Availability, Accessibility, and Use of Electronic Information Resources among Undergraduate Students in Fountain University Library, Osogbo

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Abstract

This study investigated the availability, accessibility, and use of electronic information resources among undergraduate students in Fountain University Library, Osogbo. Survey research design was deployed, while quantitative research method was adopted using questionnaire for data gathering. The population of the study was nine hundred and fourteen (914), where a sample size of two hundred and seventy-eight (278) was determined using Research Advisors Table. Questionnaire was administered on the sample size and the data gathered were analyzed using descriptive statistics. The findings discovered that eLibrary is available with functional twenty (20) All-in-One Computer Workstations. It was revealed that OPAC, EbiscoHost, Research4Life, ScienceDirect, and e-resources (textbooks and journals) on Nursing, Law, Medical Laboratory Science, and Public Health are available. Few e-resources for all other twelve programmes in the university are also available in the eLibrary. Findings discovered that, e-references, CD-ROM, e-bibliography and e-archives were not available. It was also discovered that the available electronic information resources, though, accessible, but were not sufficientfor adequate use by the respondents. Considerably, majority of the respondents have a positive perception of electronic information resources and services. The study recommended that there should be acquisition of more data bases in addition to those in use, as well as, subscription to more e-resources, especially books and journals, which will cut across all the twelve programmes in the university. This will improve patronage and satisfaction of the patrons in order to justify the huge amount invested in the project.

Keywords: Availability, Accessibility, Electronic Information Resources, Use, Fountain University, Undergraduate Students

1.1 Introduction

Electronic information resources pave a new dimension to teaching and learning, and have affected education activities, information availability, accessibility and use in many ways (Bajpai et al. 2016). The evolution of digital libraries has ensured the emergence of a globally networked environment that has dramatically transformed the face of libraries, their functions, services as well as their storage and delivery systems. With the invasion of the information communication technology (ICT), the world has been reduced to a global village. Hence, ICT in library operation had transformed the way information is packaged, organized and make available for use by the library patrons. Electronic information resources (EIRs) are the product of ICT which is gradually eroding the traditional method of operating the library services. At inception, electronic information resources were simply pointers to print-based materials (books & journals) and provided only bibliographic information to the users. Gradually, electronic resources started to also provide students with full-text information (through electronic articles and web pages via the Internet). Libraries then, depended on the computer for all their operations (acquisition, cataloguing, circulation routines, etc.). Thus, electronic information sources became essential for the academic libraries.

Within the last few years, a number of changes in the higher institution were observed, which have exerted pressure upon the traditional role of the academic library such as rapid growth in student number, growing in the number of academic publications, rapid flow of information through internet, growth in distance

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learning students, growth in embracing Information Technology (IT) etc. As these have tremendously increased the number of electronic information sources available within the academic libraries and her environments which has led to a growing demand for their access and use in academic libraries. Electronic information resources are regarded as essential for learning, teaching and research which are the major activities in universities. EIRs serve an important purpose in learning, teaching, and research in any academic institution of higher learning. The effort is usually made by libraries to make available relevant information resources to meet the information needs of the library users. Obviously, effective learning, teaching, and research cannot be carried without the availability of relevant and adequate information resources. Accessibility to the information resources is also as important as the availability. Provision of access will actually allow students and other users to have a close contact with the materials for effective utilization. Thus, the need for library users to acquire skill in searching, accessing and retrieving of information in the library cannot be overemphasized. This will increase the users' confidence and use of library resources. The complexity of electronic information resources which requires that one possesses information literacy may pose a great challenge to its effective utilization by students if they lack the skills required for their use.

In other words, successful search and retrieval of electronic information could be dependent on one's level of information literacy skills. "Information literacy skills are imperative for accessing information in this generation of technology advancement that most of the information needed for research can be retrieved from electronic sources" (Adeleke & Emeahara, 2016). Bamidele, Omeluzor, and Amadi (2013) advocated that as electronic journals are fast becoming more acceptable and usage is increasing, it is pertinent for library users to attain a high level of expertise or possibly learn to utilize them effectively. Before EIRs are broadly utilized in libraries, print sources were the only means of disseminating academic information and current research findings. However, advancement in information and communication technology (ICT) enhances information services in university libraries like that of Fountain University library Osogbo.

