

## COMPUTER SELF-EFFICACY AND E-RESOURCES USE BY UNDERGRADUATE STUDENTS OF FEDERAL UNIVERSITY OF KASHERE, NIGERIA

**Musa Yila Umar**

National Open University of Nigeria  
[musayila@yahoo.com](mailto:musayila@yahoo.com)

**Bakare Olatunji Azeez**

First Bank Nigeria Limited  
[papyze@yahoo.com](mailto:papyze@yahoo.com)

**Amos Haruna**

National Open University of Nigeria  
[hamos@noun.edu.ng](mailto:hamos@noun.edu.ng)

### **Abstract**

*The study explores the relationship between computer self-efficacy and use of electronic information resources by undergraduate students of federal university of Kashere, Nigeria. The study adopted a descriptive survey research design. The population of the study was 2752 (400 level) undergraduate students of federal university of Kashere. Proportionate random sampling method was considered suitable for the study because of the heterogeneous nature of the number of undergraduate students in the faculties being selected as some have large number of undergraduate students while others have few. The sample size for the study was 550 drawn from the population. The study proceeds in four steps. First, it examined the purpose(s) of use of e-resources by undergraduate students. Second, it determined the frequency of use of e-resources by undergraduate students. Third, it determined the level of computer self-efficacy of undergraduate students and finally it examined the relationship between computer self-efficacy and e-resources use by undergraduate students in federal university of Kashere. The study was guided by three research questions and one hypothesis. The instrument for the study was a self structured questionnaire using a Likert-type four (4) point scale ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with 4, 3, 2, 1 point value attached to the items. The study found that the extent to which each sampled student's use of electronic information resources is often directly proportional to the level of his/her computer self-efficacy. The study also, rolls out the measures by which the computer self-efficacy of students can be boosted, in order to bring about optimum utilization of the electronic information resources on offer at the library. This include: the management of federal university should ensure that e-resources with adequate information and communication technology tools are subscribed to regularly, ensure that the teaching of computer skills to undergraduate students in the universities is promoted and undergraduate students are to engage themselves in computer skills training regularly in order to be self-efficacy in the different aspects of computer. The study therefore, conclude that computer self-efficacy is*

**Keywords:** Computer self-efficacy, information resources, electronic information resources, library and undergraduate students

## **Introduction**

University libraries are well-known for providing resources to meet the information needs of the university community where it is situated. Thus, libraries play helpful role to the university education by providing the necessary information resources and services, to make sure that the information needs of their clients are met (Yusuf, & Iwu, 2010). In the past, majority of the university libraries make available information resources in print format such as textbooks, newspapers, monographs, magazines just to mention a few, however with the advent of technology, many libraries have expanded their library collection to include electronic resources(e-resources) in order to meet the information needs of their clients

The use of electronic information resources in learning and research by undergraduates has become indispensable in this digital age where globalization of education is made possible through Information and Communication Technology (ICT). In today's information society where there is exponential growth in information accessible through ICT especially the Internet. Anekwe and Uzoamaka (2018) averred that globalization and technological change have created a new global economy that is powered by technology, fuelled by information and driven by knowledge. This new global economy implies that as information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time but schools must promote learning to learn as knowledge becomes more dynamic.

The emergence of electronic information resources (EIRs) has greatly transformed information handling and management in Nigerian university communities (Adeleke & Emeahara, 2016). Electronic information resources (EIRs) or simply electronic resources (e-resources) are information stored in electronic format, in computer or computer related facilities such as CD-ROMs, flash drives, digital libraries or the Internet. EIRs provide easy access to vast amount of information remotely which is becoming more popular globally (Tinio, 2002). EIRs offer have potential advantages and benefits over the printed resources in an electronic information environment. The Internet is a computer network that connects millions of computers globally. It is referred to as global communication network, global information system, information superhighway, network of networks and cyberspace. Electronic resources have been embraced in academic spheres. It is used for general communication, information retrieval and instructional delivery to support teaching, learning and research activities in tertiary institutions. The Internet is referred to as a global information resource

that contains all sources of information across academic disciplines. The World Wide Web (WWW) helps in navigating through different electronic resources (Kaminer, 2014).

