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Influence of computer literacy skills on the use of library electronic resources among Babcock University undergraduates, Ilisan-Remo, Ogun State

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Abstract
Evolutions in information and communication technologies (ICTs) necessitated new tools and skills for searching information, particularly e-resources. However, studies affirmed that many students possess little or none of these required search and retrieval skills. The study, therefore aimed to investigate the influence of computer literacy skills on the use of electronic resources among Babcock University undergraduates, Ilisan-Remo, Ogun State. A survey research design with purposive sampling technique was adopted to select 387 respondents, with the use of questionnaire. The descriptive statistics was used to analyze the research questions and multiple regression analysis was used to test the hypothesis at 0.05 level of significance. The findings revealed that the undergraduates utilized e-resources such as e-dictionary, e-books, online catalog, e-journal etc. for the purpose of updating knowledge (60.9%), class-work (59.1%) more than entertainment (21.9%). Also, it was revealed that undergraduates frequently consult e-resources such as e-journal (90.7%), and e-dissertation and e-thesis (62.5%) than e-databases (1.9%). In addition, undergraduate have high level of computer literacy skills in manipulating electronic information resources (98.4%) than performing data analysis with a computer software package (8.1%). Furthermore, computer literacy skills significantly influenced the use of e-resources among the undergraduates. The study concluded that the higher computer literacy skills, the better the use of e-resources. The study recommended that the university management should frequently organized a computer literacy skills training that focus more on software and database management skills. In addition, the university libraries should organize from time-to-time information literacy training that embrace both the use of print and non-print electronic and web-based resources of libraries while also focusing on information searching, retrieval and evaluation skills.

Keywords: Academic library, computer literacy skill, e-resources usage, undergraduates, use.

Introduction
Libraries and information centers are the topmost knowledge and technical houses of any institute or research and development organization, as they are firmly behind the organization's research and development efforts. Their objective of these centers is to improve the parent organization's research and services by enabling the members (scientists, students, and technical employees to find and pursue knowledge. As the key intellectual centers of information, university libraries are evolving towards digitization of information services, offering online access to electronic resources available in the institutional collection, and helping scholars in their pursuit of knowledge. University libraries subscribe to more and more electronic resources, either individually and or through consortia arrangements (Soni, Rani, Kumar & Shrivastava 2020). As a result, the university libraries are providing full-text access to a huge number of reputable electronic and print resources to support learning, research and development activities of the university community

particularly, students. The provision of which improve undergraduates' knowledge in respective disciplines, complete and submit assignments and projects in due course as part of the prerequisite for completing degree program (Abubakar & Chollom, 2017). Certain factors such as lack of awareness of the available electronic resources, lack of technical support for those that are aware, and computer literacy skills has been documented to influence the use of university libraries electronic resources among undergraduates. For instance, Sambo and Precious (2022) reported that there is a high and significant relationship among students' computer hardware skills, computer software skill and their use of electronic information resources in the university library in South-West, Nigeria. Most of these studies concentrated on undergraduates in public universities while those of private universities were neglected. Hence, the study focused on undergraduates in Babcock University, Ilishan-Remo, Ogun State.

Objectives of the study

The general objective of the study is to investigate the influence of computer literacy skills on the use of electronic resources among Babcock university undergraduates.

The specific objectives are to:

1. examine the purpose of use of e-resources by undergraduates of Babcock University, Ilisan-Remo, Ogun State;
2. determine the frequency of use of e-resources by undergraduates' students in Babcock University Ilisan-Remo, Ogun State;
3. ascertain the level of computer literacy skills possessed by undergraduates of Babcock University, Ilisan-Remo, Ogun State; and
4. ascertain the influence of computer literacy skills on the use of e-resources by undergraduates of Babcock University, Ilisan-Remo, Ogun State.

Hypothesis

One research hypothesis is tested at 0.05 level of significance:

$H_0$1: Computer literacy skills will not significantly influence the use of e-resources among undergraduate of Babcock University, Ilisan, Remo, Ogun State.

