

A Paradox: Library Scholars Not Using the Library Electronic Resource

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Abstract - *The advent of electronic resources in university circles towards the end of the 20th century ushered a novel and fresh landmark for library patrons, as such resources offered timely and current sources of information. The Zimbabwe Open University Library also embraced such an innovation by providing varied electronic resources to its patrons. Information scholars within the university were, thus, expected to take a leading role in accessing and using such resources as it is within their scope and domain of study. However, contrary to such anticipation, their access and usage is low, disappointing, and fragmented. Therefore, the premise of this study was to investigate the reasons behind such low usage of electronic resources by these students through a case of the Zimbabwe Open University Midlands Regional Campus Library. Using the qualitative methodology, the study employed a multimethod approach. Expert and captive sampling techniques were used to select library staff members and students respectively. The study found that students in the Department of Library and Information Science mostly preferred the use of Google, the university modules, and social media platform as the major information sources. The study found that electronic resources offered through the library's website were one of the list preferred information sources because of varied reasons, which included the website not opening, download delays, power outages in the library, digital illiteracy, information overload, complicated user interface and logging challenges. As a way forward, there are several ways of enhancing the usage of such resources, which include increasing the library' bandwidth, regular update of the website, installation of uninterrupted power supply (UPS), provision of further information literacy training and advertising the electronic resources by the library.*

Keywords: Electronic resource, electronic resources usage, Open and Distance Learning university, university libraries, information science scholars.

Introduction

According to the Zimbabwe Open University Library procedure manual, electronic resources (e-resources) available in the library website play a prominent role in facilitating access to relevant information to students, aiding their academic and research endeavours. In addition,

the library's mission statement places prominence on ensuring access to diverse informational resources, including electronic resources, to enhance the academic, research and other informational endeavours of the student population. Furthermore, the library's electronic resource guide and the library home page shows that the library subscribes to more than thirty databases that provide diverse electronic resources for all disciplines in the university. Apart from these databases providing e-resources, there is the Online Public Access Catalogues (OPACs) and electronic books (e-books) to enhance access to information to the students. However, user statistics showed that there was low usage of e-resources within the Zimbabwe Open University Midlands Library. As an Open and Distance Learning (ODL) university, one would expect the usage of such resources to be high. The major irony and anomaly to this was that the statistics showed that students in the Department of Information Science and Records Management had the lowest use of such resources. This irregularity emanates from the fact that electronic resources are within the domain and ambit of the discipline of information science and records management. In addition, such university students are trained on the relevance and usage of such electronic resources, and, thus, further expected to be on the forefront in promoting the use of such resource. Therefore, the purpose of this study was to investigate the reasons behind such low usage of electronic resources by students within the Department of Department of Information Science and Records Management at the Zimbabwe Open University Midlands Regional Campus Library. Considering this purpose statement and its contextual, the following research questions guided the study:

- What types of informational sources were used by the students in accessing information?
- Why were such students not using electronic resources available in the library's website?
- How can the use of electronic resources by such students be enhanced?

Review of Related Literature

Brewik (1999) elucidated that the importance and wide-ranging scope of electronic resources for general communication, information retrieval, instructional delivery support teaching, research and learning activities in tertiary educational institutions is acknowledged worldwide. Deng (2010) expressed that, electronic resources have taken over the manual or traditional means of accessing information. E-resources have made easy resources or media for storing, retrieving, manipulating, transmitting, or receiving information electronically in a digital form. Barker (1999) defines e-resources as materials available in electronic services forms such as CD-ROM, e-journals, online search and retrieval services and other database found or accessible through networking. De Vicente and Crawford (2004) added that, e-resources are those electronic information resources that users access electronically via a computing network from inside the library or remote to the library. According to Dadzie (2005), e-resources include data, information of personnel, subject, faculties, and organisations are stored in an electronic media or materials. Ncube (2014) adds that e-resources are currently a backbone of dynamic collection of any discipline and that the university library should be able to house these materials for the benefit of its users.

