Undergraduates' Awareness and Use of Electronic Information Resources in the University of Ilorin, Nigeria

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Abstract

Electronic information resources (EIRs) are critical for undergraduates in the 21st-century learning environment. However, despite the numerous benefits of EIRs to research and academic activities, there is a concern that undergraduates may lack awareness of and fail to utilise these resources effectively. The study investigated awareness and use of EIRs among undergraduates of the University of Ilorin, Nigeria. The descriptive survey design was employed and the multi-stage sampling technique was used to select two faculties and 500 undergraduates from a total population of 45,885. A questionnaire was used for data collection. Five research questions were answered, while two hypotheses were tested at the 0.05 level of significance. The data were analysed using Statistical Products for Service Solution (SPSS) software. The findings revealed that the undergraduates in the sampled faculties were aware of and used EIRs for academic and research purposes. E-books, e-journals, e-conference proceedings, e-abstracts, offline databases, e-theses, dissertations, institutional repositories and DVD/CD were available. It is recommended that the management of the university library should continuously engage in awareness campaigns concerning the availability of EIRs for use by all.

Introduction

The rapid development of technology, particularly in computer and telecommunication, has revolutionised information storage and retrieval, enabling access to information from anywhere (Sejane, 2017). This has had a significant impact on learning and libraries, providing dynamic tools for managing and accessing information (Manjack, Dangani& Fari, 2019). Information and communication technologies (ICT) have played a crucial role in increasing access to information, transforming library operations and facilitating timely information delivery (Khan, 2019; Manzo & Kannan, 2020). Libraries have evolved from mere storehouses of knowledge to extensive repositories of electronic resources accessible remotely (Srivastava, 2019). Electronic publishing has further expanded the availability of information in various electronic formats, such as databases, e-books and e-journals, making it essential to integrate these resources into library collections (Manzo & Kannan, 2020). The academic community recognises the increasing importance of electronic information resources (EIRs) for research and learning.

Electronic information resources encompass a range of electronic formats and media, including CD-ROMs, online databases, e-journals and e-books (Amol & Subhash, 2020; Achugbue& Ahimbisibwe, 2020). They have transformed information management in academic environments, particularly university libraries. They serve as valuable research tools, offering access to information regardless of geographical location or financial constraints, and complementing traditional print resources (Agyei & Fianko, 2016; Owolabi, Idowu, Okocha, & Ogundare, 2016). Electronic information resources have become integral to education, research, teaching and learning, enabling undergraduates to access accurate and timely information on diverse subjects remotely (Agyei & Fianko, 2016). The widespread adoption of ICT in libraries has contributed to the increasing availability and usage of EIRs by undergraduates (Agyei & Fianko, 2016). Electronic information resources offer distinct advantages over traditional print resources in today's electronic information environments, making awareness and utilisation of EIRs the norm among undergraduates worldwide (Sejane, 2017).

Awareness and use of EIRs are crucial for undergraduates in today's educational landscape (Olajide & Adedokun, 2018). Awareness refers to the knowledge and understanding of EIRs available in university libraries. Use entails the purposeful utilisation of EIRs to access online information (Tariq & Zia, 2014). The use of EIRs enables students to efficiently retrieve information to meet their academic and research needs (Song & Abass, 2019). However, the nature of the electronic information environment, influenced by the state of ICT in a university, plays a significant role in the use of EIRs (Manjack, Dangani& Fari, 2020). Additionally, the acquisition of skills to navigate the EIR's environment is crucial for effective utilisation (Akpojotor, 2016).

Awareness of the EIRs subscribed to by a university library is essential in inspiring and facilitating their use by undergraduates (Adeleke &Nwalo, 2017). However, various factors can hinder the use of EIRs, including a lack of information literacy, computer literacy and information retrieval skills, as well as difficulties in accessing and evaluating information (Toyo, 2017). Despite these challenges, it is important to recognise the vast opportunities that EIRs offer to users. Therefore, both awareness and the ability to use EIRs are critical for undergraduates in the 21st-century learning environment (Akpojotor, 2016).

Unarguably, EIRs are crucial for the educational development of undergraduates, providing access to the information needed for research and academic activities. However, preliminary investigations have revealed that the available EIRs in the university library are underutilised by undergraduates, despite the significant investment in their subscriptions. Undergraduates prefer the convenience of accessing information resources from preferred locations, such as halls of residence, homes or classrooms, which poses a challenge, since EIRs typically require access through the library. Thus, enhancing the effective use of EIRs by undergraduates relies on their awareness of the available resources and their ability to utilise them. It is against this background that this study investigated awareness and use of EIRs among undergraduates at the University of Ilorin, Nigeria.