Literature review

According to Saklani (2020) an electronic resource, also known as an e-journal, e-book, and online databases in varied digital formats, webpages (.html, .asp, etc.), adobe acrobat documents (.pdf), etc. E-resource is a book publication made available in digital form, consisting of text, images, or both readable on the flat-panel display of computers or other electronic devices (Singh, 2019). Electronic resources deliver the collection of information as full-text Databases, E-journals, Image Collection, Multimedia in the form of CDs, Tape, e-journals, data archived, etc. (Sohail & Ahmed, 2017). Electronic resources (e-resources) is an information resources in digital format which requires computer (laptop, desktops, Smartphones and so on) access that delivers a collection of content (image collections, e-journals, e-books, online databases). The use of electronic resources in university libraries is constantly increasing due to it's wide readability, accessibility, and affordability of use of e-resources (Singh, 2020). E-resources help to save storage space, eliminates binding, printing, and postage

costs, saves time of users by providing easy and quick access anywhere, anytime and provides multi-access on a network product (Jotangia, 2020). Ismaila (2019) discovered that undergraduates of University of Ilorin and Kwara State University used the library electronic information resources to complete assignments and retrieve relevant educational materials through personal searches and thus recommended the provision of good computer hardware, software and communication network to improve internet connectivity and usage of library electronic resources among undergraduates of the two institutions. Bankole and Nasir (2020) carry out an empirical analysis of undergraduate students' perception in the use of electronic sources in Kwara State University Library, Nigeria and showed that the various types of electronic information resources surveyed in the study were available with e-books having the highest frequency. However, institutional repository was the most utilized of all the electronic information resource, although there was no significant difference in the extent to which sampled undergraduates utilized the e-resources. Despite the huge investment of university libraries to ensure that electronic resources are available and accessible, research still confirmed low use of electronic resources by undergraduates (Tlakula & Fombad, 2017; Mohan & Devi, 2021; Armah, & Cobblah, 2021). Ebijuwa and Mabawonku (2019) found out that slow internet connection, lack of orientation, and training programs hamper access to e-resources. However, Bankole Nasir (2020) affirmed that undergraduates had a mediocre knowledge of computers especially the newly admitted ones. Even though they use smartphones, the students had little knowledge of the computer with respect to information retrieval and use. This means that student needs to acquire the necessary computer skills in order to be able to use electronic resources for improved academic performance.

Computer literacy refers to effectiveness in searching for needed information by using electronic resources. It is the extent to which undergraduates are capable of conducting electronic information searching or use computer facilities to locate relevant content or information for educational and other scholarly endeavors. Computer literacy can be defined as comprising a variety of complex skills such as booting a computer, using a keyboard, edit documents, retrieves and or deleting information from computers, sending and receiving e-mails and so on needed to function effectively in digital environments (Eshet, 2012). Abubakar and Adetimirin (2015) stated that for effective information searching to be attained by students, computer literacy is critical. Ismaila, 2019 described computer literacy skills as the ability to discover, retrieve, and use information, the ability to manage information and make critical choices from it. Ukachi (2015) stated that computer literacy is of utmost importance to students and necessitates the user to recognize, use, manipulate and transform electronic media, distribute pervasively and easily adapt the media to new forms. Sharma (2019) asserted that sufficient computer literacy skills facilitate learning and education and promote easy access to information and document processing, widen business opportunities and career development, as well as improving innovation and competitiveness of individuals to mention but a few. Furthermore, Alemu (2015) disclosed that computer literacy skills equip students with capacities such as information recognition, evaluation and critical usage of information with effective manipulation of

digital resources for learning and thus opined that these skills have become increasingly significant in the achievement of degree-based education. Omoefe, and Echedom (2021) affirmed that to be academically successful, students must be fluent in a number of skills such as ability to harness computers in manipulating applications, generating and revising documents, spreadsheets and presentations, basic typing capabilities and the ability to identify ICT technologies and procedures that influence maximal use of electronic resources of libraries. Makori and Mauti (2016) reported that in spite of technological infrastructure and electronic library materials made available to the undergraduates by university libraries, some undergraduates are still unable to operate computer system without assistance. Some undergraduates still require assistance to send an e-mail. Similarly, Abdullahi (2021) reported a low level of proficiency in identification of information sources and ascertaining sources credibility arising from low computer literacy among undergraduates.