There are distinct types of e-resources found within university libraries. Examples of such include electronic journals, which according to Madhusudhan (2008) are scholarly or intellectual magazines that can be accessed via electronic transmission. Sinha (2009) notes that electronic books form part of electronic resources. These are book-length publications in digital form, consisting of text, images, or both, readable on the flat –panel display of

computers or other electronic devices. Ncube (2014) explicates that other types of electronic resources include information from blogs, wikis, Facebook, Twitter, LinkedIn, WhatsApp, and other social media platforms. Ncube notes that information from such platforms may not be empirical in nature, unreviewed and unverified but is usually the most preferred ones to students within universities, due to the ease of access of such information. In that regard, there are several challenges faced by students in accessing electronic resources available in university libraries. A study by Echezona (2005) found that the reason for the failure of e-resources usage in university libraries in Nigeria was due to poor library communication infrastructure, and negative attitude to automation by students. The same study also noted that some libraries were not being technically ready, characterised by inadequate funds, and lack of policies on electronic resources. Obidike and Mole (2015) established that inadequate computerisation, lack of infrastructure, and training were some of the major challenges towards electronic resources access within an educational establishment in Botswana. The study of Saye (2001) found that most research scholars treated the problem of low internet connectivity as the major infrastructural problem in accessing e-resources. Shuling (2007) asserted that speed, accessibility, lack of coverage, and issues of searchability were the major challenges inherent of using e-resources.

Owing to the numerous challenges faced by students in using e-resources, various authors have suggested ways by which the problems affecting the use of e-resources can be reduced to enhance the use resources in the libraries. A list of solutions to the challenges faced by university students in using e-resources in the library was given by Echezona (2005). He opined that both availability and access to library resources will be enhanced if the following are taken into consideration:

- provision of need based education programme by the library for easier exploitation of available resources.
- provision of online materials in electronic format.
- updating the skills of library professionals to enable them to help users.
- improving the funding of the library to enable it to purchase and maintain needed information technology, e-books, e- journals and audio-visual resources.

Sheepke (1994) asserted that librarians can help motivate the use of library by advertising the library as learner friendly to those students who do not know how to search. The author believed that libraries should also try to appeal to user needs by being more diverse and individualistic. This will entail the librarians recognising individual differences in the library users, relating, and appealing to those individual qualities. Igbo and Dike (2006) advised that university libraries be funded directly by the government instead of them receiving their subvention from the university authority. They also recommended libraries to engage in a local income generating ventures to augment allocations they receive as they are usually not enough to cater for all the library requirements.

There are several gaps in literature that the study undertook to address. Most researchers focused on developed countries in their studies. However, the researchers bridged this by carrying a study on a developing country. Most researchers researched on challenges faced by non-information related practitioners within universities in using e-resources, while this study focused on Information Science and Records Management students (information practitioners) in using e-resources. Also, most researchers were conducted in conventional universities, while this study researched on an Open and Distance Learning (ODL).

Scope and Research Methods

The study was conducted at the Zimbabwe Open University Midlands Regional Campus, located in Gweru, Zimbabwe. The study employed the qualitative multi-method approach. This entailed the study being naturalistic, using diverse qualitative research methods to investigate the reasons behind such low usage of electronic resources by students within the Department of information Science and Records Management to gain an in-depth understanding of the problem under study. Such an approach was central in establishing insights, views, and practises of the study participants using different types of methods in data generation. The multi-method approach increased the likelihoods of the study in getting varied and wide-ranging results.

Expert sampling was used to select two library staff members, as they possessed information and knowledge pertaining to the use of e-resources with the library. Interviews were used to generate data from these library staff members. Captive sampling technique was used to select students from the Department of Information Science and Records Management. This entailed the researchers selecting participants that were readily available, accessible, and willing to partake in the study, during the data generation phase. Saturation was reached upon administering thirty questerviews to students. Questerviews are homogeneous self-completion questionnaires, characterised by follow-up interviews to gain a better understanding of the responses (Adamson, Gooberman-Hill, Woolhead & Donovan, 2004). Observations were also used to get a clearer picture of the problem under study. To analyse the data, the researchers used QDA Miner Lite software. This is a computer based qualitative data analysis software. This software offered a better understanding of unstructured data, allowing the researchers to categorise and organise the data according to relationships and themes to form cases. Tables from the software, words, themes, and verbatim quotations were used to present the data.

Research Findings and Discussions

This section was divided into three subcategories. The first category focused on the types of information sources used by students in the Department of Information Science and Records Management. The second category focused on reasons why such students were not using electronic resources found in the Zimbabwe Open University Midlands Campus Library website. While the third category reported findings and discussions on ways of enhancing the use of such electronic resources.

