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The Effect of Computer Self-Efficacy and Utilisation of Electronic Information Resources by Students of a Nigerian University

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Abstract

The study examined the effect of computer self-efficacy, college affiliation, year of study and barriers to utilisation of electronic information resources (EIRs) by students of Samuel Adegboyega University, Ogwa, Edo State, Nigeria. The study undertook quantitative research. Stratified simple random technique was used to select sample size of 200 respondents from 374 undergraduate students of Samuel Adegboyega University, across the three Colleges in the University. Structured questionnaire was used for data collection. Data were analysed using inferential statistics. The study indicated students had high-level of computer self-efficacy in relation to the utilisation of EIRs and high level of utilisation of EIR. The study showed computer self-efficacy, College and Year of study positively influenced students' utilisation of EIRs. Erratic power supply and poor internet connectivity were the barriers to effective utilisation of EIR by students.

Keywords: Computer Self-efficacy, Electronic Information Resources, Universities, Students.

Introduction

The incredible growth of electronic resources (e-resources) in the twenty-first century has profoundly altered how students and academics around the world approach finding information. Electronic information resources (EIRs) have recently become known as primary means of information sharing in universities, particularly for researchers (Lefuna, 2017). Electronic information resources are fully incorporated into our society, there is an increase in demand as regard to the utilisation of electronic information resources as the world transits to one that is dominated by technology. Most people especially students prefer using resources from the Internet for various academic and research purposes (Tariq and Zia, 2014). To improve academic and research activities that take place in higher institutions and to keep up with international trends and standards, university libraries, which serve as the hub of the institutions, have also jumped on the universal trend and started offering electronic information resources (EIRs) to their users.

Ukachi et al (2014) electronic information resources (EIRs) are type of resources that can simply be utilised via computers, tablets, and smartphones. For academic communities to receive current knowledge at the appropriate time and in the appropriate form, these resources have become essential. Electronic information resources can store information electronically, offer many concurrent users with access, make information easily accessible across geographic borders, and be accessed through electronic systems and networks. Internet resources,

CD-ROMs, e-books, e-journals, online databases, and open access catalogues (OPAC) are some examples of EIR (Mittal and Bala, 2013). Availability of EIR in higher institutions is a novel way of attaining global availability of research information (Adeniran and Onuoha, 2018). Due to financial constraints and geographic limitations, EIR offers students good opportunity to acquire scholarly knowledge that is unavailable in libraries.

Availability of several of resources had made studying easier and engaging, EIRs have the potential to expand students' learning opportunities (Olawale and Popoola, 2021). Khan (2016) asserted that as a result of the availability of hundreds of thousands of monographic resources, serials, learning tools, and databases among other things in electronic formats and the ability to access them remotely, more people are using information, literature, and information services. Furthermore, EIR are easily updated which aid research, as well as provide the benefit of quickly searching and retrieving of information resources. Librarians are working effortlessly to make more electronic information resources available to clienteles as the function of libraries evolves (Deng as cited in Ternenge, 2019).Computer self-efficacy is Imperative because it motivates effective EIR use due to increase of EIRs, asserting to the fact there is paradigm shift from print to EIR.

The term "computer self-efficacy" means what a person believes about their capacity to use computers and other software to carry out specific tasks (Ebijuwa and Mabawonku, 2019). Okuonghae et al (2021) affirmed that undergraduates` computer self-efficacy is a predator of their utilisation of electronic information resources. Similarly, Compeau and Higgins as cited in Mitra et al (2014) found that "students use of technology was influenced by their self-efficacy, and that students with higher self-efficacy used computers more frequently and had less computer-related anxiety. Students with stronger computer self-efficacy tend to see themselves as been able to use technology."

This study is based on "social cognitive theory" by Bandura (1986) Bandura asserted that "Self-efficacy" influences decision-making regarding what behaviours to engage in, the effort and perseverance put in the face of challenges, engaging in those behaviours which will eventually lead to mastery of those behaviours. When dealing with computers, those with lesser "computer self-efficacy" get irritated and worried, and they are less likely to use computers when faced with hurdles. For students to succeed, they must develop the computer self-efficacy abilities required to investigate the accessible electronic information resources. Computer self-efficacy is critical for student's to conduct effective information searches.