Adeleke and Emeahara (2016) earlier shared the view that students with low ICT literacy skills would underutilize electronic information resources. Israel and Nsibirwa (2018) assessed information literacy skills in relation to usage of e-resources and discuss that usage of e-resources was determined by students' ability to evaluate information critically. Majority 74 (64.3%) of the respondents signified that their usage of e-resources is determined by the ability to adopt continually emerging innovations in information technology, ability to compare and critically evaluate the credibility and reference of information collected 62(54.0%) and students' ability to format and publish ideas electronically in textual form 53(46.1%). This is an indication that critical literacy that enhance students' ability to evaluate information sources and resources is important for adequate computer and ICT skills. Marliana and Nurhayati (2020) in a study that assessed digital literacy, use of e-resources, and reading culture revealed significant relationship between computer literacy skills and the use of e-resources among undergraduates in STMIK Sumedang, Indonesia. Ismaila (2019) investigated information literacy skills and use of electronic resources by undergraduates of two public universities in Kwara State, Nigeria and found that majority of the undergraduates possess high computer self-efficacy which influenced usage of electronic information resources. Similarly, computer self-efficacy and information literacy skills jointly influenced the use of electronic information resources by undergraduates of the institution.

Statement of the problem

Computer literacy skills become critical for undergraduates in assessing and retrieving scholarly information from significant media infrastructure and electronic resources university libraries have maximally expanded upon to come up with problem solving and innovative research. Indeed, many academic libraries have made a significant investment in providing services through e-resources and other computer-based scholarly research work. The use of e-resources in particular by undergraduates is accepted worldwide, existing literature however recorded low use of e-resources by undergraduates in most university libraries in Nigeria (Omoefe & Echedom, 2021; Olatoye, Nekhwevha & Muchaonyerwa, 2021). This has diminished the huge investment in infrastructure and subscription cost of e-resources. The observed low usage of e-resources may be due to students' lack

of the require skills to use technological tools such as computer to search, access, retrieve and used e-resources meaningfully. However, adequate computer literacy may help improve the usage level of library e-resources. Therefore, the study examined the influence of computer literacy skills on the use of library e-resources among undergraduates of Babcock University, Ilisan-Remo, Ogun State.

Methods

The descriptive survey research design was adopted for this study. The population of this study was made up of 8,968 undergraduates of Babcock University. In order to determine the sample size, the Saunders, Lewis & Thornhill formula (2007) was used to arrive sample size of 387 as depicted in Table 1. The purposive sampling technique was then used to elicit responses from the 100 Level to 400 Level undergraduates with the use of a structured questionnaire entitled "Questionnaire on Computer Literacy Skills and the Use of E-resources among Undergraduates (QCLSUOEAU)". The questionnaire was divided into four sections which included demographic information (Section A), purpose of use of e-resources (section B), frequency of use of e-resources (section C) and the level of computer literacy skills (section D). A total of three hundred and eighty-seven (387) copies of the questionnaire were conducted on the respondents by the researcher and was retrieve on the spot, aided by two research assistances. A response rate of 82% was retrieved and fit for data analysis, which is the total sum of Three hundred and twenty (320) responses used to carry out the analysis. Frequency counts, mean and simple percentages were used to analyze the research questions while multiple regression was used to test the only hypothesis at 0.05 level of significance.

Table 1: Population and sample

Num	Schools	Department	Population	Sample Size
1	Basic Medical Sciences	Nursing	1,156	32
		Public Health	352	15
		Medical Laboratory Science	515	17
2	Clinical Sciences	Medicine and Surgery	355	11
3	Computing and Engineering Sciences	Computer Science	885	27
		Computer Technology	410	15
		Software Engineering	365	12
4	Education and Humanities	Christian Religious Studies	375	16
		Language and Literary Studies	320	20
		Guidance and Counseling	225	14
5	Law and Security Studies	Law and Security Studies	610	21

6	Management Sciences	Accounting	738	23
		Business Administration	512	27
		Finance	236	16
7	Science and Technology	Microbiology	228	20
		Agricultural Science	380	19
		Chemistry	382	19
8	Social Sciences	Mass Communication	588	25
		Political Science and Public Administration	112	18
		Sociology and Social Works	224	20
	Total		**8968**	**387**

Results

Table 2 presents the demographic information of respondents. The table reveals that undergraduates in the School of Social Sciences constituted the highest respondents(18.5%), followed by undergraduates in School of Management Sciences (17.9%), the School of Science and Technology (14.7%), and undergraduates in the School of Basic Medical Science (14.4%). Undergraduates in School of Clinical Sciences had the least response (3.4%). Table 1 further revealed that 100level undergraduates were in the majority (29.4%), followed by 300Level undergraduates ((27.2%), followed by 400Level undergraduates (23.4%) while the 200Level undergraduates had the least respondents (20%). Female undergraduates dominated the study 57.8% while the male undergraduates (42.2%).