Fountain University was granted an operational license as a Private University on May 17, 2007 by the Federal Government on the recommendations of the National Universities Commission (NUC). Following this achievement, a Fountain Universities Strategic Implementation Committee was set up to serve as "in loco Council" to actualize the birth of the University. This Committee worked tirelessly to put in place the necessary facilities for the University to take-off. The Committee was dissolved in September 2007 upon the inauguration of the Governing Council led by Professor N. O. Adedipe. The first Governing Council completed its first four years in September 2011 after which it was reconstituted. The institution library makes available electronic information resources for access and use. Two major databases for the university are EbiscoHost and Research4life as well as some other free databases. In view of the foregoing, it is pertinent to note that provision of electronic information resources has significance influence on undergraduates' learning activities. This is achievable if such resources are made available for easy access and utilization by the undergraduate students. Thus, this study examined the availability, accessibility and utilization of electronic information resources among undergraduate students in Fountain University library Osogbo.

1.2 Research objectives
The objectives of this study are to:
1. ascertain the availability of electronic information resources in Fountain University Osogbo library;
2. determine the level of accessibility of electronic information resources by undergraduate students;
3. find out the utilization pattern of electronic information resources by undergraduate students in Fountain University Osogbo library; and
4. identify the challenges encountered in the access and use of electronic information resources among undergraduate students in the Fountain University Osogbo library.

2.1 Literature review

The main objective of an academic library is to make the required information available and accessible to the users at the right time (Palikiti, Srinivasulu, and P, Srinivasulu, 2018). With the development in information and communication technology (ICT), the 21st Century continuously pose radical challenges to the various levels of higher academic learning and most especially to their libraries whose overall functions, services and responsibilities are influenced regularly, shifting from conventional (manual) to sophisticated digital (electronic information resources such as web-based library catalogue, e-books, e-journals, e-databases and other e-resources and services (Nkamnebe, Adam & Nkemnebe, 2014). With the advent and applications of ICT, libraries are now becoming dependent on web-based resources available through the Internet (Egunjobi & Awoyemi, 2013).

The users prefer to browse and use the internet facilities for their information needs rather than visiting the traditional library for any information needs. The content of libraries is no more restricted to traditional printed resources such as books, magazines and journals, but online resources and other electronic-driven materials (Yebowaah & Plockey, 2017).

The traditional university library cannot compete favourably well with the modern information technology, especially with their outdated and obsolete traditional resources of prints. Given this assertion, libraries have transformed into digital and virtual libraries where books, journals and magazines have changed into e-books, e-journals, and e-magazines (Akpojotor, 2016). Electronic resources could also be adjudged as information materials that need computer device to access, whether through a personal computer (PC), Mainframe or handled mobile devices and are facilitated by the use of the internet or LANs (Igwe&Uzuegbu 2013). An electronic source is any library or information resources that can be accessed via a computer such as an email, internet, video, audio recording etc. Electronic resources according to the International Federation of Library Association (IFLA, 2012) are those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile devices. They may be accessed remotely via the internet or locally. Similarly, Mansur (2012) describing electronic resources as electronic products that deliver a collection of data, be it text referring to full text databases, e-journals, e-books, image collections, other multimedia products and numerical, graphical or time based, as commercially available title that has been published with a sole aim of being marketed and for information dissemination.

According to Oyedapo and Ojo (2013), e-journal offers a range of potential advantages to libraries and end-users. EIRs are domiciled in CD-ROMs, computer hard disc, and databases and disseminated through an electronic library of a University. Igbo and Imo (2017) stated that a major advantage of the EIRs is being able to share and distribute the resource. Ugwu and Onyegiri (2013) clearly gave examples of electronic resources which include, but are not limited to: web sites, online databases, e-journals, e-books, electronic integrating resources, and physical carriers in all formats, whether free or fee-based, required to support research in the subject covered, and maybe audio, visual, and/or text files.

Owolabi, Ajiboye, Lawal and Okpeh (2012) observed that EIRs have increasingly become an invaluable asset in education, research, teaching and learning. They noted that EIRs have transformed the conduct of research and teaching in universities by allowing Academic staff opportunity for accessing a wide range of accurate and timely information on various subjects. Electronic resources have placed themselves at the top priority in academic and research organizations, especially in developing countries. Electronic resources have the advantage of being more current, and sometimes more comprehensive than comparable print equivalents. The dawn of electronic resources (E-resources) has drastically changed the way of accessing the conserved information in databases and provided 4tilizati speeds for retrieving it (Suboohi Siddiqui, 2018). EIRs are highly important teaching and research tools, which complement print-based resources and enhance the learning and research processes in any academic institution (Iroaganachi, 2016; Dadzie, 2005). Electronic resources are the electronic representation of the information. There are available in various forms like e-books, digital libraries, online journal, magazine, and e-learning tutors and online test. Because of the effective presentation with multimedia tools, these e-resources have become the source of information.

