

UNIVERSITY STUDENTS' DEMEANOUR TOWARDS THE UTILIZATION OF ELECTRONIC RESOURCES FOR LEARNING

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Abstract

Students' learning will be aided by the use of e-resources. The study's goals were to examine undergraduates' demeanour toward using E-resources for learning; and as well determine the influence of gender, specialization and academic level on undergraduates' demeanour toward using E-resources for learning. The survey approach of descriptive research was used by the researcher. For this study, 200 questionnaires were sampled and sent to University of Ilorin students. The obtained data was analyzed using frequency and percentages. Mean, t-test and ANOVA. The study's findings indicated that undergraduates had a positive demeanour about using e-resources for learning. In addition, there were no significant differences in demeanour about using e-resources for learning among undergraduates depending on gender or level. However, there is a considerable variation in undergraduate demeanour regarding using e-resources for learning dependent on specialization. The study concluded that undergraduate students have good demeanour about using e-resources for learning regardless of their gender or level This implies that if adequate e-resources are provided to undergraduate students, it will improve the academic ability. As a result, school managers were advised to fully equip schools with excellent internet infrastructure in order to promote flexible online services among students

Keywords : E-resources, Demeanour, University Students, Utilization, Gender, Specialisation, Level

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1. Introduction¹

As one might expect, educational environments in underdeveloped nations differ from those in rich countries, with low educational quality and limited opportunities to attend school in rural regions due to long distances and high opportunity costs. According to Gray, Thomas and Lewis (2010), country-specific circumstances governing compulsory and free education must be adjusted in order to ensure broad access to education. Education methods are rapidly changing from past to present. Today's reason that accelerates the process is computer technologies. Since information and communication technologies make all kinds of information transfer faster and easier, they not only affect our daily life closely, but also provide a new education

system with different names such as computer assisted education, e-learning and web-based education. Web based education is a method of education that eliminates the time and space limits of traditional classrooms and the inequality of opportunities of individuals.

ICT has incalculable worth (Gama, 2008). Apart from raising the prominence of the Library and Information Science profession, ICTs enable simple access to information from a variety of sources and encourage resource sharing across and among numerous organizations. Gama went on to say that the importance of ICTs in Nigerian libraries can't be overstated. However, as compared to what is happening in industrialized nations throughout the world, the use of ICTs is relatively low. The role of ICTs has numerous elements of library activities and services (Iyendo

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& Halil, 2015). However, institutions must make deliberate efforts to supply the appropriate ICTs in order to reap these benefits. Scholars identified a number of advantages that library patrons might gain from the library's ICT resources. Technology offers capacities for delivery, management, and support of effective teaching and learning as a tool for tackling difficulties in teaching and learning. It is suitable for audiences from all around the world, and it also aids students in collecting and interpreting complicated data. It also promotes a variety of process-oriented writing and communication styles, as well as expanding the scope and timeliness of information resources accessible in the classroom. It works as a catalyst for additional improvements in the content, techniques, and general quality of teaching and learning, resulting in constructivist inquiry-based classrooms. It deals with economic and societal transformations that make technology skills vital to future employment for today's students as a fundamental factor in economic competitiveness.

Teleconferencing, audio conferencing, email, radiobroadcasts, audiocassettes, television lessons, CD ROMS, interactive radio counseling, and voice response systems are only some of the ICTs that have been employed in education for a variety of reasons (Bashorun, Tunji, and Adisa, 2011). As a consequence, using ICT will not only improve learning settings, but will also prepare students for future lives and careers (John & Wheeler, 2008). When ICTs are used effectively, they can greatly improve educational accessibility, strengthen the relevance of education in an increasingly digital workplace, and improve educational quality by assisting in the transformation of teaching and learning into a fun, active process that is connected to real life (Chai, Koh & Tsai, 2010).

An information retrieval system using a computer terminal, communication lines and linkages, models, disk drives, and databases in machine-readable form that are available in an online, interactive manner is classified as an electronic information resource (Harper, 2016).

According to Ekwelem et al. (2019), electronic information resources are information resources that are available and can be accessed electronically through computer network facilities, such as online library catalogues, the internet, the world wide web, digital libraries, government portals and websites, CD-ROM databases, online academic databases like Medline online, or commercial databases like Google Scholar, LEXIS and NEXIS. Several developments have

occurred in the university sector during the previous few years. The relevance of electronic resources in this age has been required by these changes, which include the following: Increase in the number of library and information services workers, as well as inflation in the cost of printed materials, have all contributed to the rapid expansion in undergraduate student numbers with little or no relation.

E-resources can help you uncover material that isn't yet accessible in books or keep up with current events or concerns. It also provides authoritative, accurate, current, and objective reference information that is not easily found via a search engine like Google. Gulbarga University's random sample approach was used to choose 200 PG students from various disciplines. Dr. S Rajasekar devised a standardized instrument that was used (Demeanour towards using e-resources). According to the findings, postgraduate students have a positive demeanour about accessing e-resources both on and off campus. There is also a substantial disparity between men and women in terms of management. Necessary suggestions were given by the students for the development of resources with reference to the browsing period.

Electronic information is extremely important in today's culture since it is accessible from anywhere. You may use the internet to access this electronic resource. You will be able to obtain the information whenever you want it. E-journals, e-books, e-theses, and online databases are examples of e-resources. Electronic resources are digital items that may be accessed over the internet. The 21st century marked the explosion era of information and communication, this is the century where the world is reduced to a global village, where events and happenings in our parts of the mind are viewed in real-time. Instruction of this decade has moved from educator focused to a greater amount of student focused. González-Sanmamed, Sangrà, & Muñoz-Carril, (2017) posited that, 21st century, challenges the society, demanding from the citizens' high-level competencies to meet the global challenged and compete favorably in the knowledge society.