The purpose of use of e-resources are presented in Table 3. From the table, e-resources are used for project writing and doing class-work ranked highest with a mean (x=3.54) followed by updating knowledge (x=3.50), preparing seminar papers and doing assignments (x=3.47) while for entertainment ranked least (x=2.38). Using the decision rule as the basis for comparison, it could be inferred that the respondents strongly agree that they used the library e-resources for all purposes identified in the study, although the use of e-resources for writing project and solving class-work especially in their field was highly prevalent among other purposes of use of e-resources among respondents. It can thus be deduced that the undergraduates in Babcock University, Ilishan, Ogun State used e-resources largely for academic activities than for entertainment.

Table 2: Demographic information

Schools	**Frequency**	**Percentage**
Basic Medical Sciences	46	14.4%
Clinical Sciences	11	3.4%
Computing and Engineering Sciences	42	13.1%
Education and Humanities	39	12.1%
Law and Security Studies	19	5.9%
Management Sciences	57	17.9%
Science and Technology	47	14.7%
Social Sciences	59	18.5%
Total	**320**	**100%**
Academic level		
100	94	29.4%
200	64	20%
300	87	27.2%
400	75	23.4%
Total	**320**	**100%**
Gender		
Male	135	42.2%
Female	185	57.8%
Total	**320**	**100%**

Table 3: Purpose of use of e-resources by undergraduates

S/N	**I use library e-resources for**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Mean**
1.	Updating Knowledge	195 (60.9%)	102 (31.9%)	13 (4.1%)	10 (3.1%)	3.50
2.	Assignment	175 (54.7%)	122 (38.2%)	20 (6.2%)	03 (0.9%)	3.47
3.	Project Writing	184 (57.5%)	125 (39.1%)	11 (3.4%)	0 (- %)	3.54
4.	Preparing Seminar Papers	163 (50.9%)	146 (45.7%)	8 (2.8%)	2 (0.6%)	3.47
5.	Class-Work	189 (59.1%)	116 (36.3%)	15 (4.6%)	0 (- %)	3.54
6.	Entertainment	70 (21.9%)	52 (16.2%)	128 (40%)	70 (21.9%)	2.38

Decision Rule: If mean is ≤1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Agree, 3.5 – 4.49 = Strongly Agree

Table 4: Frequency Use of e-resources by undergraduates

Num	In the University Library, I use	Very often	Often	Occasional	Never	Mean
1.	E-reference Sources (e-Dictionary)	71 (22.2%)	116 (36.3%)	125 (39.1%)	8 (2.5%)	2.78
2.	E-Books	93 (29.1%)	102 (31.9%)	81 (25.3%)	44 (13.8%)	2.76
3.	E-database	02 (0.6%)	04 (1.3%)	122 (38.1%)	192 (60%)	1.43
4.	E-magazines	17 (5.3%)	54 (16.9%)	175 (54.7%)	74 (23.1%)	2.04
5.	E-bibliographic databases	03 (0.9%)	07 (16.6%)	187 (58.6%)	123 (15%)	1.66
6.	Online catalog (OPAC)	20 (6.25%)	21 (6.6%)	182 (56.9%)	97 (30.3%)	1.89
7.	E-dissertation and E-theses	83 (25.9%)	117 (36.6%)	120 (37.5%)	0 (0%)	2.88
8.	E-newspaper	10 (3.1%)	22 (6.9%)	158 (49.4%)	130 (40.6%)	1.73
9.	E-journal	196 (61.3%)	94 (29.4%)	30 (9.4%)	0 (0%)	3.52
10.	E- research report	19 (5.9%)	28 (8.8%)	131 (40.9%)	142 (44.4%)	1.76
11.	Videos and Audiotapes	74 (23.1%)	127 (39.7%)	95 (29.7%)	24 (7.5%)	2.78
12.	Online databases	21 (6.6%)	33 (10.3%)	176 (55%)	90 (28.1%)	1.95
13.	CD-ROMs	9 (2.8%)	28 (8.8%)	177 (55.3%)	106 (33.1%)	1.81
14.	E-maps and E-atlases	9 (2.8%)	65 (20.3%)	151 (47.2%)	95 (29.7%)	1.96