Electronic resources deliver the collection of information as full-text databases, e-journals, image collections, multimedia in the form of CD, tape, internet, and web technology (Thanuskodi, 2012). Akpojotor (2018) opined that electronic resources solved storage problems and control the flood of information by eliminating physical limitations of storing data, access, retrieval and distribution of information to several users within the shortest possible time. Similarly, Liyi& Zhang, (2011) buttressed the advantages of electronic databases as compared to print are many, they include among others; less storage space, large information capacity, strong sharing ability and great potential for collection expansion. Electronic information resources facilitate an effective provision of information to all calibres of users, promote collaborative efforts in research; using communication network tools and encourages generation and dissemination of knowledge.

The use of electronic library resources does not, however, take the place of printed resources, but facilitates it through access to the large stock of library materials (Okazie, 2016). Samaravickrama and Samaradiwakara (2014) opined that electronic information resources impact on academic libraries and scholars is noteworthy and unprecedented.

Studying the perception towards a particular situation provides an understanding of the feelings towards that situation (POSIGHA et al., 2018). Akpojotor (2016) defined perception as awareness of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about and well-informed interest or familiarity in a particular situation or development. According to Oxford Advanced Learner's Dictionary (2015), perception is the way individual notice things, especially with the sense. The information explosion has adversely affected the perception of the users in getting their desired material in a short period. Due to its availability and accessibility in academic libraries, users' perception of the library has drastically changed. Jayi (2015) discovered that perception, whether positive or negative, have a great impact on the productivity of any organization. In this regard, electronic resources are playing an important role. The user perception about electronic resources has become an enigma across all libraries as its dynamic nature, interoperability and flexibility compared to print resources and also users' characteristics also contribute to several challenges of electronic resources in the library as a service unit in tertiary institutions. So many factors still hinder the effective access and use of electronic resources in academic libraries which include lack of internet connectivity, inadequate facilities, lack of maintenance culture, inadequate power supply, acquisition cost, maintenance cost, and lack of information retrieval skills for utilizing electronic resources (Dafiagbor, 2012). Okorie (2018), postulated that the accessibility and utilization of electronic information resources could positively affect students' effectiveness and performance. It is against this backdrops that this study investigated the availability, accessibility, and use of electronic information resources among undergraduate students at Fountain University, Osogbo.

3.1 Research Methodology

The research design used for this study is social survey research design, using quantitative research method, and questionnaire for data collection. The population of the study is nine hundred and fourteen (914) undergraduate students cutting across the two colleges in the University, which are: College of Natural and Applied Sciences (CONAS); and College of Management and Social Sciences (COMAS). The sample size of the study is 278 as determined by the Research Advisors Table for determining sample size, with a margin of error of 5% and 95% confidence level. Questionnaire was the research instrument employed while the data collected were descriptively analyzed using the Statistical Package for Social Sciences (SPSS). Findings were discussed and addressed all the objectives raised in the study.

4.1 Results

Results of the findings are presented and discussed in line with the objectives of the study as follows:

Table 1: Demographic Data of Respondents N= 278

Demographics		Frequency	Percentage
Colleges	COMAS	163	(58.6%)
	CONAS	115	(41.4%)
Departments	Accounting & Finance	70	(25.2%)
	Biological Sciences	29	(10.4%)
	Business Administration	37	(13.3%)
	Chemical Sciences	34	(12.2%)
	Mathematics & Computer Sciences	17	(6.1%)
	Physics, Electronics & Earth Sciences	35	(12.6%)
	Political Science & Public Administration	25	(9.0%)
	Sociology & Industrial Relation	31	(11.2%)
Academic level	100	56	(20.1%)
	200	65	(23.4%)
	300	70	(25.2%)
	400	87	(31.3%)
Age	15-20yrs	93	(33.5%)
	21-25yrs	135	(48.6%)
	26-30yrs	34	(12.2%)
	31yrs and above	16	(5.8%)
Gender	Female	138	(49.6%)
	Male	140	(50.4%)

