agreed
3	E-journals	164	127	35	42	3.1	Agreed
4	E-magazines	135	97	114	22	2.9	Agreed
5	E-newspapers	91	142	63	72	2.7	Agreed
6	E-dictionaries	84	125	67	92	2.5	Agreed
7	E-encyclopedia	84	125	67	92	2.5	Agreed
8	E-thesis and dissertation	96	87	85	100	2.5	Agreed
Grand Mean					2.8	Agreed	

Presented in Table 1 are the item-by – item mean rating of the types of electronic information resources available in libraries studied. From the Table, the result shows that CD-ROMs (2.7), e-books (3.2), e-journals (3.1), e-magazines (2.9), e-newspapers (2.7), e-dictionaries (2.5), e-encyclopedia (2.5) and e-thesis and dissertation (2.5) are the types of electronic information resources available in libraries studied with grand mean of 2.8.

**Research Question 2:** To what extent do students use electronic information resources in the libraries studied?

**Table 2: Extent Students Use Electronic Information Resources in the Libraries Studied (n= 368)**

S/N	ITEMS	VHE	HE	LE	VLE	Mean X	Decision
1	CD-ROMs	95	93	140	40	2.7	High Extent
2	E-books	180	93	60	35	3.1	High Extent
3	E-journals	154	127	35	52	3.0	High Extent
4	E-magazines	120	97	114	37	2.8	High Extent
5	E-newspapers	80	122	83	83	2.5	High Extent
6	E-dictionaries	94	115	67	92	2.6	High Extent
7	E-encyclopedia	84	125	67	92	2.5	High Extent
8	E-thesis and dissertation	94	115	67	92	2.6	High Extent
Grand Mean						3.1	High Extent

Presented in Table 2 are the item-by - item mean rating of the extent students use electronic information resources in the libraries studied. From the Table, the result shows that CD-ROMs (2.7), e-books (3.1), e-journals (3.0), e-magazines (2.8), e-newspapers (2.5), e-dictionaries (2.6), e-encyclopedia (2.5) and e-thesis and dissertation (2.6) are used to a high extent by students in the libraries studied. This is evidenced in their possession of mean scores which are above the decision rule 2.5 and also as shown in the grand mean which is 3.1.

**Research Question 3:** What are the importance of electronic information resources to students in the libraries studied?

**Table 3: Importance of Electronic Information Resources to Students in the Libraries Studied (n= 368)**

S/N	ITEMS	SA	A	D	SD	Mean X	Decision
1	Increased accessibility	164	127	35	42	3.1	Agreed
2	Current and comprehensive information	135	97	114	22	2.9	Agreed
3	Faster and more efficient information retrieval	154	127	35	52	3.0	Agreed
4	Supports remote and distance learning	94	115	67	92	2.6	Agreed
5	Cost effectiveness	95	93	140	40	2.7	Agreed
6	Collaboration and global networking	84	125	67	92	2.5	Agreed

**Grand Mean** **2.8** **Agreed**

Presented in Table 3 are the item-by – item mean rating of the importance of electronic information resources to students in the libraries studied. From the Table, the result shows that increased accessibility (3.1), current and comprehensive information (2.9), faster and more efficient information retrieval (3.0), supports remote and distance learning (2.6), cost effectiveness (2.7) and collaboration and global networking (2.5) are the importance of electronic information resources to students in the libraries studied. This is evidenced in their possession of mean scores which are above the decision rule 2.5 and also shown in the grand mean which is 2.8.

**Research Question 4:** What are the challenges affecting effective use of electronic information resources by students in the library studied?

**Table 4: Challenges Affecting Effective Use of Electronic Information Resources by Students in the Library**

							(n=368)	
S/N	ITEMS	SA	A	D	SD	Mean X	Decision	
1	Poor telecommunication links	97	91	147	33	2.7	Agree	
2	Inadequate trained technical staff to help users	183	90	65	30	3.2	Agree	
3	Poor attitude to the training of professional staff	164	127	35	42	3.1	Agree	
4	Administrative problem	135	97	114	22	2.9	Agree	
5	Lack of funds among users to buy airtime to access the digital information resources	91	142	63	72	2.7	Agree	
6	Lack of written policy frame work on the part of the academic libraries	84	125	67	92	2.5	Agree	
<b>Grand Mean</b>							<b>2.9</b>	
<b>Agree</b>								

Presented in Table 4 are the item-by – item mean rating of the challenges affecting effective use of electronic information resources by students in the library studied. from the

Table, the result shows that poor telecommunication links (2.7), inadequate trained technical staff to help users (3.2), poor attitude to the training of professional staff (3.1), administrative problem (2.9), lack of funds among users to buy airtime to access the digital information resources (2.7) and lack of written policy frame work on the part of the academic libraries (2.5) are the challenges affecting effective use of electronic information resources by students in the library studied. This is evidenced in their possession of mean score which are above the decision rule 2.5 and also shown in the grand mean which is 2.9.

