An exploration of Student's Perceptions regarding Use of E Resources and its impact on their academic performance

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Abstract: The aim of this study was to investigate student's perceptions regarding use of E resources and its impact on their academic performance. The research was descriptive in nature. Multistage sampling technique was used at first stage universities and departments were selected conveniently and at final stage censes sampling technique was used and data was gathered from four hundred and eight students of semester 6 from the selected departments of three public and two private universities. Self-constructed questionnaire was used by the researcher as an instrument for data collection. The data gathered were analyzed using descriptive and inferential statistics. The results of this study revealed that majority of the respondents used e-resources frequently. E-books, e-journals and databases are the most frequently used e-resources. Students used e-resources for various purposes i.e. to complete class assignments, for research purposes and recommended by lecturers. The study also found that students who use e-resources often have higher academic performance with higher GPAs than students with lower GPAs. The findings also revealed some challenges that students have to face while using e-resources. These challenges include insufficient skills to retrieve needed information, slow internet speed, unavailability of e-resources relevant to need, unavailability of e-resources on 24/7, difficulty in identifying relevant information and information overload are challenges that hinder the use of e-resources. The study recommended that libraries should acquire more e-resources to cover various study areas, create more awareness of e-resources to change users' perception.
Keywords: E resources, Academic, Performance, Perceptions, Students

1. Introduction

Today, information and range of communication technology tools can be accessed easily. Information and communication technology have permanently changed all human activities, particularly poverty reduction, health supply and education. It has significantly influenced the learning and instruction in higher education and increased the flow of information in educational communities. Scientific development has enabled librarians to easily manage various sources of information.

An exploration of Student's Perceptions regarding Use of E Resources and its impact on their academic performance

In this era, there has been an unprecedented explosion of electronic resources that has rapidly transformed the way learners and researchers seek information internationally. In modern years, information resources have been identified as a dissemination of information for researchers in universities. According to Thanuskodi (2012), the rapid development in ICTs, particularly internet and e-resources, have replaced the outdated means for researching, storing, retrieving & communicating academic info.

Nnadozie, C. O., & Nwosu, C. C. (2016) stated in their study that in modern times, the content of the library is not limited to physical formats such as books, publications, journals or articles. Libraries are now being transformed from traditional printed resources to ICTs and other e-services. Further identified that

The utilization of e-resources does not replace printed resources but provides access to large repositories of library materials (Okezie, 2016).

According to Rao (2011), libraries are the collection of information resources. They are the cornerstone of knowledge and therefore a vital and essential component of educational life. They are primarily empowered and well-equipped. These facilities not only help users lend to physically available resources, but also help them to search and find catalogues, access databases, and services simultaneously. In developing countries, both public and private sectors are using libraries as an appropriate institution which can bring a powerful change in the society (Shafique, F. 2011; Vilgi, K. S. 2017).

In 21st century, educational libraries cannot function properly without the availability of electronic information resources. The use of ICT promotes advancement in teaching, learning and research. Educational libraries are central to the higher education system, providing timely information on the needs of universities and their communities that help improve learning and disseminate knowledge. According to Tycoon (2011), there are libraries and information centers that fail to adapt to the appropriate information technology in their services and may stop working. Information &communication technologies (ICTs) are standpoints that give access to E-resources.

According to Adeagbo, O. O (2011), online electronic resources are computer webs that allows access to many information services. Network computers offer a superior edge for accessing and using a wide variety of resources. In this era, much attention is being paid to online information resources as students have access to a wide range of information that will boost their educational performance. In universities, educational libraries provide students with access to online information resources i.e. online catalogues, journals, subscribed resources and other electronic materials to help them.

In any educational environment, information is a dynamic and essential component. In numerous academic activities both students and faculty need to use information daily. For decades, teachers and students have used the library and its resources as their vital information resource. Due to the widespread adoption of ICT, access to Electronic Information Resources (EIRs) among educational libraries and university students is increasing rapidly. According to Manoj, Gauri, and Bimal (2011), EIRs play vital role in supporting the teaching, learning process at the university level and providing quality support to employers.