The result on demographic data of respondents indicated that the number of the male respondents are almost equal to that of the female with percentages of 50.4% and 49.6% of male and female respectfully.70 (25.2%)respondents are from accounting department, 29(10.4%) are from biological sciences, 37 (13.3%) are from business administration department, 34 (12.2%) are from chemical Sciences department, 17 (16.1%) are from mathematics and computer sciences department, 35 (12.6%) respondents are from physics, electronics and earth sciences department, 22(9.0%) are from political science and public administration department, 31(11.2%) are from sociology and industrial relation department. 56(20.1%) are from 100 level, 65 (23.4%) are from 200 level, 70 (25.2%) are from 300 level, and 87 (31.3%) are from 400 level.

Table 2: Availability of Electronic Information Resources N = 278

S/N	Item	Unavailable	Highly Unavailable	Available	Highly Available
1	E-book	19 (6.8%)	19 (6.8%)	83 (29.9%)	157 (56.5%)
2	Database	50 (18.0%)	11 (4.0%)	76 (27.3%)	141 (50.7%)
3	E-journal	46 (16.5%)	64 (23.0%)	125 (45.0%)	43 (15.5%)
4	CD-ROM	203 (73.0%)	56 (20.1%)	19 (6.8%)	0 (0.0%)
5	OPACOPAC	214 (77.0%)	31 (11.2%)	23 (8.3%)	10 (3.6%)
6	E- reference resources	169 (60.8%)	43 (15.5%)	56 (20.1%)	10 (3.6%)
7	E-dissertations and these	51 (18.3%)	83 (29.9%)	101 (36.3%)	43 (15.5%)
8	Audio & Visual Resources	36 (12.9%)	45 (16.2%)	100 (36.0%)	97 (34.9%)
9	E-Bibliographies	108 (38.8%)	116 (41.7%)	37 (13.3%)	17 (6.1%)
10	E-Archives	103 (37.1%)	103 (37.1%)	48 (17.3%)	24 (8.6%)

RO1: Availability of Electronic Information Resources to Undergraduate Students in Fountain University.

Findings discovered that 240 (86.4%) e-books are the major information resources in the library followed by database 217 (78%), Audio & Visual 197 (70.9%), e-journals 168 (60.5%), theses and dissertations 144 (51.8%) this means e-book,e-journal, database and internet are the major electronic information resources available in the library. The least available electronic information resources were OPAC 245 (88.1%), CD-ROM 259 (93.2%), E-bibliographic 224 (80.5%), E-reference resources 212 (76.3%) and E-Archives 206 (74.2%). This finding is supported by Quadri, Adetimirin& Idowu (2014) that internet access, e-journals, and databasesare readily available to Undergraduates in Babcock and Redeemer's Universities. Also related to the study is that of Monopoli, who discovered that two third of the respondents (69.5%) in the university of Patras, Greece, submitted that electronic information resources are available.

Table 3: Accessibility of Electronic Information Resources N = 278

S/N	Statements	Inaccessible	Highly Inaccessible	Accessible	Highly Accessible
1	E-book	15 (5.4%)	14 (5.0%)	124 (44.6%)	125 (45.0%)
2	Database	13 (4.7%)	19 (6.8%)	91 (32.7%)	155 (55.8%)
3	E-journal	19 (6.8%)	28 (10.1%)	79 (28.4%)	152 (54.7%)
4	CD-ROM	212 (76.3%)	66 (23.7%)	0 (0.0%)	0 (0.0%)
5	OPAC	208 (74.8%)	70 (25.2%)	0 (0.0%)	0 (0.0%)
6	E- reference	0 (0.0%)	8 (2.5%)	70 (25.2%)	201 (72.3%)
7	E-dissertations and these	201 (72.3%)	77 (27.7%)	0 (0.0%)	0 (0.0%)
8	Audio and Visual Resources	39 (14.0%)	49 (17.6%)	167 (60.1%)	23 (8.3%)
9	E-Bibliographies	201 (72.3%)	77 (27.7%)	0 (0.0%)	0 (0.0%)
10	E-Archives	201 (72.3%)	77 (27.7%)	0 (0.0%)	0 (0.0%)

RO2: Accessibility to Electronic Information Resources among Undergraduate Students in Fountain University

The second research objective sought to ascertain the accessibility of information resources, and it was discovered that e-books, internet are the most accessible of the information resources which is 238 (85.6%). This was corroborated by Adeoye and Popoola (2011) in their study on teaching effectiveness, availability, accessibility, and use of library and information resources among teaching staff of schools of Nursing in Osun and Oyo State, Nigeria, which stated that textbooks are very easily accessible.Also in congruence with the finding of Kwadzo (2015) who found out that 65.6% of the respondents in his study indicated that e-resources are available all the time (24/7), however, for sustainability of user community, libraries must ensure a 24/7 (round-the-clock) access to all subscribed e-resources.