However, despite the numerous benefits of EIRs, observation and interactions with undergraduate students of Samuel Adegboyega University (SAU) shows a poor utilisation of EIRs by the students. This could be as a result of the students' "computer self-efficacy" and their subsequent nervousness in the utilisation of computer and other EIRs. This research studied effect of computer self-efficacy and the utilisation of electronic information resources by students of Samuel Adegboyega University (SAU), Ogwa, Edo State, Nigeria.

Objectives of the Study

The purpose of this research was to ascertain:

1. the level of computer self-efficacy of students in SAU, Ogwa Edo State, Nigeria.
2. the effect of students' college affiliation on the utilisation of electronic information resources (EIRs) in SAU, Ogwa Edo state, Nigeria.
3. the effect of students' year of study on the utilisation of Electronic Information Resources(EIRs) in SAU, Ogwa Edo state, Nigeria.
4. extent of utilisation of electronic information resources (EIR) by students in SAU, Ogwa Edo State, Nigeria.
5. challenges hindering the effective utilisation of electronic information resources (EIR) by students of SAU, Ogwa Edo State, Nigeria.

Hypotheses

Ho_1 Computer self-efficacy has no significant effect on the utilisation of EIRs by students of SAU, Ogwa Edo state, Nigeria.

Ho_2 Students' college affiliation have no significant influence on the utilisation of EIRs in SAU Ogwa, Edo state, Nigeria.

Ho_3 Students' year of study have no significant influence on the utilisation of EIRs in SAU Ogwa, Edo state, Nigeria.

Literature Review

Few researches on computer self-efficacy and the utilisation of electronic information resources have been done. A review of some of these investigations is offered in this section. Tabassum et al. (2015) for example, critically evaluated factors influencing EIR usage at Bangladesh's East-West University. The information was gathered from 119 users of the institution's digital library system using a questionnaire-based survey and observational approaches. Users' knowledge of the search domain, the quality of EIR content, system characteristics, and service quality all influenced their behavioural intention to use EIR, according to the findings. However, the study recommended that technical, physical, and intellectual infrastructure be developed in order to make EIR more accessible in university libraries. A more user-friendly interface was also suggested to keep users familiar with terminology, maintain a consistent interface style, and maintain a clear navigation flow. Sam et al., (2005) investigated "undergraduates' computer self-efficacy, computer anxiety, and attitudes toward the Internet, and discovered that the majority of the respondents had a high level of computer self-efficacy." The majority of undergraduates used the Internet for e-mail, research, and other purposes.

At Pentecost University College Ghana, Ahmadu (2013) investigated the factors that influence students' behavioural intentions to use EIR. The author looked at human, institutional, and technological elements that influence students' intentions to use EIR in their learning processes. According to the findings, students must have a favourable attitude toward educational technology in order to gain relevant insight into the adoption and integration of e-resources into their learning processes. One of the major reasons for increasing the incorporation of computers in information search has been highlighted as students' academic progress. Eyitayo (2011) conducted a study between August and October 2009 on the correlation between computer self-efficacy and the utilisation of OPAC by final year students of University of Botswana. The study revealed that the majority of undergraduates possessed a high level of computer self-efficacy in the use of the Online Public Access Catalogue.

In the Nigerian context, Sadiku and Kpakiko (2017) conducted a study in Nigerian university libraries on computer self-efficacy and the utilisation of electronic resources by students. The study took the form of a descriptive survey. A survey of students from six universities in Nigeria's six (6) geographical zones was conducted. Students were given a questionnaire to fill out on their library use, computer competency, and computer use. The information gathered was examined and compared to their computer self-efficacy ratings. According to the findings, students have a high level of computer self-efficacy and are interested in accessing the library's e-resources. Oyedapo et al. (2019) looked into the impact of computer self-efficacy on undergraduates' use of e-resources in three Nigerian institutions. The study's data gathering instrument was a questionnaire. The investigation was conducted at three federal universities. 261 of the 300 copies of the questionnaire distributed were completed and analysed, yielding an 87 percent response rate. The study found that while federal university undergraduates had a high level of self-efficacy, they used e-resources seldom.