Objectives of the Study

The main objective of this study was to investigate awareness and use of EIRs by undergraduates at the University of Ilorin, Nigeria. The specific objectives were to:

i. identify the types of EIRs available to undergraduates at the University of Ilorin, Nigeria;
ii. ascertain the level of awareness of the available EIRs among undergraduates at the University of Ilorin, Nigeria;
iii. determine the frequency of use of the available EIRs by undergraduates in the University of Ilorin, Nigeria;
iv. identify the purpose of use of EIRs by undergraduates in the University of Ilorin, Nigeria; and
v. identify the constraints associated with the use of EIRs by undergraduates at the University of Ilorin, Nigeria.

Hypotheses

The following hypotheses were tested at an $\alpha = 0.05$ level of significance:

1. There is no significant relationship between awareness and use of EIRs among undergraduates at the University of Ilorin, Nigeria.
2. There is no significant relationship between the availability and use of EIRs among undergraduates at the University of Ilorin, Nigeria.

Literature Review

Electronic information resources (EIRs) are digital information materials facilitated by computers, networks and human involvement (Amankwah, 2014; Onwueme& Lulu-Pokubo, 2017). Electronic information resources come in various formats, such as text, videos, audio, maps, graphics, tables and pictures and include resources like full-text documents, CD-ROMs, e-journals and online databases (Quadri et al., 2014; Ternenge&Kashimana, 2019). They can be accessed remotely or locally, providing students with the opportunity to transmit, acquire, process and disseminate information efficiently (Adeleke &Nwalo, 2017). Electronic information resources encompass a range of information materials accessed through computer devices, including e-books, e-journals, full-text databases, reference databases and multimedia resources (Madondo et al., 2017). They can be stored both offline and online, offering a wealth of information on various subjects. They enhance usability and accessibility, enabling users to search multiple files simultaneously, thus saving time, compared to traditional print resources.

The specific types of EIRs found in academic libraries include e-books, which are electronic texts with features like hyperlinks, bookmarks and annotation (Ankrah &Atuase, 2018). E-journals are serial publications available in electronic format, distributed electronically without a print counterpart (Kumar, 2017). E-abstracts serve as access and retrieval devices for stored information (Agwunobi& Umoren, 2019). E-theses and e-dissertations are digitally stored scholarly works, providing easy access to researchers (Kavithanjali, 2019). CD-ROMs contain large amounts of information on optical discs (Achugbue& Ahimbisibwe, 2020). Full-text and online databases offer extensive collections of documents and data accessible through computer servers or the Internet (Sejane, 2017). Offline databases store e-resources locally on computer

workstations, CDs or flash drives, allowing for information sharing within a specific network. Institutional repositories play a vital role in managing and disseminating digital materials produced within academic institutions (Shreeves & Cragin, 2016; Jabbar et al., 2020).

Awareness plays a crucial role in the utilisation of EIRs (Ibikunle, 2015). However, there is a lack of awareness, particularly in developing countries, of the use of EIRs. Increased awareness of EIRs is associated with their greater usage (Prangya& Rabindra, 2013). For example, Singh, Singh and Chander (2020), reported that respondents in their study were aware of e-resources, including different types of e-resources, e-databases and e-journals. Aina (2014) found that the respondents in a study at Babcock University, Ilishan-Remo, Ogun State, Nigeria were aware of EIRs and regularly consulted multiple databases. Kumar and Reddy (2014) reported that students and faculties in India were aware of e-resources, although print materials were still predominantly used. Limited awareness of the existence and details of EIRs has been observed among respondents in other studies as well (Abinew&Vuda, 2013).

Teachers, students, and research scholars are among the users of EIRs, with different resources being accessed, depending on their needs. Underutilisation of the available EIRs in university libraries has been attributed to poor awareness of their existence, availability and accessibility (Arerosuoghene&Obukowho, 2020). Electronic information resources offer numerous advantages, such as hyperlinks to other resources, up-to-date information, easy citations, storage, dissemination, archiving, and cost-effectiveness (Anyim, 2020). They enable timely access to materials, keep users informed about developments in their fields, and contribute to academic achievement (Arerosuoghene&Obukowho, 2020). Nevertheless, some individuals do not utilise EIRs owing to a lack of awareness (Olajide & Adedokun, 2018).