The use of electronic information resources (EIRs) affords researchers and students the opportunity to have access to global information resources, especially the Internet for their scholarly work. Higher education students make use of EIRs for many purposes; mostly for academic purpose that is, retrieving current literature for studies and preparing for examinations, to do class assignments, to carry out research projects, and to communicate and collaborate with both peers and teachers via the Internet on e-mail or by following blog discussions (Adeniran, 2013). Students use the World Wide Web (WWW), e-books and e-journal articles to acquire knowledge and carry out research work (Ajayi, Shorunke & Aboyade, 2014). Course materials are provided on CD-ROM for students' use which affords them to peruse as convenient. With the emergence of ICT, electronic information resources (EIRs) have become widely used and accepted among scholars and have increased tremendously in volume around the globe (Oyedapo & Ojo, 2013). All these resources have really influenced learning and improved the quality of education as this is evident in distance learning. However, literature revealed low usage of EIRs by undergraduates in Nigeria (Omoike, 2013).

The findings of these study gave credence to a major survey of literature carried out by Tenopir (2003) which concluded by noting that while the use of electronic resources by students in developed countries is well-recognised, their use in the less developed countries is still in its infancy. Several reasons such as low bandwidth, erratic power supply, inadequate provision of computers, and low computer self-efficacy were reported to attribute to the low frequency of utilisation of electronic resources in developing countries by the authors. The Internet and various forms of web-enabled technologies are growing exponentially, and many more' pieces of information are becoming digitized in computers. All these, are to assist students, especially undergraduate students in their learning and research activities. Students are expected to use e-resources while at the university to improve the quality of their academic work. To be successful in the use of the available e-resources, students need to acquire and practice the skills necessary to explore them. To fully maximize the potentials of electronic resources, there is need for computer literacy. This is necessary considering that searching in the electronic environment requires knowledge of the structure of databases and

*A PUBLICATION of the Department of Science Education, Al-Hikmah University, Ilorin, Nigeria* requires instructions which must be input into the computer by the searcher. Since e-resources are technology dependent, there is, therefore, the need for computer self-efficacy (Wolverton, Guidry-Hollier & Lanier, 2020).

The use of electronic information resources in education offers a new tool capable of changing some of the existing methods. For students to effectively adopt and use the wide growing electronic resources for academic purposes, they must demonstrate self confidence in their abilities to utilize the computer-based resources. This is so because, as the importance of computers and Internet grows, people may experience negative emotions in actual or anticipated interactions with computers. These negative emotions take the form of fear, anxiety, hostility, and resilience in both psychology and behaviour, inhibiting the best use of computer-based resources. Computer self-efficacy is an essential factor to consider in terms of use of e-resources which are computer-based. High computer self-efficacy is more likely to increase the use of a computer and decrease an individual's computer anxiety (Champa, 2016).

In the use of computers, individual can also display a level of self-efficacy, those with low self-confidence or self- efficacy may likely shy away from the use of computers. Even when they do, they may likely see it as a difficult exercise, whereas, even when computer skills are not perfect, the individual with high self-efficacy may be pushed to keep using the computer, believing that he or she is capable of utilising it, thereby, enhancing personal skills through practice (Chen, 2017). With this belief also comes the motivation to utilise the computer. Students with high computer self-efficacy are more likely than others to explore new technologies, software or databases. In the use of electronic resources, it can, therefore, be assumed that students with high computer self-efficacy would be more likely to take advantage of e-resources when compared to students with low computer self-efficacy, as the later may lack the confidence or shy away from using computer-based resources (Chen, 2017).