Briz-Ponce et al. (2017) declared that "the usage of mobile phones among students has not only been experienced in the Nigerian context but also in western countries, where studies on mobile learning have been well documented." For example, a survey found that medical students in the University of Coimbra had a positive attitude towards the utilisation of mobile learning and applications. Although, the authors demonstrated that students were willing to promote its utilisation for learning, yet, they had an average willingness to adopt it due to social influence and behavioural intention, such as perception towards ease of use and the re-liableness of this technology for learning. An earlier study conducted by Gikas and Grant (2013) on students from three universities across the US, established that mobile computing devices and the use of social media provided opportunities for interaction, and collaboration, as well as allowed them to engage in content creation and communication. This result is consistent with a survey conducted among medical students at Johns Hopkins

University, which revealed that mobile technology usage improved how they learn new material and preference for classes that incorporate information technology. This means that the perceived usefulness and simplicity of usage of electronic resources such as mobile technology and the internet could enhance students' behavioural intention to use these applications for learning which in turn improves learning and inquiry.

Olawale and Popoola (2021) investigated computer self-efficacy and facilitating conditions as predictors of MBA students' behavioural intention to utilise electronic information resources in Nigerian federal universities. The study employed a cluster sampling technique and a systematic selection technique to choose 60 percent of the total population of MBA students among the 10 federal colleges that offer the degree based on probability and proportionate size. The findings revealed that MBA students in Nigerian federal universities have a high level of computer self-efficacy and favourable conditions for using electronic information resources. Odede (2015) investigated the computer capabilities and use of online information resources of library and information science undergraduates at Delta State University in Nigeria. A descriptive survey strategy was used in this investigation. The data for the study was collected using a questionnaire, and the descriptive statistical method was used to analyse the data. Simple random sampling techniques were used to determine the sample size for the study. According to the findings, 98 percent of respondents agreed that computer skills improve their use of online information resources and that their confidence in using online information resources is enhanced by their level of computer skills.

Tella et al., (2007) investigated self-efficacy and the use of electronic information as predictors of academic performance. The findings demonstrate that self-efficacy and the use of electronic information jointly predict and contribute to academic performance; respondents with high self-efficacy make better use of electronic information and have better academic performance; self-efficacy, use of electronic information, and academic performance are correlated; and the use of electronic information had a greater impact on respondents' performance in General Education subjects than other subjects. Some studies have also highlighted some challenges to EIR's successful use. For example, Ogunbodede et al., (2021) discovered that in Nigeria, electrical supply, insufficient Internet access, and a lack of adequate computer systems are among the key hurdles to successful EIR use. Inadequate information retrieval skills, poor internet access, insufficient computers, and other important impediments to the use of EIR in higher education were identified by Daramola (2016).

Methodology

The study undertook cross-sectional study using quantitative research. Descriptive survey design was utilised to ascertain the effect of computer self-efficacy and the utilisation of EIRs by students of SAU, Ogwa, Edo State, Nigeria.

Samuel Adegboyega University (SAU) is suited in Ogwa, Edo State, Nigeria, West Africa. The study population comprised of 374 undergraduate students from across the various year of study in the three colleges of Samuel Adegboyega University. The study population according to registry department of SAU can be found in Table 1.

Table 1: Population of the Study

S/N	Colleges	Year of Study				
		First	Second	Third	Fourth	Total
		Frequency	Frequency	Frequency	Frequency	
1	College of Management and social Sciences (COMASS)	53	43	40	33	174
2	College of Basic and Applied Sciences (COBAS)	36	34	31	22	124
3	College of Humanities (COHS)	21	27	19	15	70
Total		110	104	90	70	**374**

A sample size of 200 respondents was selected across the year of study from the three colleges in SAU, Ogwa, Edo. This sample size was justified by Bullen (2021) who stated that As long as 10% does not exceed 1000, 10% of the population is typically a reasonable maximum sample size. Stratified simple random technique was used to select the sample size of 200 respondents representing 53% of the population.

Table 2: Sample Size of the Study

S/N	Population of the Study						Sample Size of the Study				
	COLLEGES	YEAR OF STUDY					YEAR OF STUDY				
		First	Second	Third	Fourth	Total	First	Second	Third	Fourth	Total
1	College of Management and social Sciences (COMASS)	53	43	40	33	174	30	24	20	20	94
2	College of Basic and Applied Sciences (COBAS)	36	34	31	22	124	20	16	15	14	65
3	College of Humanities (COHS)	21	27	19	15	70	10	14	10	7	41
Total		110	104	90	70	**374**	60	54	45	41	**200**

Structured questionnaire was used to collect data questionnaire included respondent's demographic information, students' level of computer self-efficacy, level of usage of EIR and challenges facing the effective utilisation of EIRs.