Studies on the utilisation of EIRs revealed that e-journals and e-books are widely used, while other resources, like CD-ROM databases and e-books, are less frequently utilised (Kumar & Reddy, 2014; Alhassan & Macaulay, 2015). Electronic information resources are predominantly used for educational purposes, literature search, professional growth, learning, current information, research, teaching and completing class assignments (Owolabi et al., 2016; Agyei & Fianko, 2017; Bankole & Nasir, 2020). Information literacy skills were found to be crucial for optimal use of EIRs by undergraduates (Ukachi, 2015). The use of EIRs has been shown to positively impact academic performance, but acquiring additional skills in utilising these resources is necessary (Priyadharshini et al., 2015; Toyo, 2017).

Previous studies, for example, Alhassan and Macaulay (2015), Bankole et al. (2015) and Mandondo et al. (2017) identified various purposes for which students utilise EIRs in universities including online application/registration, research, communication with peers, sourcing materials for projects and assignments, current awareness, email access, news acquisition and entertainment.

The significance of EIRs in universities has grown over time, offering students new opportunities and benefits. Electronic information resources are up-to-date, multidimensional, and easily accessible from anywhere, crossing geographical boundaries. They save time, cost less than print

resources, and provide remote access, besides other advantages, such as preserving information, unlimited concurrent use, space-saving and awareness generation (Kavithanjali, 2019). Other benefits include easy access, retrieval, downloading, font enlargement options, availability for the deaf, reduced risks of theft and pilferage, no binding costs, and no fear of misplacing resources (Owolabi et al., 2016).

Electronic information resources offer numerous advantages in academia, such as accessibility, affordability, usability and readability (Kavithanjali, 2019). However, despite the benefits, there are some perceived constraints and disadvantages associated with their use. Users also face challenges related to the arrangement and description of resources, lack of online help, poor website design, login requirements, lack of expertise in using databases, absence of printing provision, and confusing search screens (Adeleke &Nwalo, 2017). Bankole and Nasir's (2020) study revealed that difficulty in identifying relevant information to meet needs, insufficient e-sources in a field of study, and lack of training in using electronic sources are the major challenges confronting the use of electronic sources in the library. Technical problems, slow Internet access, limited availability of resources, lack of constant electricity supply and poor information literacy skills also hinder the effective utilisation of EIRs (Velmurugan, 2013; Oghenetega, 2014; Ternenge&Kashimana, 2019).

From the submissions of all the authors whose works were reviewed, it is evident that awareness of available electronic information resources is of paramount importance to its use.

Methodology

The study adopted the descriptive survey design to examine awareness and use of electronic information resources by undergraduates at the University of Ilorin, Nigeria. The population consisted of 5,047 undergraduates from two selected faculties at the University of Ilorin. The students studied included 200-level to 500-level undergraduates in the sampled faculties. Purposive sampling was used to select the faculties, while stratified random sampling was employed to group students by level of study. A total of 500 undergraduates were selected using a sampling fraction of 10% to select the respondents from each level in the faculties (see Table 1).

A questionnaire was the main instrument used for data collection. It consisted of sections on demographic characteristics, types of electronic information resources available, awareness of electronic information resources, use of electronic information resources, purposes of using electronic information resources, and constraints to using electronic information resources. The questionnaire utilised two-, four- and five-point Likert scales for measurement. The instrument has a reliability co-efficient of 0.75 Cronbach's α. The questionnaire was administered to the respondents in the two selected faculties by the researcher and three research assistants over a period of three (3 weeks). A total of 465 usable copies of the questionnaire were retrieved and analysed using descriptive statistics (frequency counts, percentages, mean and standard deviation) and the hypotheses were tested using Pearson Product Moment Correlation. Confidentiality and

ethical considerations were maintained throughout the study, and proper referencing was done to avoid plagiarism.

Table 1: Questionnaire distribution and response rate across selected faculties in the University of Ilorin, Nigeria

S/N	Level of Study	Questionnaire Distributed	Returned	Usable	Response Rate (%)
1.	200 Level.	104	96	94	98
2.	300 Level.	124	122	115	94
3.	400 Level.	133	131	125	95
4.	500 Level.	139	139	131	94
Total		**500**	**488**	**465**	

Results

Table 2 presents the demographic profiles of the respondents.