The most important function of libraries is to offer an accurate content (resources in all formats) to meet the information needs of the users. The purpose of libraries is to serve learners and scholars at all levels. At universities, library staff should be prepared to acquire and make available the essential databases for teaching and research. According to Zhang (2011) electronic resources are an important part of the electronic library in most universities and stands as an important educational resource that supports teaching, learning and research activities.

Educational libraries have now become a digital resource, providing low cost and easy access and being more helpful to use. As the use of databases and downloaded articles increases, e-resources become less expensive because cost per user decreases. Students who do not have enough time to use the library can now use electronic resources. (Madhusudhan, 2010).According to Thansukodi (2012), university libraries facilitate the use of EIRs to easily access the required information, as users can access these information resources without having to be present in the library. In any educational institution of higher learning, library resources fulfill an important purpose of learning, coaching and research, and become an important source of information. For the members of the university and its community educational libraries have become an important source of information (Ankrah & Atuase, 2018).

Electronic information resources (EIRs) are a great way to get recent and current information. Electronic resources can be viewed as information resources that can be retrieved, stored and used electronically. These are in electronic formats such as internet, CD-ROM databases, e-books, e-journals, e-dictionaries, e-magazine, online database, OPAC, pen drives and other computer-based electronic networks. In every university library electronic information resource are an important resource and it has significantly changed the information handling and management of academic environments. According to Haroon & Ata (2010), the internet availability has brought dramatic variations in libraries, especially in institutional libraries, in relation to gathering, managing and distributing information.

An important function of the university is the preservation of current knowledge. In this regard, the university library plays its role in ensuring the availability of accurate sources of information. According to Daramola (2016), the use of online resources at university libraries aims to increase the scope of information resources in the library and increase the importance of content by enabling access to them, through digital sources so that students, researchers, and all university members can access these resources at anytime and anywhere. He also added that the university system provides infrastructure and Internet access for students to increase the availability of online resources.

Electronic information resources are obtained in libraries to increase the existing library resources and reduce the pressure on print sources. These resources can be influenced, copied, printed, replicated and easily distributed to library consumers. According to Igbo, H. U & Imo, N. T (2017)sharing and distributing the resources among users are the great benefits of electronic resources (EIRs).

1.1 Statement of the problem:

The use of e-resources for research is an important cornerstone of the educational movement. Mission of educational libraries is to promote learning, research activities, creativity and intellectual development. Many researchers, teachers and students are taking benefits from academic publications available on internet in order to enhance their education, teaching and research. Many libraries are now adding electronic books to increase their stock as compared to print books. Electronic resources provide users with opportunities to acquire precise and timely literature, Users who have laptops can easily access to these books by using wireless internet in their universities. But, despite this, electronic resources are rarely used in Pakistani universities and for this reason, the study was aimed to examine the perception, usage and difficulties faced by students when using e-resources.

1.2 Objectives:

The objectives of this study were:

- to investigate the perception of university students towards using e-resources in educational libraries.
- to identify the rate of use of E-resources available in the library by the students.

- to investigate the challenges faced by the students while accessing and using the electronic resources in the library.
- to investigate the impact of E resources on students' academic performance.
- **Research questions:**
- The aim of this study was to find answers to the following questions about the Student's Perception regarding the use of E resources and its impact on their academic performance.
- What are students' perceptions towards using E-resources in educational libraries?
- How frequently E-resources are being used by the students.
- What are the challenges faced by the students while accessing and using the electronic resources in the library?
- What is the impact of E resources on students' academic performance?