Copies of the designed questionnaire were distributed by the researchers between September and October, 2022. The response format was four point's Likert scale. A four-point Likert scale of Very High, high, Low, and Very Low for research questions 1, Very High Extent, High Extent, Low Extent, and Very Low Extent for research questions 2 and Strongly Agree, Agreed, Disagree and strongly disagree for research question 3. To determine the validity of the questionnaire three experienced librarians in an academic library reviewed and approved the questionnaire. The reliability of the questionnaire was confirmed using Cronbach alpha of 0.89 which indicated high reliability. Out of the 200 questionnaire administered to students, 200 (100%) were filled, returned and found usable for data analysis.

The data was analysed at first stage using SPSS to determine the percentage, mean score and standard deviation. Regression analysis was used to test the hypotheses at 0.05 significant levels. The decision was based on mean score 2.5, this implied that any statement with mean score of 2.5 and above was agreed/high and statement with a mean score below 2.5 was disagreed/low.

Result

Table 3: Demographic of Respondents

Gender			**Age range**			**Colleges**			**Year of Study**		
Gender	**No.**	**%**	**Age**	**No.**	**%**	**Colleges**	**No.**	**%**	**Year of Study**	**No.**	**%**
Female	111	55.5	20 years and below	129	64.5	College of Management and social Sciences (COMASS)	94	47	First	60	30.0
Male	89	44.5	21-30 years	64	32.0	College of Basic and Applied Sciences (COBAS)	65	32.5	Second	54	27.0
			31-40 years	7	3.5	College of Humanities (COHS)	41	20.5	Third	45	22.5
									Fourth	41	20.5
Total	**200**	**100**	**Total**	**200**	**100**	**Total**	**200**	**100**	**Total**	**200**	**100**

Table 3 showed that the most students under study are female 111 (55.5%) while male students are 89(44.5%). Also bulk of the respondents were within the age range of 20 years of age and below (64.5%), and others were between 21-30 years (32.0%), and 3.5% are between 31-40 years of age. Further, it was also revealed that majority of the respondent were in College of Management and Social Sciences 94(47%), others were in College of Basic and Applied Sciences 65(32.5%) and College of Humanities 41(20.5%). Finally, 30.0% of Students were in first year, 27.0% were in Second year, 22.5% were in Third year, and 20.5% are in Fourth year respectively. This implies that the most respondents were first year students.

Table 4: Level of Computer self-efficacy in relation to utilisation of EIRs

S/n	Component	VL	L	H	VH	$\bar{x}$	S.D
1	I am competent in utilising electronic information resources	-	1 0.5%	61 30.5%	138 69.0%	3.7	0.476
2	I am skilled to utilise the internet to look up information and resources	7 3.5%	15 7.5%	54 27.0%	124 62.0%	3.5	0.783
3	I know how to use email for communication	7 3.5%	18 9.0%	64 32.0%	111 55.5%	3.4	0.795
4	It is very easy for me to utilise EIRs	10 5.0%	15 7.5%	60 30.0%	115 57.5%	3.4	0.833
5	I know how to utilise EIRs	4 2.0%	10 5.0%	81 40.5%	105 52.5%	3.4	0.684
6	I am not anxious when using electronic information resources	3 1.5%	13 6.5%	98 49.0%	86 43.0%	3.3	0.667
7	I can use word processor(e.g. MS word) effectively	9 4.5%	22 11.0%	61 30.5%	108 54.0%	3.3	0.847
8	I can utilise presentation software (e.g. Ms PowerPoint) for classroom delivery	10 5.0%	29 14.5%	69 34.5%	92 46.0%	3.2	0.873
9	I am skilled in organising and managing files	9 4.5%	20 10.0%	98 49.0%	73 36.5%	3.2	0.786
10	I know how to utilise electronic spread sheet effectively (e.g. MS Excel)	8 4.0%	33 16.5%	91 45.5%	68 34.0%	3.1	0.812
11	I have the ability to utilise conferencing Software (e.g. Skype, Zoom) for partnership purposes	14 7.0%	36 18.0%	77 38.5%	73 36.5%	3.1	0.909
12	I feel confident using a printer.	10 5.0%	37 18.5%	72 36.0%	81 40.5%	3.1	0.883
13	I can use blogging for personal use	16 8.0%	56 28.0%	63 31.5%	65 32.5%	2.9	0.957
14	I am skilled in using learning management system	16 8.0%	46 23.0%	62 31.0%	76 38.0%	2.9	0.967
15	I am skilled in using video editing software (e.g. Adobe premiere, Inshot etc.)	26 13.0%	63 31.5%	66 33.0%	45 22.5%	2.7	0.971
16	I am skilled in using graphic Editors (e.g. Microsoft Paint, Adobe Photoshop) effectively	20 10.0%	68 34.0%	58 29.0%	54 27.0%	2.7	0.970
17	I am skilled in using website editors (e.g. Microsoft FrontPage, and Macromedia Dreamweaver) effectively	18 9.0%	81 40.5%	57 28.5%	44 22.0%	2.6	0.925
18	I am capable in using animation software (e.g., Macromedia Flash, Author ware, and Director) effectively	24 12.0%	91 45.5%	55 27.5%	30 15.0%	2.5	0.890
Weighted Mean = 3.11							