The electronic nature of electronic resources, however, demands that users be confident and skilled in the use of computers. These skills include but are not limited to knowledge of inputting data, organizing and managing files, describing basic computer functions, familiarity with computer software packages and the ability to navigate the World Wide Web. Considering all these, Prior, Mazanov, Meacheam, Heaslip, and Hanson, (2016) pointed out that the skills required to access e-resources are much greater than those required for searching print resources. Users of electronic

resources, no doubt, must have a firm belief in their ability to carry out computer related task in order to effectively retrieve and utilize electronic resources.

A strong sense of efficacy in the use of computer enhances performance with the use of e-resources among students. While this may be so, the study such as Oluwaseye and Abraham (2013) which investigated the use of e-resources by students in higher institutions in Oyo state reported low patronage of e-resources by majority of the respondents due to lack of computer skills. Furthermore, the study revealed low usage of databases by the students thereby affirming the link between use of electronic resources and the skills to use a computer which is a necessary skill for undergraduate students who are regularly preparing for examinations, assignment and research project.

Researchers have proposed that positive attitude towards computers, high computer self-efficacy and lower computer anxiety levels are important factors to help students learn computer skills and use computers in higher education (Lunenborg, 2011). Computer self-efficacy is the belief in one's ability to perform a desired outcome using a computer. There is much support from literature that computer self-efficacy is a valuable indicator of whether or not students will utilize the computer-based information resources. Computer self-efficacy is an important factor that influences e-resources utilization in the technological world (Pellas, 2014). Computer self-efficacy is associated with attitudes toward computer technologies. The extent to which undergraduate demonstrates confidence in the use of a computer can also determine the extent to which they will use e-resources since the resources are accessed via computers.

Undergraduate students are those students who are undertaking undergraduate studies after obtaining a NCE, OND and senior secondary school certificate (WAEC/NECO) or its equivalent. At the undergraduate level a research project is an integral part of a course unit and students at this level are not often required to present class seminars on relevant course topics thereby, increasing their demand for the use of electronic resources. According to Sam, Othman and Nordin (2005), students are an important user group to explore, because they are more likely to make significant contributions to their fields. Considering the research needs of undergraduate students, it, therefore, becomes necessary for university libraries to make adequate information in print and electronic formats to meet students' needs.

Undergraduate students must also endeavour to equip themselves with computer skills necessary for the exploration of electronic resources. This is so because, the skills that have become increasingly important in the pursuance of higher education will affect both how students manipulate the growing electronic resources and the way the resources are used for learning. In other words, the level of the ICT skills possessed by undergraduate students will determine their level of usage of e-resources in the information age. With the availability of ICT facilities in most university libraries, it is expected that undergraduate students who possess the skills to manipulate computers would find it easy to use electronic information resources to meet their information needs in the libraries. This study, therefore, examined computer self-efficacy and use of e-resources by undergraduate students in federal university of Kashere, Nigeria

### **Statement of the Problem**

In Nigeria, the university system is advancing as new technologies are being introduced into teaching, learning and research activities. University libraries are saddled with the responsibility of supporting the mission of the university through the provision of information resources in different formats such as print, electronic format, and other non-print format. While the provision of electronic resources in libraries no doubt has numerous advantages as it enables easy and speedy access to current information at the right time and in the right place, provides the opportunity to search several files at a time and so on, it also presents a lot of challenges as it is computer-based and requires information literacy for searching, retrieval, and use.

Literature has revealed that electronic information resources are grossly underutilized despite the huge investment made by university libraries to ensure their provision. Shaibu and Mohammed (2017) observed that considerable investments are being tailored toward acquiring e-resources in Nigerian universities bringing up the issue of the extent of usage and users' satisfaction with these resources in these libraries. Studies by Olawaseye and Abraham (2013), Abubakar and Adetimirin (2015), Egberongbe (2011) and Sharma (2009) revealed that practical uses of e-resources are not up to the worth in comparison to investments made in acquiring these resources. The underutilization of e-resources could be attributed to low computer self-efficacy which could hinder the zeal for making use of computer-based technologies. It is against this background that this study investigated the extent to which computer self-efficacy could influence e-resources utilization by undergraduate students in federal universities of Kashere, Nigeria.