2. Research Design and method

The research design is an organized draft that answers research questions precisely, logically, and carefully. This current study was quantitative by nature. Quantitative methods highlight objective, statistical, mathematical, or numerical analysis of data collected through questionnaire. Quantitative research focuses on collecting arithmetic data and simplifying it to groups of people or to explain a particular phenomenon. Quantitative research approach is often associated with post-positivist thinking, and it also has a neural philosophy that causes determining effects or outcomes (Creswell and Plano Clark, 2011).The study was descriptive in nature and survey by type. The target population for this research was all students of public and private universities. Survey research design was used in this research. The researcher used convenient sampling technique to collect the data. Universities and departments were selected conveniently. Conveniently sampling is a type of non-random sampling in which participants are selected who are easily available. The sample for the study was selected through cluster sampling technique which covers all the students of semester 6 from each selected department.

Table 1: Descriptive statistics regarding use of e-resources

Statement 1		Percentage	Mean	SD
Do you use e- resources available in the library?	Frequently	17.7	2.24	.849
	Sometimes	49.8		
	Never	23.3		
	Always	9.2		

In the above table, the results indicate that students often use e-resources available in the library. Results also indicated that most (49.0%) users use e-resources "sometimes", 17.7% of students use them "often", 23.3% of the respondents never use electronic resources in the library and only 9.2% of them always use e-resources. The mean and standard deviation of this statement is 2.24 & .849.

Table No. 2

Statement 2		Percentage	Mean	SD
What kind of e-resources do you like to use the most?	e-Books	28.5	2.47	1.279
	Database	27.1		
	E-journals	22.9		
	E-Thesis	11.9		
	Google, mobile phones	9.6		

In the table No. 2 , the results show that E-books and Databases are most frequently used electronic resources. 28.5% respondents use e-books, 27.1% use databases for educational purposes. 22.9% use online journals, 11.9% use online thesis while 9.6% respondents use Google and mobile phones. The mean and standard deviation of this statement is 2.47 & 1.279.

Table No. 3

Statement 3		Percentage	Mean	SD
How often you use available library resources?	Very often	19.4	2.48	.999
	Often	31.7		
	Rarely	31.0		
	Not at all	17.9		

In the table No. 3, the results indicate that about (31.7%) of the participants often use e-resources. 19.4% respondents use e-resources very often, 31.0% respondents rarely use them and only 17.9% respondents did not use them. The mean and standard deviation of this statement is 2.48 & .999.

Table No. 4

Statement 4		Percentage	Mean	SD
Are e-resources part of your work/ study?	Yes	70.4	1.39	.653
	No	20.2		
	No, but would like them to be	9.4		

Maximum number of respondents in the table indicates that they use these resources for education and work. Results also indicates that about 70.4% of the participants used electronic resources as part of their study and work. 20.2% respondents did not use e-resources, while 9.4% respondents want to use e-resources as part of their study or work. Therefore, it has been pointed out that e-resources are essential for learning& work. The mean and standard deviation is 1.39 & .653.

Table No. 5

Statement 5		Percentage	Mean	SD
What are the purposes for which you use electronic information resources?	To complete the class assignment	36.0	2.58	1.831
	For research purpose			
	To obtain course related information/study materials	27.1		
	Recommended by my lecturers	12.7		
	For seminar/oral class presentation	10.0		
	To update knowledge/keep abreast of latest development			
	Entertainment	2.7		
	Leisure	5.2		
		4.8		
		1.5		

In the above statement **"for what purposes do you use electronic information resources?"** the results show that e-resources are used for variety of purposes. Majority (36.0) respondents use e-resources to complete class assignments. 27.1% respondents use e-resources for research purposes, 12.7% respondents use electronic resources to obtain course related information, 10.0% respondents use e-resources because they are recommended by lectures, only 2.7% respondents use e-resources for seminar/oral presentation, 5.2% use e-resources to update knowledge, 4.8% use e-resources for entertainment, while only few 1.5% use e-resources at leisure. The mean and standard deviation of this statement is 2.58 & 1.831.