Information Sources Used by Students

Table 1 shows questerview findings on the types of information sources that students indicated they used in accessing information. The distribution is according to the number of times mentioned (count) as being the preferred information sources.

Table 1: Types of Information Sources Used by Students

*Category	Code	Count	Cases	% Cases	Nb Words
RQ1	Google	30	27	90.00%	1007
RQ1	University modules	27	26	86.67%	976
RQ1	Wikis	25	23	76.67%	839
RQ1	Blogs	19	19	63.33%	723
RQ1	Facebook	24	19	63.33%	649
RQ1	WhatsApp	18	17	56.67%	566
RQ1	Twitter	17	16	53.33%	661
RQ1	Hard copy books	18	16	53.33%	652
RQ1	Newspaper	15	14	46.67%	342
RQ1	Library's e-resources	12	11	36.67%	238
RQ1	E-books	9	7	23.33%	110
RQ1	Other websites	4	4	13.33%	89

*RQ1 – Research Question 1

**NB: It is possible to have quantitative data in a qualitative study

Table 1 shows that most student mentioned the Google search engine as their most preferred type of information source. One of the students in the questerview noted that: *“I prefer to use Google in searching for information as it provides the specific results that I want, without wasting much of my time through adjusting my search terms.”* (CASE: SP6) This is in agreement with the interview findings where all library staff members noted that most students preferred the use of Google because it is convenient and easy to use. One of the library staff membered noted the following:

Students prefer to use Google for their research studies. This may be particularly because it is mostly user friendly and easy to conform to information than other types of e-resources (CASE: LS2).

What appears from these sentiments is that Google provides a convenient and user-friendly interface for students, hence the most preferred informational source. This was also mentioned by Ncube and Tarumbira (2016) who found out that Google search engine was popular amongst students due to its user friendliness and easiness of use in accessing information.

The other aspect that emerges from Table 1 is that the students prefer the use of university's modules as the source of information. Findings from the study revealed that the course curricular within the department under study is based on the module. Some of the library patrons had the following to say:

I believe that the modules are very comprehensive, as they provide information that it relevant to our studies. In addition, the assessments that we receive, either through assignments or examinations are mostly based on the module. Hence, I really prefer to stick to the module visa-vee other sources of information. (CASE: SP17).

As we speak, other universities in Zimbabwe use the ZOU modules to access information...They provide a wide array of customised information, hence that is the reason why I favour them in my academic discourse. (CASE: SP3).

These sentiments were also validated by the library staff members, as they mentioned the popularity of the university modules as an information source for the students. One of the library staff members said: “...our students really love the module. Even the circulation statistics in the library reveal that modules are the most used source of information. Including students within the Department of Information Science and Records Management. Probably because of the programme curricular that is module centred.” (CASE: LS1).

Table 1 also shows that social media sources of information are also used by students with the department. Such include wikis, blogs, Facebook, and WhatsApp. In explaining the use of such resources, some of the students expressed that such sources provide interaction, while other students noted that they do not appeal only to their academic and research needs, but also appeal to their social informational needs. Library staff members also noted that social media platforms provided the students with interactive and synchronous and asynchronous communication amongst themselves, and thus enabling sharing of information. One of the library staff members contended that social media platform are also popular amongst students given that most of the students, particularly in the Department under study, are within the age range that mostly uses social media extensively on a daily basis.

Of interest in the above table is that only eleven of the thirty students in the study mentioned their use of the library’s e-resources. The major reason for using the e-resources was that it provided authentic and reliable information. Some of the words used to express this are noted as follows:

The library’s e-resources provide us with information that is academic and scholarly in nature. In addition, our lecturer’s and tutors usually advise us to make use of such resources. (CASE: SP11)

Though the library e-resources required time investment and patience in accessing information, I at times use them. In particular, there are those subjects that require intense research to pass, like research methods, knowledge management and information policy analysis, necessitating one to use the e-resources platform in the library to access information. (CASE: SP20).

One cannot pass the research project without using the library e-resources ... In addition, the library has also an institutional repository that houses e-resources in the form of research projects produced in the university. Such provide guidelines when one is undertaking research. (SP:22)

One of the library staff members noted that the library has a wide collection of e-resources that the students should be taking advantage. According to the participant, only few students make use of such e-resources due to several factors that students have cited through their Student Representative Council (SRC). While another library staff member said: “Some students prefer to use e-journals provide by the library in their research because they provide materials for academic research and study in the library. Students are attracted by the speedy, publication and availability e-journals on the desktop. Also, students use e-journals to update knowledge.” (CASE: LS1). A study Ollé and Borrego (2010) noted that e-resources provided by libraries play a pivotal role as an information source for library users.