## **Objective of the Study**

The main objective of this study is to investigate the influence of computer self-efficacy on the use of e-resources by undergraduate students in federal university of Kashere. The specific objectives are to:

1. find out the purpose(s) of use of e-resources by undergraduate students in federal university of Kashere;
2. determine the frequency of use of e-resources by undergraduate students in undergraduate students in federal university of Kashere;
3. find out the level of computer self-efficacy of undergraduate students in undergraduate students in federal university of Kashere;
4. ascertain the relationship between computer self-efficacy and e-resources use by undergraduate students in federal university of Kashere

### **1.3 Research Questions**

The study will provide answers to the following research questions:

1. For what purpose do undergraduate students in federal university of Kashere use e-resources?
2. What is the frequency of use of e-resources by undergraduate students in federal university of Kashere?
3. What is the level of computer self-efficacy by undergraduate students in federal university of Kashere in Nigeria?

### **1.4 Hypotheses**

The study was guided by this null hypothesis:

H<sub>01</sub>. There is no significant relationship between computer self-efficacy and e-resources Use among undergraduate students in federal university of Kashere.

## **Literature Review**

The advent of information communication technology has caused a lot of changes in human activities the educational inclusive. This change brought about the application of computers in the learning process as a medium for completing task. There is no doubt that computers application in

learning has been fully embraced in learning environment the world over. New advances in computer technology, the use of electronic information resources, and the introduction of personal computers, application software, Internet and other e-resources in the recent years has brought about development and implementation of new and improved teaching strategies (Ukachi, 2013). Computer application in education has made a dramatic impact in the learning process as they are being used in all subject areas. Although some students are showing marked enthusiastic about using computers, others may not have the courage to use them. It is crucial for students to become familiar and comfortable with their use. Majid, S. (2016) reported that individuals with high computer self-efficacy are less resistant to technological change. Students require high information retrieval and computer skills to effectively utilize the information technologies which are now embraced in education. This is so because in the opinion of Huseyin and Suel, (2014), computer self-efficacy does not only affect person's perception of his ability to perform given tasks via computer, but also his motive towards putting computer to use in the future.

Students' perception of computers in the information age becomes a critical issue to discuss if ultimate benefits should be achieved from the venture. For as much as computers' use in learning has become a common place in the workforce, it is important for students to become acquainted with and be comfortable with the use of computers (Khorrami-Arani, 2001). Umeji, Efe, and Lucky, (2013) argued that computer-literate faculty may feel more comfortable using electronic information sources and thus gain more from using them. Computer self-efficacy is an important factor that influences e-resources utilization in the technological world (Aşkar & Umay, 2001). Researchers have proposed that positive attitude towards computers and high computer self-efficacy and lower computer anxiety levels are important factors to help people learn computer skills and use computers in higher education (Surej, 2013).

Computer skills of students are variables which have been found to correlate with use of electronic resources. Quadri (2013) found that there was a correlation between ICT skills and library use during the freshmen and sophomore years, although these played less of an important role in the junior year. Islam (2011) carried out a study on student's variables concerned with the inclusion of digital library on e-learning in the faculty of information management at university Teknologi Mara, Malaysia, and findings revealed that students' variables are major factors in understanding and appreciating e-learning. Quadri (2013) also noted that students' variables such as age and level often yield important clues as to what factors contribute to undergraduates' use of online resources. The factors that are often cited as having an influence on the use of computer include personal computer

skills (Aramide, Ladipo & Adebayo, 2015). While commenting on the difference in capabilities and opportunities to access and use electronic resources by students, Alampay (2006) affirmed that while access to computer is a prerequisite to use, the capability approach says that individual differences, capabilities, and choice play a role on whether an individual will make use of computer-based resources. Therefore, the knowledge of the use computer to access e-resources in education may result to in effective utilization of e-resources. Miceala (2003) notes that because of information explosion, much of today's information available in electronic form and requires the use of computers, it is therefore, important to investigate the relationship between computer use by students and their use of electronic resources in libraries.