Table No. 6

Statement 6		Percentage	Mean	SD
Why do you choose to use e-resources?	Easy to access	31.3	2.10	1.026
	Time saving	42.9		
	No need to visit library	12.3		
	Access to search tools	11.9		
	All	1.7		

In the above table 6 majority (42.9%) of the participants chose electronic resources because they save time, 31.3% respondents thought that e-resources are easy to use whereas 12.3% respondents valued the option that there is no need to go to library. 11.9% respondents chose that search tools are available, while 1.7% respondents commented on all options. The means and standard deviation of above statement is 2.10 &1.026.

Table No. 7

Statement 7		Percentage	Mean	S.D
What is the frequency of usage of the electronic information resources?	Daily	50.0	1.99	1.227
	Weekly	22.3		
	Monthly	10.8		
	Occasionally	12.5		
	Not used	4.4		

In Table 7, the results indicate the reported frequency of e-resources usage. The findings show that about (50%) students are using electronic resources every day, 22% respondents are using e-resources weekly. Around 10.8% respondents use e-resources monthly. 12.5% respondents use electronic resources occasionally and about 4.4% respondents did not use them. The mean and standard deviation of this statement "What is the frequency of usage of the electronic information resources?" is 1.99 & 1.227.

Table No. 8

Statement 8		Percentage	Mean	SD
How useful electronic resources are in accomplishing your tasks?	Extremely useful	35.4	2.20	1.123
	Quite useful	24.8		
	Useful	27.1		
	Not sure	9.4		
	Not useful	3.3		

The results in the above table indicate the usefulness of e-resources. The findings above shows that most of the users find e-resources extremely useful (35.4%) and useful (27.1%), while (24.8%)participants rate that use of electronic resources is quite helpful. 9.4% respondents were unsure about the usefulness of e-resources and about 3.3% of respondents said that e-resources were ineffective in completing their tasks. The mean and standard deviation of this statement is 2.20 & 1.123.

Table No. 9: Showing the frequency of perception of students about electronic information resources in the library

Statements	SD %	D %	I don't know %	A %	SA %	Mean	SD
The electronic information resources are insufficient in my study area.	18.3	26.9	17.9	31.7	5.2	2.79	1.218
The Internet and databases sites are better than the e-resources of libraries							
E-resources are not well designed	6.7	19.0	20.2	42.1	12.1	3.34	1.117
Searching for electronic books and journals through a computer system takes time							
The EIRs are not 24/7 accessible.	15.0	25.6	25.6	29.6	4.2	2.82	1.136
	9.8	21.0	22.9	40.0	6.3	3.12	1.114
	14.4	17.5	21.7	32.9	13.5	3.14	1.267

Note; SD= Strongly Disagree, D=Disagree, I don't know, A=Agree, SA= Strongly Agree

1. Results in table 4.3 reveals that majority (31.7%) of the participants strongly perceive that e-resources in their area are insufficient whereas 26.9% of the respondents are of the contrary view. The mean and standard deviation of this statement is (M=2.79; SD=1.218).
2. 42.1% and 12.1 % of the respondents perceive that internet and databases sites are better than the e-resources of libraries while 19.0% of the respondents disagree with mean and standard deviation of (M=3.34; SD=1.117).
3. The table also shows that 29.6 % and 4.2% respondents agree and strongly agree that electronic information resources are not well structured, while 25.6% of the respondents disagree that view with mean and standard deviation of (M=2.82; SD=1.136).
4. The results in the study also reveals that majority (40.0%) of the participants agree that it takes a long time to find electronic books and journals through computer systems while 21.0% disagree with this view with mean and standard deviation of (M= 3.12; SD=1.114).

5. The results of the study also indicates that 32.9% and 13.5 of the respondents agree and strongly agree that electronic resources are not 24/7 accessible while 17.5% of the respondents disagree with this statement with mean and standard deviation of (M=3.14; SD=1.267).