Reasons for Lack of E-Resources Usage by the Students

Table 2 shows the reasons why students were not using e-resources in the library.

Table 2: Reasons for Lack of E-Resources Usage

*Category	Code	Count	Cases	% Cases	Nb Words
RQ2	Website not opening	27	24	80.00%	869
RQ2	Download delay	24	21	70.00%	730
RQ2	Power outages	22	20	66.67%	603
RQ2	Digital illiteracy	19	15	50.00%	701
RQ2	Information overload	16	14	46.67%	586
RQ2	Logging challenges	11	11	36.67%	439
RQ2	Lack of interest	10	9	30.00%	421
RQ2	Irrelevant information	7	6	20.00%	211
RQ2	Complicated user interface	5	3	10.00%	112
RQ2	Limited information coverage	2	2	6.67%	73

*RQ2 – Research Question 2

Table 2 indicates that the most mentioned reason for lack of e-resources usage relates to the library's website not opening. Research findings revealed that challenges that students come across in accessing the library's website to the e-resources repelled. One of the library patrons noted that: *"Though we were trained on how to best make use of the library's e-resources, however, the website is usually down, making it difficult for one to make use of the e-resources."* (CASE: SP13). In agreement, one of the library staff members revealed that there are instances where the university website, including that of the library, may be down due to power surge or other technical problems. The study of Okogwu (2019) on difficulties of accessing electronic resources among postgraduate library users in university libraries in southeast Nigeria revealed that one of the challenges faced by library users relates to the websites being down, with Universal Resource Locators (URLs) disappearing.

The study found that download delays also affected students' access on e-resources in the library. Some of the sentiments that emerged from the study are as follows:

It is usually very difficult to access and later lone download materials from the ZOU Library e-resources. I assume it's the issue of low bandwidth. (CASE: SP3).

...It is extremely difficult to download anything from the library's e-resources. I will give an example of the ProQuest Ebook Central platform, which houses several e-books. During the semester, one cannot even open the home page of this site through the library. I am not sure if it would be due to congestion or what, but you cannot do anything in relation to this platform. (CASE: SP30)

One of the library staff members also noted that: *The university is reengineering itself. Hence, the issue of bandwidth is being looked at to address access and download issues that students come across in access content through our website.* (CASE: LS2).

The researchers also observed that during the semester period, the network speed to ensure access and download of e-resources found in the library website was very slow. Dhanavandra and Tamizhchelvan (2012) observed that insufficient bandwidth mostly leads to network instability and slow download speed of e-resources.

The study found that power outages was one of the reasons for lack of e-resources usage. Table 2 denotes that twenty students cited the issue of power outages as being a reason for their lack of usage. One of the students noted that power outages on campus results in students not coming to the library and subsequently not using the e-resources in the library. While another student noted that, “...for the library website to be up there has to be power, however, due to the national electricity grid challenges there are several instances when we are told that the website is down due to power outages were the website is housed. Such affects our usage of the e-resources in the library.” In line with these views, the interview findings also revealed that students faced a challenge of power outages in using e-resources. One of the library staff members noted that most of the time there is no electricity at the ZOU Midlands Campus, affecting students as they could not use e-resources within the library when there is power outage. Another library staff member noted that, “...power is a challenge, affecting the campus library operations and the university’s website. However, the university is looking at other sustainable sources of power, like solar systems.” (CASE: LS2). These findings correlate with a study by Chisenga (2004), which revealed that erratic power supply resulted in non-availability and low usage of Information Communication Technology facilities in his study context.

Table 2 shows that digital illiteracy was one of the reasons for lack of e-resources usage in the library. Some of the students noted that they have been theoretically trained in accessing and using the e-resources in the library, without any practical element. The following was noted by one of the students:

The university, through the programme, has imparted knowledge on how e-resources can be accessed and downloaded. However, due to lack of practice, I have found it extremely difficult in using the e-resources. The e-resources guide is also there, but it is vague and not that descriptive in nature. Thus, why I prefer to google; it is easy and convenient to my information needs, requiring not much training. (CASE: SP6).