Students require information to excel in their academic pursuit, there is a need for them to be competent and adapt to the computer application in learning. Computer knowledge and attitude play a crucial role in helping students to be successful in the computer age. Positive attitudes towards computer and high computer self-efficacy and lower computer anxiety levels could influence the learning of computer skills and computer use. Dange (2010), stressed that basic computer knowledge, proficiency in use of productivity software, communication skills and internet skills are some of the fundamental skills students must possess to utilize the growing range of electronic information resources. Cooper-Gaiter, (2015) emphasized that the computing and Internet experience of students before entering higher education could go a long way to tell whether or not they will use libraries' e-resources. Computer knowledge can be an important asset to assist in retrieving relevant information required by students for their academic pursuit. Abubakar and Adetimirin (2015) posited that the availability of ICT tools in most academic libraries in Nigeria could benefit undergraduate students who have computer knowledge to search for the information they need in the libraries.

## **Methodology**

The study adopted a survey research design. The population for this study comprised of 2752 undergraduate students in five (5) faculties in federal university of Kashere. The 20% fraction is considered adequate for this study because Wimmer and Dominick (1987) recommended that a minimum sample size of 5% should be used for populations that are up to 10,000 while a minimum sample size of 20% should be used for populations that are up to 1,000. The sample size for the study

A PUBLICATION of the Department of Science Education, Al-Hikmah University, Ilorin, Nigeria consisted of 550 students of federal university of Kashere. The instrument used for the study is a self-structured questionnaire to elicit response from the respondent and it was given out to senior colleagues to ascertain the validity of the instrument and effected the correction pointed out. The research instrument was administered to the respondents by the researcher. The respondents were visited physically in the university and were acquainted with the objective of the study. The consent of the authorities of the respondents' universities was sought before administering the questionnaire to the respondents. The data collected for this study were coded and analyzed through the use of descriptive and inferential statistics. Descriptive statistics such as frequency distribution, percentages, mean and standard deviation were used to analyze the research questions. The hypotheses was subjected to inferential statistics using Pearson Product Moment Correlation (PPMC) analysis with the aid of Statistical Package for Social Sciences (SPSS)

## **Results and Discussion**

### **Research Question 1**

**For what purpose do undergraduate students in federal university of Kashere utilize e-resources?**

To find out the purpose(s) for which undergraduate students in federal university of Kashere utilize e-resources, the respondents were provided with various items in the questionnaire and were requested to indicate the purposes for which they utilize e-resources. The mean and standard deviation of their responses were calculated and presented in Table 4.2.

**Table 1.1: Purpose of Electronic resources Utilization**

S/N	Purpose of Use of E-resources	SA	%	A	%	D	%	SD	%	Mean	SD
1	I use the Internet in the library to source materials and information	221	45.9	207	42.9	47	9.8	6	1.2	3.34	0.70
2	I use the Internet for research	210	43.6	212	44.0	49	10.2	10	2.1	3.29	0.72
3	I use the e-journals provided by the library to augment my class works	200	41.5	229	47.5	40	8.3	10	2.1	3.29	0.71
4	E- journals for writing term papers	186	38.6	251	52.2	36	7.5	7	1.5	3.28	0.66
5	I use online databases for searching information to augment my class notes	170	35.3	258	53.5	49	10.2	4	0.8	3.23	0.66
6	I use the electronic journals provided by the Library for my research	171	35.5	222	46.1	68	14.1	18	3.7	3.15	0.80
7	I use the online databases provided by the library for my Research	163	33.8	224	46.5	75	15.6	18	3.7	3.11	0.80
8	I use the online database in the library for my assignments	162	33.6	219	45.4	78	16.2	18	3.7	3.10	0.81
9	I use OPAC for locating materials for assignments	155	32.3	234	48.5	72	14.9	18	3.7	3.10	0.81
10	I use the electronic catalogue (OPAC) for sourcing information in the library	157	32.5	212	44.0	96	19.9	17	3.5	3.06	0.82
11	I use the electronic books provided by the library to complement my class notes	151	31.3	228	47.3	78	16.2	24	5.0	3.05	0.82
12	I use CD-ROM for assignments	144	29.9	237	49.2	74	15.4	24	5.0	3.05	0.81
13	I follow blog discussions on subject area of interest via the Internet access for information	129	26.8	250	51.9	71	14.7	30	6.2	3.00	0.82
	<b>Total</b>									<b>3.16</b>	<b>0.76</b>