Table No. 10: Showing the responses of students about impact of IT resources on academic performance

Statements	SD %	D %	I Don't Know %	A %	SA %	Mean	S.D
IT resources improves my learning	11.5	11.3	7.3	51.3	18.8	3.55	.240
IT resources increases my productivity	5.2	9.8	15.0	51.7	18.3	3.68	1.046
IT resources makes learning more interesting	7.3	10.0	11.5	49.6	21.7	3.68	1.136
IT resources influence my performance in examination and class tests.	7.1	7.5	12.5	50.6	22.3	3.74	1.104
IT resources influences my class assignments	13.3	11.9	12.7	44.6	17.5	3.41	1.278
IT resources enables me to accomplish tasks more quickly.	9.6	10.2	14.2	49.4	16.7	3.53	1.168
IT resources increase my chances of getting better grades (CGPA).	14.4	19.0	17.9	39.6	9.2	3.10	1.233

1. Table No. 10 shows that majority (51.3%) of the respondents agreed to the fact that use of EIRs improves their learning while 11.5% & 11.3% of the respondents strongly disagree and disagree with mean score of 3.55 which is high enough and above the benchmark of 2.5 and standard deviation 1.240.

2. In the statement 2, the results show that 51.7% and 18.8% of the participants agree and strongly agree to the idea that the use of IT resources increase my productivity only few (9.8%) of the respondents disagree with the statement with mean a score of 3.68 which is high and above the benchmark of 2.5 and standard deviation 1.046.

3. Results in statement 3 reveals that approximately (49%) of students agree that the use of IT resources makes learning more interesting while 10.0% of the respondents disagree with the statement with a mean score of 3.68 which is high and above the benchmark of 2.5 and standard deviation 1.136.

4. Results in statement 4 reveals that majority (50.6%) of the respondents agree to the idea that use of IT resources influences my performance in examination and class tests. About 7.5% of them disagree with this statement with a mean score of 3.74 and standard deviation 1.104.

5. In statement 5 the results reveals that 44.6% & 17.5% of students strongly agree and agree that IT resources influences my class assignments while 13.3% of the respondents strongly disagree with this statement with mean score of 3.41 and standard deviation 1.278.
6. Results in the statement 6 reveals that majority (49.4%) of the respondents agree that use of IT resources enables them to accomplish their task quickly while 10.2% disagree to this idea with a mean score of 3.53 and standard deviation 1.168.

Items	Male			Female			T-Test		
	No.	Mean	S.D	No.	Mean	S.D	t	Df.	Sig.
Use of IT resources	196	17.13	4.78	284	17.66	4.49	-1.263	478	.299
Student's perception regarding Use of IT resources	196	15.65	3.96	284	14.89	3.48	2.214	478	.069
Impact of IT resources on academic performance	196	24.47	6.26	284	24.84	6.14	-.638	478	.634
Challenges	196	31.62	7.47	284	31.10	6.34	.816	478	.025

7. Results in statement 7 reveals that about 39.6% of students agree to the idea that IT resources increase my chances of getting better grades while 19.0% disagree with this statement. The mean and standard deviation is 3.10 and 1.233.

Table No. 12: t test to determine the impact of IT resources on students' academic performance on the basis of gender

Table No. 12 shows the number of male and female students participated in the study (i.e. 196 male and 284 female). Results also indicate that there is a statistically significant mean difference in challenges .025 among male and female students because the value of alpha is smaller than 0.05 and the t-value (i.e. .816). The results in above table also depict that male students (M=31.6224; SD= 31.1056) have to face more challenges than female students (M=31.1056; SD=6.33707). The table also illustrates that there is no statistically significance difference between male and female students in regard of use of IT resources, student's perception regarding the usage of IT resources and its impact on students' academic performance.