Library staff members also noted that the Library and Information Science and Records Management does not provide practical application of the information literacy skills module to students. They further noted that though the library conducts patron training on e-resources access, the attendance amongst students is usually extremely low and dissatisfying. One of the library staff members aired the following insight:

...Truly speaking, students do not know how to use e-resources. There is too much information available online and, in our e-resources, and students do not know how to sift through such information due to lack of proper Information Technology knowledge. They need more training on how to use e-resources so that they will obtain the searching skills. (CASE: LS2).

These findings are in consensus with the study of Okogwu (2019) that found inadequate user training as affecting the use of e-resources in the library.

From the Table 2, students noted that information overload was a challenge they faced when using e-resources within the library. This agrees with the interview findings where all library staff members noted that information overload was a challenge to students when using e-resources within the library. One of the library staff members noted that:

Too much information is retrieved and at the end of the day, students get confused because they might not know the relevant information to use for their studies. This is a great challenge even for information science and records management practitioners. (CASE: LS1) The researchers also observed that there were several databases and e-resources found in the library housing information pertaining to library and information science, records and archives management. Hence, to retrieve relevant information there was need for information literacy skills. This agrees with Yu and Breivold (2008) and Behera and Singh (2011) who argue that information overload affects the adoption and use of e-resources within libraries.

Table 2 above shows that students also faced logging challenges in accessing the e-resources. The following sentiments emerged from the students:

We were given the e-resources access credentials by the library staff members. However, most of the username and passwords found in the document do not work. Logging error messages usually appear when I try to log using these credentials, they gave us. (CASE: SP24).

Most of the username and passwords that the library gave us do not work. Some work when you are on campus, while almost all of them do not work off campus. (CASE: SP27).

In relation to these findings, one of the library staff members noted that some of the credentials that the library subscribes to need the users to be connected to the university network for access. According to the individual, that may discourage students from using the e-resources, given that they are expected to access the university and the library remotely as the university is an ODL. Yu and Breivold (2008) noted that in some cases licence issues and e-resources subscription terms affects e-resources access by library patrons.

Ways of Enhancing the Usage of E-Resources by Students

The study found that there are varied ways of enhancing e-resources usage by students in the Department of Information Science and Records Management. Table 3 shows the questerview results in relation to such ways.

Table 3: Ways of Enhancing E-Resources Usage

*Category	Code	Count	Cases	% Cases	Nb Words
RQ3	Increasing the library's bandwidth	24	23	76.67%	874
RQ3	Regular update of the website	22	22	73.33%	762
RQ3	Installing uninterrupted power supply (UPS)	19	17	56.67%	659
RQ3	Providing further information literacy training	18	16	53.33%	542
RQ3	Advertising the e-resources	16	16	53.33%	501
RQ3	Ensuring remote access of the e-resources	15	15	50.00%	482
RQ3	Upgrading the technological infrastructure in the library	14	13	43.33%	397
RQ3	Addressing logging issues	12	12	40.00%	365
RQ3	Inclusion of full text journals for the discipline	9	8	26.67%	231
RQ3	Improving the library funding	8	8	26.67%	298

RQ3	Linking the e-resources home page with social media platforms	4	3	10.00%	288
RQ3	Conducting a needs analysis	3	3	10.00%	121

*RQ3 – Research Question 3

Table 3 shows that most of the students were of the view that the library should increasing the library's bandwidth would enhance the usage of e-resources in the library. One of the students indicated the following: *"The only way of addressing network challenges would be through increasing the network bandwidth within the library. This would ensure that e-resources access and download is convenient."* (CASE: SP14). In addition, library staff members noted that the issue of network bandwidth is being looked at by the university management, entailing that strategies and resources will be allocated thereof. Ncube and Tarumbira (2016) noted that increasing the network bandwidth in a library would ensure that internet connectivity is expedited, enhancing access to e-resources.

The study found that there was need for the library to provide further information literacy training to ensure digital literacy amongst the students. The following sentiments were noted by some of the students:

There is need for training in regard to practical use of the e-resources. I have had that the library provides such trainings, however, their schedules are usually inconvenient to some of us, as they schedule their training during the week when we will be at work. As an ODL, I would think that such training should be conveniently scheduled to accommodate the working class. (CASE: SP17).