Table 4 revealed student's levels of computer self-efficacy as regard to utilisation of EIR in SAU, Ogwa. Items 1 to 17 had mean values above t 2.5except for item 18 with a mean value of 2.5. The grand mean (3.1) is greater than the bench mark mean (2.5), thus indicated that students had a high level of computer self-efficacy.

Table 5: Extent of utilisation of EIRs

S/n	Utilisation of EIR	VLE	LE	HE	VHE	$\bar{x}$	S.D
1	I use EIR to learn, share knowledge with my friends and it assist me in my professional growth	17 8.5%	27 13.5%	54 27.0%	102 51.0%	3.2	0.974
2	I update my knowledge using EIR.	20 10.0%	20 10.0%	66 33.0%	94 47.0%	3.2	0.973
3	I use EIR in writing my assignments and reports	16 8.0%	27 13.5%	71 35.5%	86 43.0%	3.1	0.933
4	I use EIR to carry out my research activities	23 11.5%	25 12.5%	77 38.5%	75 37.5%	3.0	0.982
5	I use EIR as supplements to classroom lectures	17 8.5%	40 20.0%	70 35.0%	73 36.5%	3.0	0.954
6	I use EIR to prepare my course work	20 10.0%	45 22.5%	66 33.0%	69 34.5%	2.9	0.984
7	I use EIR as an alternate to print resources	21 10.5%	58 29.0%	57 28.5%	64 32.0%	2.8	1.001
Weighted Mean = 3.0							

Table 5 showed the extent of utilisation of EIRs by students in SAU, Ogwa. Which showed all the items listed had mean scores above the benchmark mean of 2.5 and grand mean of 3.0, thus indicating high level of utilisation of EIRs by students of SAU.

Table 6: Challenges hindering the effective utilisation of electronic information resources

S/n	Challenges	SD	D	A	SA	$\bar{x}$	S.D
1	Poor electricity supply	15 7.5%	20 10.0%	72 36.0%	93 46.5%	3.2	0.907
2	Poor internet connectivity	22 11.0%	25 12.5%	72 36.0%	81 40.5%	3.1	0.986
3	Inadequate computer systems	19 9.5%	32 16.0%	77 38.5%	72 36.0%	3.0	0.951
4	Inadequate time to search for right resources	20 10.0%	55 27.5%	74 37.0%	51 25.5%	2.8	0.941
5	Inability to use EIRs effectively	55 27.5%	44 22.0%	45 22.5%	56 28.0%	2.5	1.169
6	Phobia for usage of electronic resources	70 35.0%	45 22.5%	50 25.0%	35 17.5%	2.3	1.115
Weighted Mean = 2.80							

Table 6 revealed the challenges facing effective utilisation of EIR by students of SAU, Ogwa. "Poor electricity supply" ($\bar{x}$ =3.2) ranked highest as the major challenge hindering the effective utilisation of electronic information resources by students, others were "Poor internet connectivity" ($\bar{x}$ =3.1), "Lack of adequate computers systems" (=3.0), "Inadequate time to search for right resources" (=2.8), "Inability to use EIRs effectively" (=2.5), and lastly "Phobia for usage of electronic resources" (=2.3) respectively.