Table No. 13: t-test on scale to determine the impact of IT resources on students' academic performance on the basis of institution

Items	Public			Private					
	No.	Mean	S.D	No.	Mean	S.D	t	df	Sig.
Use of IT resources	283	17.72	4.41	197	17.05	4.89	1.574	478	.170
Student's perception	283	15.37	3.85	197	14.96	3.49	1.183	478	.073

regarding use of IT resources									
Impact of IT resources on academic performance	283	24.85	6.31	197	24.46	6.04	.678	478	.755
Challenges	283	31.14	6.72	197	31.57	6.97	-.675	478	.844

In table 4.6 results show that the number of respondents from public and private universities participated in the study (i.e. 283 public and 197 private). The results of the above table illustrates that there is no statistically significance difference between public and private institutions in regard of "Use of IT resources, Student's perception regarding use of IT resources, Impact of IT resources on academic performance and Challenges" because the significance value is greater than 0.05 alpha value.

Table No. 14: ANOVA on scale to determine the impact of IT resources on academic performance between groups on the basis of age

Items	Below 20 years			20 years to 25 years			Above25			ANOVA	
	No.	Mean	S.D	No.	Mean	S.D	No.	Mean	S.D	f	Sig.
Use of IT resources	78	17.71	4.25	369	17.58	4.73	77	16.70	4.199	1.211	.299
Student's perception regarding use of IT resources	78	15.35	4.06	369	15.13	3.60	77	15.45	4.05	.261	.771
Impact of IT resources on academic performance	78	25.12	5.62	369	24.75	6.13	77	24.22	6.76	.319	.727
Challenges	34	32.61	6.72	369	30.91	6.62	77	32.70	7.61	.2891	.056

Table 14 depicts that there is no statistically significant difference in the use of IT resources, student's perception regarding use of IT resources, impact of IT resources on academic performance and challenges between the participants of different ages because the significance value is greater than 0.05.

Table No. 15: ANOVA on scale to determine the impact of IT resources on the academic performance between groups on the basis of last GPA

	No.	Mean	S.D	Mean	S.D	Mean	S.D	f	Sig.
Use of IT resources	78	18.05	4.51	17.07	4.38	17.79	5.04	1.934	.143
Student's perception regarding use of IT resources	78	15.07	3.78	15.31	3.87	15.06	3.34	.258	.773
Impact of IT resources on academic	78	21.41	6.77	25.22	6.05	25.51	5.55	13.8	.000

performance									
Challenges	78	29.35	7.89	31.82	7.02	31.46	5.56	4.011	.019

Table 15 depicts that there is a statistically significant difference in impact of IT resources on academic performance with significance value .000 which is smaller than 0.05. It is also shown in table that students with higher GPAs (i.e. 3.5-4), (M=25.51; SD=5.56) have an impact on their academic performance compared to respondents with lower GPAs. Data also shows a significant difference in challenges among students of 3-3.5 GPAs with (M=31.82; SD=7.02). Results in table also shows that there is nostatistical significant difference in the use of IT resources and student's perception.

3. Discussion

Tenopir and King (2007) conducted a study and revealed that majority (50%) of users use e-resources for the purpose of research. In a research done by Deng, H. (2010), in Australia, it was found that user had multiple purposes using electronic resources these includes, obtaining course related information/study materials, completing class assignments, updating knowledge, keeping abreast of latest development, writing essays and gaining specific information. Research also found that e-resources are used by respondents for each of the aforementioned purposes. This observation suggests that in order to meet many educational needs, users currently rely on the availability of electronic resources.

Madhusudhan, (2010) conducted a similar study in Kurukshetra University and stated that e-resources have become an essential part of the information needs of research scholars. He also stated that majority(94%)of research scholars used electronic resources for study purposes, while others used electronic resources to keep themselves updated and obtain recent data in their field of study. It was also found that research scholars used electronic resources for coaching and issuing books.

In India, a research conducted at HKBK College of Engineering and it was stated that scholars/academics used electronic resources to find relevant information in their field of specialty and teaching purpose while others obtained current and general information. Very few respondents used these resources for communication purposes. It is also stated that respondents use electronic resources to retain their knowledge up to date and to search for needed information and for in the field of specialty.

Library user's Ideas about library resources is so important that in large amounts it decides the level of information resource utilization in academic libraries.