SA= Strongly Agree, A=Agree, D= Disagree, SD= Strongly Disagree

Table 1.1 reveals the various purposes for which the respondents utilize e-resources. The average mean score and standard deviation for the entire items in the Table 1.1 is: 3.16 and 0.76 respectively.

However, as shown in Table 1.1. using the Internet to source materials and information ( $\bar{x} = 3.34$ ); using the Internet for research ( $\bar{x} = 3.29$ ); using e-journals to augment class works ( $\bar{x} = 3.29$ ); using e-journals for writing term papers ( $\bar{x} = 3.29$ ) were ranked high for purpose of use of e-resources by the participants. On the average, the respondents use online databases for searching information ( $\bar{x} = 3.23$ ) while they used electronic journals for research ( $\bar{x} = 3.15$ ). The lowest point as indicated in the Table, are: using electronic books to complement class notes ( $\bar{x} = 3.05$ ); using CD-ROM for assignments ( $\bar{x} = 3.05$ ); and to follow blog discussions on subject area of interest via the Internet access for information ( $\bar{x} = 3.00$ ).

## Research Question 2

### What is the frequency of use of e-resources by undergraduate students in federal university of Kashere?

To establish the frequency of e-resources usage by undergraduate students, the options of; ‘Daily’, ‘Twice a week’, ‘Once a week’, ‘Occasionally’ and ‘Never’ were provided for the respondents to choose the one that was applicable to them. Their responses is presented in Table1.2

**Table 1.2: Frequency of use of e-resources**

<b>E-resources</b>	<b>Daily</b>	<b>Twice a week</b>	<b>Once a week</b>	<b>Occasionally</b>	<b>Never</b>	<b>Mean Scores</b>	<b>SD</b>
Internet	293 (60.8%)	91 (18.9%)	59 (12.2%)	31 (6.4%)	8 (1.7%)	4.31	1.02
Online Databases	137 (28.4%)	138 (28.6%)	127 (26.3%)	65 (13.5%)	14 (2.9%)	3.66	1.11
OPAC	77 (16.0%)	185 (38.4%)	119 (24.7%)	63 (13.1%)	36 (7.5%)	3.43	1.13
E-Journals	74 (15.4%)	136 (28.2%)	166 (34.4%)	91 (18.9%)	14 (2.9%)	3.34	1.04
E-books	65 (13.5%)	119 (24.7%)	151 (31.3%)	122 (25.3%)	25 (5.2%)	3.16	1.10
CD-ROM	22 (4.6%)	99 (20.5%)	137 (28.4%)	114 (23.7%)	109 (22.7%)	2.61	1.18
<b>Total</b>						<b>3.42</b>	<b>1.10</b>

Table 1.2 reveals that the Internet ( $\bar{x} = 4.31$ ), OPAC ( $\bar{x} = 3.43$ ), Online databases ( $\bar{x} = 3.66$ ), e-journal ( $\bar{x} = 3.34$ ), e-books ( $\bar{x} = 3.16$ ) were frequently utilized while CD-ROM ( $\bar{x} = 2.61$ ) was not frequently used by the respondents. This result is expected because being public institutions, undergraduate students have access to electronic information resources which is one of the major attractions to the institutions. This could explain why the e-resources are frequently used by the undergraduate students. The CD-ROM is a technology that is being gradually replaced by newer ones in most

academic institutions. These days, online databases are available and fast replacing CD-ROM databases which could explain why the frequency of its use by the respondents is low.