Table 4: Use of Electronic Information Resources N = 278

S/N	Statements	Not Used	Occasionally	Daily	Weekly	Monthly
1	I use E-book	78 28.1%	9 3.2%	102 36.7%	17 6.1%	72 25.9%
2	I use Database	33 11.9%	23 8.3%	103 37.1%	84 30.2%	35 12.6%
3	I use E-journal	69 24.8%	56 20.1%	77 27.7%	41 14.7%	35 12.6%
4	I use CD-ROM	179 64.4%	50 18.0%	40 14.4%	9 3.2%	0 0.0%
5	I use OPAC	204 73.4%	36 12.9%	16 5.8%	22 7.9%	0 0.0%
6	I use E- reference resources	144 51.8%	40 14.4%	33 11.9%	33 11.9%	28 10.1%
7	I use E-dissertations and these	37 13.3%	39 14.0%	161 57.9%	35 12.6%	6 2.2%
8	I use Audio & Visual Resources	36 12.9%	45 16.2%	100 36.0%	97 34.9%	0 0.0%
9	I use E-Bibliographic	120 43.2%	107 38.5%	34 12.2%	17 6.1%	0 0.0%
10	I use E-Archives	118 42.4%	106 38.1%	40 14.4%	14 5.0%	0 0.0%

RO3: Use of Electronic Information Resources among Undergraduates students in Fountain University

Research objectivethree (3) sought to establish the use of electronic information resources in the Fountain University Library. The findings revealed that e-journal, e-database, e-book and internet are utilized daily, weekly and occasionally than other e-resources. Result further showed a low usage of OPAC, e-dictionary and CD-ROM. Overall, the usage level of electronic information resources by undergraduate students can be rated average. Low use of CD-ROMs, OPAC and e-dictionary may as well be attributed to advancement in technology and proliferation of Internet access with the use of mobile phone, modem and router among library users. The finding corroborated with the findings of Ikoja-Odongo and Okello-Obura (2013) who recorded low number (11.6%) of the respondents in the used of CD-ROM.

Table 5: Challenges Faced While Using Electronic Information Resources N =278

RO4:

S/N	Statements	SD	D	A	SA
1	Lack of awareness	76 (27.3%)	44 (15.8%)	89 (32.0%)	69 (24.8%)
2	Lack of Digital skills	116 (41.7%)	51 (18.3%)	90 (32.4%)	21 (7.6%)
3	Low Internet bandwidth	15 (5.4%)	31 (11.2%)	71 (25.5%)	161 (57.9%)
4	Insufficient e-resources in my field of study	25 (9.0%)	75 (27.0%)	97 (34.9%)	81 (29.1%)
5	Difficulty in identifying relevant information to meet my information needs	31 (11.2%)	35 (12.6%)	68 (24.5%)	144 (51.8%)
6	Encryption of Information	23 (8.3%)	22 (7.9%)	233 (83.8%)	0 (0.0%)
7	Information overload	31 (11.2%)	33 (11.9%)	54 (19.4%)	160 (57.6%)
8	Complexities in searching and retrieval	22 (7.9%)	40 (14.4%)	129 (46.4%)	87 (31.3%)
9	Difficulty in reading on computer screens	23 (8.3%)	45 (16.2%)	96 (34.5%)	114 (41.0%)
10	Volatility of information	49 (17.6%)	16 (5.8%)	121 (43.5%)	92 (33.1%)
11	lack of adequate knowledge of different application software	36 (12.9%)	65 (23.4%)	94 (33.8%)	83 (29.9%)

Challenges Faced by Undergraduate Students While Using Electronic Information Resources in Fountain University

The findings revealed that majority of the respondents agreed that the challenges encountered such as inadequate facilities and lack of trainingconstitute hindrances to the use of EIRs in the library.This is in contrast with the findings of Igbo and Imo (2014) who examined use of electronic information resources sharing and networking among University libraries in Nigeria and found out that a major challenge of non-use of e-resources is due to lack of awareness. Also supported by Aina (2014) who examined awareness, accessibility and use of electronic databases among academic staff of Babcock university and find out that unreliable internet connectivity and searching skills are major challenges to the use of electronic information resources.