Decision Rule: If mean is ≤1.49 = Never, 1.5 – 2.49 = Occasionally, 2.5 – 3.49 = Often, 3.5 – 4.49 = Very Often.

Table 4 shows the frequency of use of e-resources by respondents. The table reveals that e-journal (x=3.52), e-dissertation and e-thesis (x=2.88), e-reference sources (for instance e-dictionary) (x=2.78), videos and audiotapes (x=2.78) and e-books (x=2.76) were often used by undergraduates while the other e-resources such as e-magazines (x=2.04), e-maps and e-atlases (x=1.97), online databases (x=1.95), Online catalog (OPAC) (x=1.89), CD.ROMs (x=1.81), e-research report (x=1.76), e-newspaper (x=1.73), e- bibliographic databases (x=1.66) were used occasionally. However, e-database (x=1.43) has never been used by undergraduates. Using the decision rule, it can be inferred that the undergraduates of Babcock University often consult e-resources such as e-journal, e-dissertation and e-thesis, e-dictionaries, videos and

audiotapes and e-books for academic pursuit than any other e-resources identified above.

Table 5: Level of computer literacy skills possessed by undergraduates

Num	My ability to	Very High	High	Low	Very Low	Mean
1.	operate personal computer independently is	172 (53.7%)	124 (38.8%)	16 (5%)	8 (5.5%)	3.43
2.	use software for preparing document is	158 (49.4%)	124 (38.8%)	21 (6.5%)	17 (5.3%)	3.32
3.	Use Microsoft applications for presenting documents is	117 (36.6%)	165 (51.6%)	23 (7.1%)	15 (4.7%)	3.20
4.	use internet and its various features is	139 (43.4%)	165 (51.6%)	11 (3.4%)	5 (1.6%)	3.37
5.	access information from the WWW is	195 (60.9%)	115 (35.9%)	10 (3.1%)	0 (0%)	3.58
6.	use e-learning platforms is	175 (54.7%)	143 (44.7%)	2 (0.6%)	0 (0%)	3.54
7.	perform data analysis with a computer software package is	19 (5.9%)	07 (2.2%)	153 (47.8%)	141 (44.1%)	1.70
8.	manipulate electronic information resources is	192 (60%)	123 (38.4%)	5 (1.6%)	0 (0%)	3.58
9.	easily initiate search strategies is	92 (28.8%)	102 (31.9%)	75 (23.4%)	51 (15.9%)	2.73
10.	Search and retrieve information from indexes and databases is	22 (6.9%)	15 (4.7%)	154 (48.1%)	129 (40.3%)	1.78

Decision Rule: if mean is ≤1.49 = Very Low, 1.5 – 2.49 = Low, 2.5 – 3.49 = High, 3.5 – 4.49 = Very High

Table 5 presents the result on the level of computer literacy skills possessed by undergraduates of Babcock University. From the table, the Babcock University undergraduates possess high in manipulating electronic information resources (x=3.58), accessing information from the World Wide Web (WWW) (x=3.58), using e-learning platforms (x=3.54), operating personal computer independently(x=3.43), using internet and its various features (x=3.37), using software for preparing document (x=3.32), using Microsoft applications for presenting documents (x=3.20) and easily initiation of search strategies (x=2.73) except the ability to perform data analysis with the a computer software(x=1.78) and ability to search and retrieve information from indexes and databases(x=1.70). It is crystal clear that the undergraduates possess low ability in data analysis using computer software packages. This indicates that the undergraduates of Babcock University possess requisite computer literacy skills required for the use of the internet, e-learning platforms and e-resources but deficient in computer data analysis and software.