Table 7: The influence of computer self-efficacy, the effect of Students' college and students' year of study on the utilisation of EIR in SAU, Ogwa

Variables	Std. Error	Beta (β)	T	p-value	R^2	Remarks
Constant	1.067	**0.596**	21.260	<.0000	**0.352**	**Sig.**
Computer self-efficacy	0.451		56.060			
Constant	1.067	**0.333**	21.260	<.0000	**COMASS** 0.082 **COBAS** 0.111 **COHS** 0.040; **R^2 =0.233**	**Sig.**
Students' College	0.312		40.120			
Constant	1.067	**0.731**	21.260	<.0000	**First** 0.088 **Second** 0.062 **Third** 0.110 **Fourth** 0.171; **R^2 =0.431**	**Sig.**
Students' year of study	0.867		43.170			
Dependent Variable: Utilisation of Electronic Information resources						

*** Sig. at 0.05 level**

Table 7 indicated that computer self-efficacy significantly affect the Utilisation of EIR by students of SAU, Ogwa (**R^2**=0.352, **β**=0.596, **T**=56.060, **p**<0.05). Computer self-efficacy could explain 35.2% variation (R2= 0.352) in students' utilisation of EIRs at SAU, Ogwa and also Computer Self-efficacy positively influenced the utilisation of EIRs among students in the study (p= 0.596, P< 0.05).

It was further revealed that the students' college significantly affect the utilisation of EIRs in SAU, Ogwa (**R^2**=0.233, **β**=0.333, **T**=40.120, **p**<0.05. The study revealed the College students belong to could explain 23.3%(R2= 0.233) variation that is 8.2%(R2=0.082), 11.1%(R2=0.111) and 4.0% (R2=0.040) for COMASS, COBAS and COHS respectively in students' utilisation of EIRs at SAU, Ogwa and with a variation of 11.1%(R2= 0.111) it revealed that students in COBAS are mostly influenced as regards to utilisation of EIRs in SAU. Generally, Students' college moderately influenced the utilisation of EIRs among students in the study (p= 0.333, P< 0.05). The null hypothesis was rejected.

Finally, table 7 showed that students' year of study significantly affect the utilisation of EIRs in SAU, Ogwa (**R^2**=0.431, **β**=0.731, **T**=43.170, **p**<0.05). The study showed that students' year of study could explain 43.1% (R2= 0.431) variation that is 8.8%(R2=0.088), 6.2%(R2=0.062), 11% (R2= 0.110), 17.1%(R2=0.171) for first, second, third and fourth year respectively in students' utilisation of EIRs at SAU, Ogwa and with a variation of 17.1%(R2=0.171) it showed that fourth year students are mostly influenced as regards to use of EIRs in SAU. Generally, year of study highly influenced the utilisation of EIRs among students in the study (p= 0.731, P< 0.05). The null hypothesis was therefore rejected.

Hence, computer self-efficacy, Students' College and Students' year of study positively influenced the utilisation of Electronic Information Resources by students in SAU. The null hypotheses were rejected.

Discussion

The research centred on computer self-efficacy and utilisation of EIR by students of SAU, Ogwa. The findings indicated that the students had a high level of computer self-efficacy and high level utilisation of EIR and observed that poor electricity supply, poor internet connectivity, and lack of adequate computer systems were the major challenges hindering the effective utilisation of EIR by students in SAU, Ogwa.

The study discovered that high level of computer self-efficacy influenced undergraduates' utilisation of EIRs. The assertion is made based on the premise that "Computer self-efficacy is the judgments and confidence reflected in what can be done through the use of computers" (Ebijuwa and Mabawonku, 2019). This conformed to the findings of Okuonghae, Igbinovia and Adebayo (2021); Olawale and Popoola (2021) who also established high level of computer self-efficacy of students as regards to the usage of electronic information resources in Nigeria.