Table 2: Demographic profiles of the respondents

S/N	Demographics	Frequency	Percent (%)
	Gender		
1.	Female.	239	51
2.	Male.	226	49
	Total	**465**	**100**
	Age range		
1.	15-19 years.	101	22
2.	20-24 years.	339	73
3.	25-29 years.	13	3
4.	30 years and above.	12	3
	Total	**465**	**100**
	Name of Faculty		
1.	Agricultural Sciences.	408	88
2.	Law.	57	12
	Total	**465**	**100**
	Level of study		
1.	200 Level.	94	20
2.	300 Level.	115	25
3.	400 Level.	125	27
4.	500 Level.	131	28
	Total	**465**	**100**

The demographic profile of the respondents as presented in Table 2 showed that of the 465 undergraduates surveyed, 239(51%) were females, while 226(49%) were males. This implies that

there are more female undergraduates in the sampled faculties than males. The age distribution of the respondents ranges from 15 to above 30 years ($\bar{x}$ = 22.00 years). Of the surveyed respondents, 408(88%) were from the Faculty of Agriculture, while 57(12%) were from the Faculty of Law. Out of the 465 undergraduates surveyed 131(28%) were in 500 Level; 125(27%) were in 400 Level; 115(25%) were in 300 Level and 94(20%) were in 200 Level.

Table 3 presents the distribution of the respondents based on their familiarity with the computer and awareness of the availability of EIRs in the University of Ilorin library.

Table 3: Respondents' distribution based on familiarity with the Computer and awareness of the availability of EIRs in the University of Ilorin Library

Statements	Frequency	Percent (%)
Familiarity with Computer		
No.	25	5
Yes.	440	95
Total	**465**	**100**
EIR Awareness		
No.	102	22
Yes.	363	78
Total	**465**	**100**

Results in Table 3 revealed that out of the 465 respondents, a total of 440(95%) were familiar with the Computer, while 25(5%) were not. The result further revealed that 363(78%) were aware of the availability of electronic information resources in the University of Ilorin library, while 102(22%) of the respondents were not.

Table 4 presents the mean and standard deviation scores of the types of electronic information resources available to the respondents.

Table 4: Mean and standard deviation scores of the types of EIRs

S/N	Types of EIR	$\bar{x}$	SD
1.	DVDs/CDs.	1.41	0.49
2.	e-Abstract.	1.44	0.50
3.	e-Books.	1.19	0.39
4.	e-Conference proceedings	1.46	0.50
5.	e-Thesis and Dissertation	1.50	0.51
6.	e-Journals.	1.26	0.44
7.	Full-Text database	1.34	0.47
8.	Offline database.	1.37	0.50
9.	Online database	1.29	0.45
10.	Institutional repository.	1.47	0.50
	Weighted $\bar{x}$ = 1.37		

The results from Table 4 showed that e-Thesis and Dissertation ($\bar{x}$ = 1.50, SD = 0.51); Institutional repository ($\bar{x}$ = 1.47, SD = 0.50); e-conference proceedings ($\bar{x}$ = 1.46, SD = 0.50), e-Abstracts ($\bar{x}$ = 1.44, SD = 0.50), and DVDs/CDs ($\bar{x}$ = 1.41, SD = 0.49) among others were types of EIRs in the University of Ilorin library.

Table 5 presents the mean and standard deviation scores of the respondents' awareness of available electronic information resources.

Table 5: Mean and standard deviation scores of awareness of EIRs of the respondents

S/N	Awareness of EIR	$\bar{x}$	SD
1.	DVDs/CDs.	2.84	1.44
2.	e-Abstract.	2.84	1.41
3.	e-Books.	3.58	1.43
4.	e-Conference proceedings.	2. 82	1.37
5.	e-Thesis and Dissertation.	2.83	1.46
6.	e-Journals.	3.38	1.36
7.	Full-Text database.	3.00	1.42
8.	Offline database.	3.15	1.41
9.	Online database.	3.18	1.37
10.	Institutional repository.	2.75	1.41
	Weighted $\bar{x}$	**= 3.03**	

Table 5 showed that the respondents were aware of the availability of e-books ($\bar{x}$ = 3.58, SD = 1.43); e-Journals ($\bar{x}$ = 3.38, SD = 1.36);online databases($\bar{x}$ = 3.18, SD = 1.37); and offline databases ($\bar{x}$ = 3.15, SD = 1.41) among other EIRs in the University of Ilorin library.