## **Results and Discussion of Findings**

### **Types of Electronic Information Resources Available in the Libraries Studied**

The finding revealed that CD-ROMs, e-books, e-journals, e-magazines, e-newspapers, e-dictionaries, e-encyclopedia and e-thesis and dissertation are the types of electronic information resources available in libraries studied. This finding is in agreement with the finding of Akanwa (2016) who identified e-books, e-journals, e-magazines, e-newspapers and e-dictionaries as part of electronic information resources found in the library. It is also in line with the findings of Chisenge (2015), who noted that the types of electronic resources include e-journals, compact disc, computers, e-mail, online database, e-magazines and e-dictionaries among others.

### **Extent Students Use Electronic Information Resources in the Libraries Studied**

The finding revealed that CD-ROMs, e-books, e-journals, e-magazines, e-newspapers, e-dictionaries, e-encyclopedia and e-thesis and dissertation are used to a high extent by students in the libraries studied. This finding is in agreement with the findings of Ternenge and Kashimana (2019) who stated that the introduction of electronic information resources in the library have increased the extent at which library users use the library as they always have

access to their desired information resources. Also, Anyim (2020) agreed that since the advent of Information Communication Technologies in academic libraries, demand for electronic information resources seemed to have overtaken that of print resources and their utilization to a high extent.

### **Importance of Electronic Information Resources to Students in the Libraries Studied**

It was revealed that increased accessibility, current and comprehensive information, faster and more efficient information retrieval, supports remote and distance learning, cost effectiveness and collaboration and global networking are the importance of electronic information resources to students in the libraries studied. This is in agreement with the findings of Owolabi (2022) who stated that one of the key strengths of EIRs is their searchability and users can perform keyword searches, use advanced filters, and sort results by date, relevance, or other criteria, making it easier to locate specific information. Also, Bakare (2023) noted that EIRs offer a cost-efficient alternative to physical materials and libraries save on printing, shipping, and storage costs by subscribing to electronic databases instead of purchasing large volumes of physical books.

### **Challenges Affecting Effective Use of Electronic Information Resources by Students in the Library Studied**

The finding finally revealed that poor telecommunication links, inadequate trained technical staff to help users, poor attitude to the training of professional staff, administrative problem, lack of funds among users to buy airtime to access the digital information resources and lack of written policy frame work on the part of the academic libraries are the factors affecting effective use of electronic information resources by students in the library studied. This is in line with the findings of Owoeye and Oguntuase as cited in Onyeji (2021) that the

factors affecting the use of EIRs by students are technical problems that is poor telecommunication links, trained technical staff to help users are inadequate, poor attitude to the training of professional staff and administrative problem. Also, Imo and Igbo(2019) citing Rosenberg identified lack of funds among users to buy airtime to access the digital information resources, and lack of written policy frame work on the part of the academic libraries, non-availability of training programmes for updating staff skills in order to meet needs of users that are ICT illiterate, high and power supply.

### **Recommendations**

Based on the findings of this study, the following recommendations were made;

1. Government and university library management should allocate sufficient fund to maintain subscription to these electronic resources and as well acquire other electronic information resources.
2. Library staff should make electronic resources accessible to students so as to enable them satisfy their information needs and increase the high extent of use.
3. Library staff should always ensure that users have access to these electronic resources to ensure effective use of these information resources in order to derive the benefits that accrue from using them.
4. University management should provide adequate fund, telecommunication devices, regular power supply and well-trained library staff to handle these electronic resources.

### **Conclusion**

This study investigated the use of electronic information resources by students of Coal City University and Godfrey Okoye University, Enugu using a survey research design. The

findings revealed that various electronic information resources such as e-books, e-journals, CD-ROMs, e-magazines, e-newspapers, e-dictionaries, e-encyclopedias, and e-theses are available in the university library and are utilized by students to a high extent. These resources significantly enhance access to current and comprehensive information, support efficient information retrieval, facilitate remote learning, and promote academic collaboration. However, challenges such as poor telecommunication facilities, inadequate technical support staff, insufficient funding, and lack of clear policy frameworks hinder effective utilization. The study therefore concludes that electronic information resources are vital to students' academic activities and recommends improved funding and management support to enhance their effective use.

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