The study also discovered that the students had a high level of utilisation of EIR. Ndubuisi and Udo (2013) discovered that students were motivated to use EIRs in their university libraries because they found them to be more enlightening, easy to access and use, save time, more useful and less expensive. This finding is therefore not in agreement with the findings of Kodua-Ntim and Fombad (2020) and Uwandu (2022) who reported low level of utilisation of EIR among students.

Finally, the challenges hindering the utilisation of EIR, the study observed that poor electricity supply, poor internet connectivity, and inadequate computer systems were the main challenges hindering the effective utilisation of EIR by students in the study. This finding is in conforms with the findings of Ogunbodede et al.,(2021) who found that electricity supply, poor internet connectivity, and lack of adequate computer systems were some of the major challenges to the effective use of EIR in Nigeria.

The result from the hypotheses indicated that computer self-efficacy could explain 35.2% variation (R2= 0.352) in students' utilisation of EIRs at SAU, Ogwa and also Computer Self-efficacy positively influenced the utilisation of EIRs among students in the study (p= 0.596, P< 0.05). The null hypothesis is therefore rejected. This supported the findings of Oyedapo et al. (2019) who also established a significant relationship between self-efficacy and utilisation of EIR. This implies that students with high computer self-efficacy are more likely to effectively utilise EIRs.

Further, the study revealed the college students' affiliation belongs to, could explain 23.3%(R2= 0.233) variation that is 8.2%(R2=0.082), 11.1%(R2=0.111) and 4.0% (R2=0.040) for COMASS, COBAS and COHS respectively in students' utilisation of EIRs at SAU, Ogwa and with a variation of 11.1%(R2= 0.111) it revealed that students in COBAS are mostly influenced as regards to utilisation of EIRs in SAU than any other college. It was deduced that students in COBAS highly utilised EIRs in SAU, as compared to other colleges in the institution. This could be as result of the fact that students in COBAS field, are more analytical, given their science background, and also the need to use the latest findings in their field, compared to COMASS and COHS students, that deal more on historical context, which can lead to greater reliance on print resources. Generally, students' college moderately influenced the utilisation of EIRs among students in the study (p= 0.333, P< 0.05). The null hypothesis was rejected. This supported the findings of Ndubuisi and Udo (2013) that discovered the reason for the high level of usage is as a result of the student's perceived usefulness of EIR in their academics.

Also, the study showed that students' year of study could explain 43.1% (R2= 0.431) variation that is 8.8%(R2=0.088), 6.2%(R2=0.062), 11% (R2=0.110), 17.1%(R2=0.171) for first, second, third and fourth year respectively in students' utilisation of EIRs at SAU, Ogwa and with a variation of 17.1%(R2=0.171) it showed that fourth year students are mostly influenced as regards to use of EIRs in SAU. This implied that fourth year students utilise EIRs as compared to other year of students, this may be as a result of various factors such as more years spent in university and have familiarised themselves with EIRs and might have developed better search and information retrieval skills as compared to other year of studies, also final year students engage in project, term papers, seminars etc. Generally, year of study highly influenced the utilisation of EIRs among students in the study (p= 0.731, P< 0.05). The null hypothesis was therefore

rejected This is in support of Eyitayo (2011).that revealed majority of undergraduates possessed a high level of computer self-efficacy in the use of the Online Public Access Catalogue.

Finaly, computer self-efficacy, students' college affiliation and students' year of study positively influenced the utilisation of Electronic Information Resources by students in SAU. The null hypotheses were rejected.

Conclusion

The study examined computer self-efficacy and use of EIR by students of Samuel Adegboyega University, Ogwa, Edo State, Nigeria. This research work confirmed that the respondents had a high level of computer self-efficacy in the utilisation of EIRs and a high level usage of EIRs. However, poor electricity supply, poor Internet connectivity and inadequate computer systems were the major challenges hindering the effective utilisation of EIR in the study. The study also established that computer self-efficacy, discipline and year of study positively influenced the utilisation of EIR among students in the study.

In addition, the use of electronic information resources more frequently may lead to better learning results. Learning materials and information may be more widely available to students who are adept at using digital resources, which may have a good effect on their academic achievement. These findings may be applied to other higher institution of learning that have the similar teaching and learning system, tactics, and conditions. Arising from this study, it is recommended that computer self-efficacy can influence use of EIRs. Appropriate facilities must be provided for the students so that all the students can exploit the use of electronic resources, which will make the library less dependent on print resources.

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