### Research Question 3

**What is the level of computer self-efficacy of undergraduate students in federal university of Kashere?**

To establish the computer self-efficacy of the respondents, several items were provided which the respondents were asked to indicate the ones applicable to them. The mean and standard deviation values of their responses is calculated and presented in Table 1.3

**Table 1.3: level of Computer Self-efficacy of the Respondents**

S/N	Computer Self-efficacy	VHL	%	HL	%	LL	%	VLL	%	Mean	SD
1	I am confident at copying an individual file	209	43.4	220	45.6	45	9.3	7	1.5	3.31	0.70
2	I am confident at entering and saving data into a file	201	41.7	229	47.5	46	9.5	5	1.0	3.30	0.68
3	I am confident at using a printer to make a "hardcopy" of my work	195	40.5	233	48.3	47	9.8	5	1.0	3.29	0.68
4	I am confident at using a computer mouse	197	40.9	232	48.2	47	9.8	5	1.0	3.29	0.68
5	I can use the computer efficiently.	190	39.4	246	51.0	38	7.9	6	1.2	3.29	0.66
6	I am confident at adding and deleting information from a data file	195	40.5	233	48.3	47	9.8	6	1.2	3.28	0.69
7	I am confident making selections from a screen menu	195	40.5	236	49.0	42	8.7	8	1.7	3.28	0.69
8	I can organize and manage files with computer	195	40.5	229	47.5	55	11.4	3	0.6	3.28	0.68
9	I am confident at writing a letter or essay using a computer	187	38.8	245	50.8	45	9.3	4	0.8	3.28	0.66
10	I have knowledge of the functions of computer hardware	194	40.2	231	47.1	47	9.8	10	2.1	3.26	0.71
11	I understand the data processing: input, processing and output stages	184	38.4	240	49.8	48	10.0	10	2.1	3.24	0.71
12	I am confident at writing	198	41.1	207	42.9	66	13.7	11	2.3	3.23	0.77

	simple computer programs											
13	I am competent when computers are concerned.	187	38.8	229	47.5	56	11.6	10	2.1	3.23	0.73	
14	I understand the terminology of computer software	183	38.0	236	49.0	56	11.6	7	1.5	3.23	0.71	
15	I am confident at handling a floppy disk correctly	184	38.2	229	47.5	58	12.0	11	2.3	3.22	0.74	
16	I consider myself to be a skilled computer user	175	36.3	244	58.2	57	11.8	5	1.5	3.22	0.69	
17	I am competent at troubleshooting computer problems	183	38.0	221	45.1	68	14.1	9	1.9	3.21	0.75	
18	I am talented at deleting files when they are no longer needed	175	36.3	239	49.6	58	12.0	8	1.7	3.21	0.71	
19	I am familiar with computer software packages	169	35.1	252	52.3	54	11.2	7	1.5	3.21	0.69	
20	I know what to do when I meet a new thing while working with computers.	182	37.8	223	46.3	70	14.5	7	1.5	3.20	0.74	
21	I am talented about computers.	167	36.4	234	48.5	74	15.4	6	1.2	3.17	0.72	
22	I am confident at organizing data with computer	166	34.3	235	48.8	72	14.9	9	1.9	3.16	0.74	
23	I am confident at understanding terms/words relating to computer hardware	161	33.4	238	49.4	73	15.1	9	1.9	3.15	0.74	
	<b>Total</b>									<b>3.24</b>	<b>0.71</b>	

**Very High Level, High Level, Low Level, Very Low Level**

As shown in Table 1.3, the level of computer self-efficacy of the respondents is high. This is demonstrated by the average mean score of 3.24 and standard deviation of 0.71.