Table 6 presents the mean and standard deviation scores of the respondents' frequency of use of electronic information resources

Table 6:Mean and standard deviation scores of frequency EIRs used by the respondents

S/N	Frequency of use of EIRs	$\bar{x}$	SD
1.	DVDs/CDs.	3.00	1.50
2.	e-Abstract.	3.11	1.37
3.	e-Books.	3.58	1.30
4.	e-Conference proceedings	2. 97	1.32
5.	e-Thesis and Dissertation	3.17	3.69
6.	e-Journals.	3.38	1.27
7.	Full-Text database	3.24	1.34
8.	Offline database.	3.28	1.34
9.	Online database	3.30	1.31
10.	Institutional repository.	2.84	1.44
	Weighted $\bar{x}$	**= 3.19**	

Table 6 showed that e-Books ($\bar{x}$ = 3.58, SD = 1.30); e-Journals ($\bar{x}$ = 3.38, SD = 1.27); online database ($\bar{x}$ = 3.30, SD = 1.31); and offline database ($\bar{x}$ = 3.28, SD = 1.34) among others were some of the EIRs frequently used by the respondents.

Table 7 presents the mean and standard deviation scores of purposes of use of electronic information resources by the respondents

Table 7: Mean and standard deviation scores of purposes of use EIRs

S/N	Purpose of use of EIRs	$\bar{x}$	SD
1.	For research.	1.10	0.29
2.	Seminar/conference paper preparation.	1.18	0.39
3.	Assignments preparation.	1.11	0.32
4.	Prepare for examination/studying.	1.15	0.36
5.	Literature review.	1.22	0.42
6.	General/specific information search.	1.18	0.38
7.	For knowledge acquisition.	1.24	0.43
8.	Academic- related purposes.	1.28	0.45
9.	Prepare class notes/ confirm facts.	1.18	0.40
10.	Online classes.	1.21	0.42
Weighted $\bar{x}$ = 1.18			

Table 7 revealed that some of the purposes for the use of EIRs by the respondents were for academic-related purposes ($\bar{x}$ = 1.28, SD = 0.45); literature review($\bar{x}$ = 1.22, SD = 0.42); online classes ($\bar{x}$ = 1.21, SD = 0.42); knowledge acquisition ($\bar{x}$ = 1.24, SD = 0.43); and seminar/conference preparation ($\bar{x}$ = 1.18, SD = 0.39) among others.

Table 8 presents the mean and standard deviation scores of constraints to the use of electronic information resources by the respondents.

Table 8: Mean and standard deviation scores of constraints to use of EIRsof the respondents

S/N	Constraints	$\bar{x}$	SD
1.	Inadequate provision of the computer system.	3.00	0.88
2.	Poor network /non-connectivity	3.37	0.85
3.	Attitude of library staff.	3.18	0.95
4.	Lack of information retrieval skills.	3.11	0.96
5.	Difficulty reading from the computer screen.	2.95	1.05
6.	Erratic power supply.	3.29	0.87
7.	Slow speed of the Internet.	3.29	0.85
8.	Lack of I.T. skills.	3.20	0.92
9.	Lack of awareness.	3.21	0.92
10.	Unfriendly user interface.	3.15	0.94
Weighted $\bar{x}$ = 3.21			

Table 8 indicated that some of the constraints to the use of EIRs by the respondents were: poor network/non-connectivity ($\bar{x}$ = 3.37, SD = 0.85);erratic power supply ($\bar{x}$ = 3.29, SD = 0.85); slow speed of the Internet ($\bar{x}$ = 3.29, SD = 0.85), and lack of awareness ($\bar{x}$ = 3.21, SD = 0.92) among other constraints.

Table 9 presents a summary of the test of Hypothesis one.

Table 9: Summary of the test of the relationship between awareness and use of EIRs by undergraduates at the University of Ilorin, Nigeria

S/N	Variable	$\bar{x}$	SD	df	Correlation	®sig.	PRemark
1.	Awareness.	3.38	1.36	464	.576*	.000	Significant
2.	Use of EIRs.	3.35	1.28				

Correlation @α= 0.05

The results as presented in Table 9 revealed that the relationship between awareness and use of EIRs among the respondents was positive and significant (r = 0.576*; df = 464, p<0.05). Hence, Hypothesis one was rejected.

Table 10 presents a summary of the test of Hypothesis 2.