A study highlighted four issues related to students' perceptions of the use of information resources. They found that students did not understand electronic resources enough in their study area and thus internet and other databases sites in libraries were better than subscribed e-resources. Electronic resources are not well organized and finally looking for the e-book and e-journal through the computer seems time consuming (Omeluzor, Akibu &Akinwoye 2016).

Some of the library's resources are based on the user's awareness, formatting, ease of use, and tutor's role. Swain (2010) reported that the perception of users or a student might be influenced by the interest and exposure to the database, whereas perception encourages users to use library resources. The feedback of library users on library resources is very important as it largely determines the rate of utilization of information resources in educational libraries (Bamidele, Omeluzor,&Amadi, 2013).

Salaam, and Opeke, (2013)reported in their research that e-resources that were more accessible and reachable were used more. Swain (2010) pointed out thatuser's or student's awareness may be affected by their interest and exposure to the database, whereas awareness stimulates the use of library resources.

An exploration of Student's Perceptions regarding Use of E Resources and its impact on their academic performance

Daramola, (2016) conducted a research on the Perception and Utilization of Electronic Resources by Undergraduate Students. This research aimed to inspect the perceptions of undergraduates regarding the utilization of electronic resources. The results of the study showed that male respondents used more library e-resources than females and they were relatively young with a mean age of 22 years. The study also found that e-journals, e-mails, e-books and e-magazines were mostly used by students. Results of the study also exposed that about (83.33%) of undergraduates visit library to access e-mail, while others used e-resources for assignments, research and relaxation.

Olabode (2016), conducted a study on the effects of the use of electronic resources on the educational performance of undergraduates in Nigeria. The research revealed that majority of the students used e-resources daily. The results also found that the majority of respondents were computer literate and used a variety of electronic resources for many purposes. The results indicated that the utilization of electronic resources positively impacted students' educational performance.

A study is conducted to determine a relationship between library's use and student's achievement. This study shows that students with high GPAs used electronic resources more frequently than those with lower GPAs. There are different uses of library resources in schools. The study also revealed that use of online resources does not lead to higher GPA, but provided strong evidence that library use and student achievement are positively linked. This is encouraging evidence that the library effects the students' educational achievement (Cherry, Rollins, & Evans 2013).

Sivathaasan &Velnampy (2013) conducted a survey research at the University of Jaffna, Sri Lanka. This study reported that use of electronic resources has a positive association (r =0.623) with the educational performance of university instructors. Multiple regression analyzes revealed that the use of e-resources at the rate of 38.8% contributed significantly to academic performance.

A small number of studies on the use of electronic information and academic performance show that educational community has acknowledged that electronic information sources influence their work. Therefore, electronic information sources and educational work are interrelated.

A study conducted by Ebijuwa(2018) examines the availability of human and material resources and student's academic performance. Results of the study revealed that human and material resources were not significantly associated with the academic performance of students in public and private institutes. Research also found that there was no significant difference in human resources availability at both schools. The study further revealed that private schools were well equipped than public schools in terms of material resources, and private schools performed better in public exams than in public schools. Therefore, it was recommended that both human and material resources be used properly to ensure better academic performance.

Edem, and Egbe(2016) examine the available resources and its impact on student's academic performance. The research revealed that most of the resources in educational libraries were not available. The study also found that the quality and use of information resources has a positive effect on the performance of undergraduate students. It was also found there was a significant relationship between quality of information resources, as well as the student's academic performance.

Owolabi and Okocha (2016) undertook a research on the utilization of e-resources among university students in Ibadan. This research exposed that EIRs i.e. internet, e-mail services, databases, e-journals &cyber cafe's were often used by undergraduates and they used them to support their academic work, research, project writing, assignment completion and for other personal purposes. It was confirmed from the findings that approximately(78.2%) students have access latest and current information, (66.5%) respondents indicated faster access to information, (55.3%) respondents indicated widespread

access to information & (47.9%) respondents reported that the utilization of e-resources has upgraded their educational performance.