Hypothesis 1: Computer literacy skills will not significantly influence the use of e-resources among undergraduates of Babcock University

Table 6: Regression analysis of computer literacy skill and use of e-resources among undergraduates of Babcock University

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.192	.176		12.484	.000
	Computer Literacy Skills	0.229	.054	0.239	4.233	.000

Table 6 presents the result of regression analysis of the influence of computer literacy skill on use of e-resources among undergraduates of Babcock University. The table show that computer literacy skill (β= 0.229, t=4.233, $p<0.05$) has a positive significant influence on the use of e-resources by undergraduates in Babcock University. This implies that computer literacy skill is one of the factors that influence the use of electronic resources. The implication is that, skills weather basic or complex is needed to successfully accomplish any task in life. This indicates that as computer literacy skills of the students improve so the use of the library electronic information resources improves.

Discussion

The findings of the study revealed that the Babcock University undergraduates largely utilized the e-resources of the university library for project writing, class-work, updating knowledge, assignment, preparing seminar paper than for entertainment. The finding implies that the Babcock University undergraduates used the e-resources of the university library majorly for academic purposes than for entertainment. The finding aligns with the finding of Bankole, Ajiboye and Otunla (2015) which reported that majority of the undergraduate students of the Federal university of Abeokuta used electronic information resources to do assignments and also to update their knowledge. In the same vein, Gakibayo, Ikoja-Odongo and Okello-Obura (2013) documented that most undergraduates used electronic resources to accomplish their academic goals.

This finding revealed that the Babcock University undergraduates often consult e-resources such as e-reference sources (e-dictionary) and e-books, e-magazines, e-dissertation and e-thesis, and e-journal. It was also discovered that CD-ROMs and e-maps and e-atlases, e-bibliographic databases, online catalogs, e-newspapers, e-research report, videos and audiotapes are occasionally used. However, e-database has never been used by undergraduates. This implies that the Babcock university undergraduates often use some electronic resources than the others like CD-ROMs and e-maps and e-atlases, e-database etc. for academic goals. This finding was in agreement with earlier findings such as Bankole, Ajiboye and Otunla (2015) which document that e-lecture notes and e-books are frequently used by undergraduates for completing class assignments and to keep abreast of latest development in their fields of study.

Furthermore, high level of computer literacy skills were possessed undergraduates of Babcock University in abilities such as operating personal computer independently, using software to prepare and presenting documents, using internet and its various features, accessing information from the WWW, using e-learning platforms, using electronic information resources and initiating search strategies. However, the undergraduates possess low skills in search and retrieval of information from indexes and databases and also in computer software data analysis. The result agreed with the findings of Ismaila (2019) who revealed that undergraduates of the University of Ilorin and Kwara State University had high computer literacy skills which influenced usage of electronic information resources. Similarly, Adeoye and Adeoye (2017) in a study of digital literacy skills among undergraduates in Nigeria universities discovered that most undergraduates possessed the necessary digital literacy skills needed to use electronic resources appropriately. The study also establish that computer literacy skills positively influenced the use of e-resources among undergraduates of Babcock University. This is indicated by high usage and high frequency in computer literacy skills. The finding reiterates the assertion of Emwanta and Nwalo (2013) that lack of or low computer literacy skill is a major impediment to the use of electronic resources among students.

Conclusion

The use of electronic resources by undergraduates is crucial for academic endeavors, this will widen their scope and help them perform excellently in their various disciplines. Therefore, it is expedient to possess sufficient computer literacy skills in order to make a maximal and responsible uses of library e-resources. The study revealed that certain electronic resources such e-magazines, e-maps and e-atlases, online databases, online catalog (OPAC), CD.ROMs, e-research report, e-newspaper and e- bibliographic databases were occasionally used. However, e-databases has never been used by undergraduates before. There was a low literacy skill in searching and retrieval of information from indexes and databases and also in using computer software data analysis and among the undergraduates of Babcock University. Thus, these areas need to be strengthened by the University management. The study recommended that the university management should frequently organized a computer literacy skills training that focus more on software and database management skills. Furthermore, the University libraries should organize from time-to-time information literacy training that embrace both the use of print and non-print electronic and web-based resources of libraries while also focusing on information searching, retrieval and evaluation skills.

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