As indicated in the Table 4.5, the respondents computer self-efficacy level is higher in areas such as: being confident at copying individual file ( $\bar{x} = 3.31$ ); being confident at entering and saving data into a file ( $\bar{x} = 3.30$ ); being confident at using a printer to make a "hardcopy" of my work ( $\bar{x} = 3.29$ ); being confident at using a computer mouse ( $\bar{x} = 3.29$ ); being confident at using the computer efficiently ( $\bar{x} = 3.28$ ); being confident at adding and deleting information from a data file ( $\bar{x} = 3.28$ ); being confident at making selections from a screen menu ( $\bar{x} = 3.28$ ); etc. On the other hand, the respondent's computer self-efficacy is low in areas such as: being competent at troubleshooting computer problems ( $\bar{x} = 3.21$ ); being talented at deleting files when they are no longer needed ( $\bar{x} = 3.21$ ); being familiar with computer software packages ( $\bar{x} = 3.21$ ); being able to know what to do when a new thing is discovered while working with computers ( $\bar{x} = 3.20$ ); being talented about

computers ( $\bar{x} = 3.17$ ); being confident at organizing data with computer ( $\bar{x} = 3.16$ ); and lastly, being confident at understanding terms/words relating to computer hardware ( $\bar{x} = 3.15$ ).

### Hypothesis One

**There is no significant relationship between computer self-efficacy and e-resources use among undergraduate students in federal university of Kashere.**

The hypothesis was tested using a Pearson Product Moment Correlation (PPMC). The analysis procedure involves pooling respondents' scores on each item measuring computer self-efficacy to arrive at the composite score; the same procedure was applied for e-resources use. The composite score on both computer self-efficacy and e-resources use were subjected to test of relationship, the analysis result is summarized and presented in Table 4.7

**Table 1.4, PPMC of Computer Self-Efficacy and E-Resources Use**

Variables	N	M	SD	Df	R	P-val
Computer Self-Efficacy	482	74.54	8.65	480	0.26	.001
E-resources Use	482	61.55	7.68			

**(r (480) = 0.26, P<.05)**

The analysis of the result presented in Table 1.4 indicates that there is a significant positive relationship between computer self-efficacy and e-resources use by undergraduate students of the federal university of Kashere with (r (480) = 0.26, P<.05). The result shows that, undergraduate students who display a high level of computer self-efficacy tend to use electronic resources more than those who demonstrate low level of computer self-efficacy. In other words, the higher the level of computer self-efficacy, the better the use of e-resources among students. Therefore, the null hypothesis which stated that there is no significant relationship between computer self-efficacy and e-resources use among undergraduates' students in federal university of Kashere is rejected.

### Conclusion and Recommendation

Electronic resources utilization in today's information society has been highly promoted with the advancement in information and communication technology in recent times. Electronic resources were highly preferred by students because of their availability and ease of use. Students always find it easy to surf the Internet for obtaining materials that will aid their learning and research activities. Use

A PUBLICATION of the Department of Science Education, Al-Hikmah University, Ilorin, Nigeria of electronic resources provides access to current information and thereby improves students' academic performance. Based on the findings of this study; two major factors were identified as significant psychosocial factors which predict undergraduate's students of usage of electronic resources. The findings show that individual's level of computer self-efficacy is a significant determinant of their degree of electronic resources use. It was found that high level of computer self-efficacy is positively associated with electronic resources use among students in federal university of Kashere. Individuals who possess computer self-efficacy are more likely to engage in the use of e-resources which are technologically inclined.

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

1. Based on the high frequency of use of the e-resources as found by the study, the management of federal universities of Kashere should ensure that e-resources with adequate information and communication technology tools are subscribed to regularly as this will encourage undergraduate students to constantly engage in e-resources usage to improve their academic performance.
2. The management of federal university of Kashere library should ensure that the teaching of computer skills to undergraduate students in the universities is promoted. This is to ensure that the high level of usage of e-resources by undergraduate students is sustained.
3. Undergraduate students are to engage themselves in computer skills training regularly in order to be self-efficacy in the different aspects of computer as this will ensure a continued and more effective utilization of e-resources among the students.

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