Adeniran, (2013) conducted a research and revealed that undergraduate students use e-resources most for research purpose, task completion, up-to-date information, information acquisition, and news retrieval. The study stated that students were well aware of different kinds of e-resources in libraries, but their utilization rate was very low. A number of factors hindering the efficient use of electronic resources were irrelevant information, filtering result, download delays, and failure or lack of search skills. From the findings, it was found that the utilization e-resources had a positive effect on educational performance of undergraduates. The study also suggested that students should become more proficient in the use of electronic resources.

A study was designed to examine student's self-efficacy and effects of the use of EIRs on their educational performance. The study revealed that approximately (80.3%) of students used EIRs. It was also found that the usage level of EIRs was higher among undergraduates. The study further revealed that the use ofe-resources in libraries had a significant impact on student's academic performance. It was concluded that respondents using the library's electronic resources consistently received higher GPAs than those who used the library irregularly. However, the availability of extensive e-resources negatively impacted the performance of the students. Therefore, findings revealed that self-efficacy and e-resources use had no significant effect on student's academic performance (Chohan, Bhatti, & Naeem, 2017).

Similarly, Nwokocha, (2018) conducted a research and found that students used electronic resources for learning and self-development on daily basis. The study revealed student's academic performance in seminar writing and presentations was influenced by the use of EIRs. It was also found that students had access to e-books that were mostly available for student's academic use, and personal devices were the primary means by which students accessed and used EIRs.

Another study was designed, for the first time in a large, public research university, to examine the impact of library use on the retention and educational achievement of first-year undergraduate students. The study found that first-year students who used the library at least once in the fall semester had higher GPAs than their peers who didn't use library during their first semester. Results also revealed that first-year students who used the library at least once during their first semester were more likely to persist from the fall to the spring semester(Soria, Fransen, &Nackerud, 2013),.

An empirical study was conducted in selected universities of Pakistan. Findings of this research revealed that the utilization of electronic resources in Pakistani universities is in a developmental phase. It was further indicated that the students of S.ST were less likely to adopt electronic books than the students of agricultural & engineering. The participants preferred e-books mostly because they are easy to manage and text of e-books is easy to read, respondents used these resources for their research purposes and to enhance their academic performance. The results of the study further showed that e-books readers were affected by many obstacles such as lack of e-books, insufficient computers & varied formats of electronic books (Khan, Bhatti, & Khan, 2016).

A research conducted by Ekong and Ekong(2018) in Nigeria. The study was designed to investigate the impact of computer literacy skills on undergraduates in tertiary institutions on the use of available library resources. It was also found that the volume of scholarly work and quality was greatly affected by the awareness and expertise while using electronic resources. The study found that undergraduates were less likely to use e-resources due to insufficient awareness of the availability of library e-resources. This study also exposed that computer literacy skills influenced the use of e-resources by undergraduate students in tertiary institutions. The study further revealed that there was a significant positive correlation between the academic performance of students and e-resources usage which means that

students will perform better when they use e-library resources more. Therefore, it was concluded that students in higher education institutions need to improve their learning abilities.

Simon andOgom (2015), conducted a study on the Use of Electronic resources. The findings of the study exposed that most of the participants were familiar with library's e-resources through the library's administration efforts, involving guiding symbols, freshmen's orientation and educational programs about library use among others. It was also found that 29% of users used e-resources twice a week. The study further revealed the impact of the availability and usage of e-library resources on academic achievement and found that 21.7% users used e-resources to enhance their academic achievement level.

Akuegwu, and Edet (2019) recently conducted a study in Nigeria. To guide this study two hypothesis were framed. The findings from this research revealed that the Internet and the resulting database services significantly influenced the academic role of postgraduate students. It was also revealed from the study that result database had a significant positive effect on postgraduate student's academic performance, which shows that the result database has the potential to improve the academic performance of postgraduate students. Therefore, the study recommended that postgraduates be encouraged to utilize technology-enhanced services to improve their academic performance.

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