Table 6: General Perception of Undergraduate Students Towards the Use of Electronic Information Resources N = 278

S/N	Statements	SD	D	A	SA
1	I feel discourage to visit the library due to insufficient of electronic resources in my study area	41 (14.7%)	22 (7.9%)	29 (10.4%)	186 (66.9%)
2	To use my PC is better and faster than going to the library for Electronic Information Resources	33 (11.9%)	30 (10.8%)	134 (48.2%)	81 (29.1%)
3	Facilities to access Electronic information Resources are not available in the library	29 (10.4%)	38 (13.7%)	119 (42.8%)	92 (33.1%)
4	I always find it difficult to access and use electronic resources due to staff attitude	45 (16.2%)	36 (12.9%)	113 (40.6%)	84 (30.2%)
5	The e-resources are not 24/7 accessible.	15 (16.2%)	69 (12.9%)	121 (43.5%)	73 (26.3%)
6	There are no up-to-date e-resources in the library	45 (16.2%)	36 (12.9%)	113 (40.6%)	84 (30.2%)
7	The library environment is not conducive for me to access Electronic Information Resources	41 (14.7%)	22 (7.9%)	29 (10.4%)	186 (66.9%)
8	The library do not have software to access Electronic Information Resources	76 (27.3%)	44 (15.8%)	89 (32.0%)	69 (24.8%)
9	No specific database in the library to get Electronic Information Resources	15 (5.4%)	31 (11.2%)	71 (25.5%)	161 (57.9%)

Perception of Undergraduate students about Electronic Information Resources in Fountain University

This sought to gauge the general perception of respondents on EIRs. Findings reveals that majority of the respondents agreed that the electronic information resources in the library are insufficient in their study areas, especially in the provision of e-journals and e-textbooks. It was also discovered that the twenty (20) computer workstations provided in the e-library were not sufficient enough to take care of the library patrons, especially when multiple users are using the systems at the same time. This perception can be born out of insufficient fund from the university management to procure more systems.This finding agrees with the finding of Hampton-Reeves, et al (2009) in their study which found out that students prefer and consistently use Google and other search engines on their personal devices in order to save themselves the trouble of going to the library due to insufficient electronic information resources. Users' perception of library resources is a predictor of its usage. As Epic (2001) stated, "many people first go to a general Internet search engine such as Google and do a keyword search than library subscribed e-resources". This implies that some library users perceive the library e-resources to be inadequate in meeting their information needs and prefer using the Internet search engines.

5.1 Conclusion

It was discovered that there were few electronic information resources available to users in Fountain University library such as e-books, e-journal, e-database, e-dissertations & theses, audio/visual resources and other relevant electronic information resources, these few available electronic information resources were made accessible to the undergraduate students. The study suggests that the library should acquire different forms of electronic information resources,beyond what she presently acquired and make them accessible and provide a conducive environment to utilizing the acquired resources. Multi-disciplinary databases, as well as specialized databases, such as ProQuest, AGORA, MedLine, Nexis Lexis, and ScienceDirect be subscribed to. More All-in-One computer workstations, at least, thirty (30) should be acquired with functional internet access. The findings revealed that level of use of the few available-resources by undergraduate studentswas quite impressive.

5.2 Recommendations

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

1. The library should take a proactive step such as training and orientating users on the use of Electronic Information Resources in addressing the lack of digital skills and consequently increase their patronage.

2. The library should be encouraged to acquire more All-in-One Computer workstations, at least, thirty (30) with functional internet access. This will encourage increased patronage and seamless access by users.
3. The libraries should subscribe to more databases such as ProQuest, AGORA, MedLine, NexisLexis, and ScienceDirect which covered all the courses offered by the University, and those awaiting accreditation by the National Universities' Commission (NUC).
4. The University Management should ensure regular electricity supply as well as, power backup on campus and by extension the University library, so that these e-resources can be accessed.
5. More off line e-resources in terms of books, and journals, relevant to all the twelve (12) programmes in the University are desirable. This will complement the hardcopies on the open shelves, especially during internet down times.

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