The need for training cannot be overemphasised. The library should constantly train the users on how to fully utilise the e-resources. Training may also act as a way of marketing the e-resources to the users. (CASE: SP19).

...The reason for lack of usage is that of lack of inadequate skill sets. Hence, library and information literacy would address this challenge and ensure that we have the necessary skills and competencies to make use of the e-resources. The trainings should be conducted in liaison with the students to ensure that the time schedules are fitting for them. (CASE: 23).

There is need for the library to conduct diverse trainings, including orientation, seminars, workshops, and computer training sessions so that that students have the pre-requisite skills to conform to the electronic resources. (CASE: SP26).

From these findings, what emerges is that the library should schedule training sessions for its users in a convenient time to accommodate all the library users. In addition, what further emerges is that training also ensures that the library advertises the e-resources in place in the library. This was another point raised in the study findings as shown in Table 3. Where sixteen of the library patrons highlighted the issue of advertising as significant in enhancing e-resources usage. This was also agreed by all library staff members, as they noted that they must create awareness on e-resources available in the library. One of the staff noted the following:

The library at ZOU Midlands Campus must create faculty awareness about the available e-resources. This can be done through user education programmes, study tours, public relations programmes, and library exhibitions. (CASE: LS1). Ncube and Tarumbira (2016)

and Okogwu (2019) also noted the need for user training and marketing of e-resources to enhance the usage of such resources in the libraries.

The study also found that should upgrade and enhance the basic infrastructure relevant for electronic resources usage. The study found that there are different infrastructures that the library should upgrade or acquire. Students noted the need for the library to upgrade the computer resources in the library, the network cables, and also acquire and install uninterrupted power supply (UPS). The library staff members also attested to these aspects, with one of the staff noting that the computers in place in the library are obsolete, running on an operating system that was discontinued by Microsoft some time ago. Hence, according to the staff member, the acquisition of such infrastructure cannot be overemphasised. Obidike and Mole (2015) argued that the acquisition of relevant infrastructure for e-resources patrons would not only ensure ease of access to such resources, but also motivate the users of the library to visit the library and make use of such infrastructure.

Table 3 reveals that there is a need for the library to address e-resources logging issues. Students felt that the library should ensure that the user access credentials are authentic such that they do not encounter challenges in accessing the e-resources. In addition, some of the students noted that the credentials should also facilitate remote access to the e-resources. The following sentiments were aired by one of the library patrons:

The library should fix the username and password challenges in accessing some of the e-resources. For instance, instead of having prescribed username and password, the library should look into the use of student PIN. This would entail students using their PINs and choosing their own passwords to access the e-resources. (CASE: SP5).

While another had the following to say:

I am of the view that the issue of logging into some of the e-resources should be removed the e-resources. In addition, as an ODL the library should ensure that there is remote access to e-resources by the students to validate their mandate as a university. (CASE: SP11).

The major aspect that appears from the above sentiments is that the library should adjust the user credentials for students and ensure that such are convenient and user friendly. Ncube and Tarumbira (2016) noted that library patrons tend to prefer to google because it does not require any logging. In their view, the libraries must derive creative solutions to user credentials in accessing e-resources, balancing security and access. In relation to remote access, Damilola (2010) explicated that remote access to electronic resources is essential in increasing the usage of such resource by library users.

Conclusions

In conclusion, students in the Department of Library and Information Science mostly preferred the use of Google, the university modules and social media platform as the major information sources. The e-resources offered through the library's website were one of the list preferred information sources because of varied reasons, which include the website not opening, download delays, power outages in the library, digital illiteracy, information overload, complicated user interface and logging challenges. There are several ways of enhancing the usage of such resources, with increasing the library' bandwidth, regular update of the website, installation of uninterrupted power supply (UPS), provision of further information literacy training and advertising the e-resources as some of the ways.

Way Forward

The library should endeavour to provide adequate internet-connected computer terminals and also subscribe to e-resources that have user-friendly interface to facilitate ease of use of the resources by students. The internet bandwidth should be upgraded at the library to enhance accessibility and eliminate the frustration being experienced when searching over the internet. Training of students is also crucial. As such, the library should also conduct digital literacy programmes that are convenient to students. It may be also prudent for the library to conduct user needs analysis to derive the issues that students come across in accessing the library, including accessing e-resources. In addition, there is a need for integrating the library to integrate the e-resources it offers with diverse social media platforms to enhance their usage.

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