Table 10: Summary of the test of the relationship between availability and use of EIRs by undergraduates in the University of Ilorin, Nigeria

S/N	Variable	$\bar{x}$	SD	df	Correlation	®sig.	PRemark
1.	Availability.	1.26	0.42	464	.464*	.000	Significant
2.	Use of EIRs.	3.35	1.30				

Correlation @α= 0.05

The results as presented in Table 10 showed that the relationship between availability and use of EIRs among the respondents was positive and significant (r = 0.464*; df =464, p<0.05). Hence, Hypothesis two was rejected.

Discussion of findings

The findings revealed that EIRs were available to undergraduates at the University of Ilorin, Nigeria. DVDs/CDs, e-journals, e-books, e-abstracts, e-conference proceedings, online, full-text and offline databases, e-theses and dissertations, and institutional repositories were all available at the University of Ilorin Library. The findings of this study are in agreement with Anyim's (2020) study, which revealed that EIRs, such as CD-ROM, resources on the Internet, e-journals, OPAC, e-research reports, online databases, e-books, and other computer-based electronic networks are available in academic libraries for research. The findings also confirmed Ankrah and Atuase (2018), who reported that the EIRs found in academic libraries include e-journals, e-abstracts, e-data archives, e-theses and dissertations, e-books and e-manuscripts.

This study revealed that undergraduates in the University of Ilorin, Nigeria were aware of EIRs available. This is in line with Singh, Singh and Chander (2020), who note that the respondents in

their study were aware of e-resources, including different types of e-resources, e-databases and e-journals. This result revealed that most of the undergraduate students in the University of Ilorin, Nigeria, use EIRs every time. This finding corroborates the work of Alhassan and Macaulay (2015). They reported that their respondents highly used the Internet, online databases, electronic databases, and e-journals. Some of the rarely used EIRs were CD-ROM databases, e-journals, OPAC and e-books.

It was found that using EIRs the respondents is basically for academic purposes and for expanding knowledge. This finding is in tandem with Bankole, Ajiboye and Otunla (2015). They observed that most of their respondents used EIRs to complete class assignments, obtain course-related information/study materials, and update knowledge/keep abreast of the latest developments and research purposes. In this study, some of the constraints identified to hinder the use of EIRs by the undergraduates at the University of Ilorin, Nigeria were poor network/non-connectivity, inadequate provision of computers, erratic power supply, slow speed of the Internet; lack of training and awareness amongst others. This present finding aligns with Bankole and Nasir (2020), who revealed that difficulty in identifying relevant information to meet needs, insufficient e-sources in different fields, and lack of training in using electronic sources were the major challenges confronting the use of electronic sources in the library.

The extent to which undergraduates are aware of available e-resources aligns with their comprehension of the presence of these resources in the library, ultimately leading to appropriate access and utilisation (Manzo & Kannan, 2020). The study's findings showed a strong, positive and significant relationship between awareness and use of EIRs among the undergraduates at the University of Ilorin. This means that awareness of available EIRs has a relationship with their usage. Therefore, null hypothesis one was rejected, meaning that awareness influences the use of EIRs among undergraduates. The findings also showed a positive and significant relationship between the availability and use of EIRs among the undergraduates at the University of Ilorin, Nigeria. It means that the availability of EIRs has a relationship with use. On this premise, null hypothesis two was rejected, implying that the availability of EIRs would determine use by the undergraduates. The usefulness of EIRs for the academic achievement of undergraduates is enormous, as it allows them to have timely access to materials not available in print formats (Arerosuoghene & Obukowho, 2020).

Conclusion

Electronic information resources serve as a motivating force to students, allowing them to transmit, download, process and disseminate information on any subject of interest. They open up the possibility of searching multiple files simultaneously, a feat accomplished more quickly than when using print material. Thus, based on the results of the findings, it was concluded that EIRs, such as e-journals, CD-ROM databases, e-books, online databases and offline databases were available for undergraduates at the University of Ilorin. Therefore, to ensure maximum use of EIRs in the University of Ilorin Library, library management should put in place mechanisms to ensure that students are aware of EIRs and that they fully use them.

Recommendations

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

1. The university library management should intensify their awareness campaigns concerning the availability of EIRs.

2. The power outage problem should be addressed through special budgetary allocation and institutional commitment to ensuring a 24-hour lighting system required to remain relevant in today's world of teaching, learning and research.
3. Individual and collective arrangements should be made for adequate user training on advanced search strategies, which are essential for better use of EIRs.
4. A course in information literacy should be made compulsory for all students irrespective of their disciplines. This will go a long way in increasing the learners' knowledge level regarding the use of EIRs.

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