In psychology, the term "demeanour" has been often used. The phrase demeanour relates to a person's feelings, beliefs, and actions toward certain objects, things, people, or events. A typical human being's demeanour are created based on day-to-day experiences, and they are largely influenced by their upbringing. It has a significant impact on a person's conduct. Demeanour are described by

psychologists as an acquired propensity of a human being that allows them to judge things in a specific way. It might comprise a broad assessment of individuals, societal situations, things, and so forth. Demeanour differ from person to person. It might take the form of a positive or negative demeanour, or it can be neutral at times. For example, some people have a good demeanour toward student co-education, while others have a negative perspective, and yet others have a mixed opinion. Again, some individuals may have a good view toward a particular subject or object while others may have a negative demeanour or a neutral one toward him (Suleiman & Joshua, 2019).

Demeanour is a minor detail that makes a significant effect. The three most significant aspects of demeanour are the cognitive, emotional, and behavioral. The concepts, thoughts, and traits that we would identify with an item are referred to as cognitive components. It is the part of a demeanour that expresses one's beliefs (Viswanatha & Sasireka, 2016). "Drinking alcohol is bad for your health," for example, or "walking is beneficial for our health." The emotional or feeling parts are referred to as affective components. For example, someone may believe that all teachers should be respected since all teachers are respected in our culture, yet they may dislike consuming alcohol because it is bad to their health. Behavioral components are a person's proclivity to act in a certain way toward a certain thing (Soetan, 2018). For example, when a student meets his or her professors in any setting, he or she cannot wait to wish them. As a result of the foregoing, we can clearly claim that demeanour is critical for an organization, a student, or a person to thrive in their lives or achieve their objectives.

Demeanour is defined by psychologists as a rating of an demeanour object that may range from severely negative to extremely positive. People can be conflicted or ambivalent regarding an item by having both positive and negative views toward the same thing, according to most modern theories on demeanour. It may also refer to a combination of feelings, ideas, and actions directed against a certain object, person, thing, or event. According to a poll conducted by Bassi and Camble (2011) on student views regarding the usage of e-resources, students are the primary consumers of these libraries, and they are diverse in character. This prompted the researchers to look at gender differences in demeanour regarding the usage of electronic resources among students in these libraries. This is significant because

electronic information resources provide access to information for both male and female students in the pursuit of their educational goals and future activities.

Gender, according to the World Health Organization, refers to the socially built features of women and men, such as conventions, roles, and connections within and between gender groups. It differs from one civilization to the next and may be altered. In academics, the business, politics, science and technology, and even religious groups, gender disparities are being debated (McGinty & Moore, 2018).

1.2. Statement of the Problem

Despite the availability of electronic resources and the benefits they provide to university education, their effective use in Nigerian universities is hampered by a number of factors, including inadequate university funding, high IT equipment costs, high foreign exchange rates, and poor telecommunication infrastructure (Afolabi & Abidoye, 2011). In all the efforts made by different Nigerian universities towards automated information retrieval, it appears that very little progress has been made by the undergraduate students. This shows that there is still a gap to be filled in order to achieve a maximum utilization of these electronic resources. Previous researchers have carried out on the demeanour of librarians and research scholars towards usage of electronic resources, but little or nothing is known about undergraduate students' demeanour toward this form of information provision. In view of these challenges, this study is necessary to investigate demeanour towards the utilization of e-resources for learning in University of Ilorin among undergraduates

1.3. Purpose of the Study

The major goal of this study was to find out how undergraduate students at the University of Ilorin felt about using e-resources for studying. The study's goal is to:

1. Determine undergraduates' demeanour on using e-resources for learning
2. Examine the impact of students' gender on their demeanour toward using e-resources for learning;
3. Examine the differences in undergraduates' demeanour toward using e-resources for learning according on specialty and
4. Investigate the differences in demeanour about the use of e-resources for learning among students based on their level

1.4. Research Questions

The following questions led the research.

1. What are undergraduate students' opinions regarding using e-resources for studying at the University of Ilorin?
2. Is there a difference in demeanour between male and female undergraduates at the University of Ilorin when it comes to using e-resources for learning?
3. Is there a difference in undergraduates' demeanour about using e-resources for studying in the University of Ilorin depending on their specialization?
4. Is there a level-based variation in undergraduates' demeanour regarding using e-resources for learning at the University of Ilorin?

1.5. Research Hypotheses

The following research hypotheses were tested in this study.

Ho1: There is no significant difference between male and female undergraduates' demeanour towards the utilization of e-resources for learning.

Ho2: There is no significant difference on undergraduates' demeanour towards the utilization of e-resources for learning based on Faculty

Ho3: There is no significant difference on undergraduates' demeanour towards the utilization of e-resources for learning based on Level

1.6. Significance of the Study

It is hoped that information derived from this study will benefit both the university administrators, students and university libraries at large. This will make a vital contribution to the already existing knowledge and understanding of electronic information resources and their effects on university.

It is expected that the result will be useful to the university administrators in planning for the future thereby providing access to internet and laboratories for students to learn more.

By finding out what the students think and feel towards electronic information resources, it will enable the university libraries as an information service provider and their parent institutions to structure library services in such a way that they focus not only on collections, but also on the needs of the students, to develop facilities that recognize, embrace and encourage the collaborative, faster and social nature of learning, then seek for ways towards enhancing their services to the users, thereby making library become more effective in provision of their roles especially in this

era where digital and electronic libraries complement and in some cases replace traditional libraries.

2. Literature Review

2.1. Empirical Study on Students' Demeanour Towards the Utilization of Electronic Resources

Some previous researches in this field had been reported as established by several authors on the use of e-resources. Ekwelem et al., (2019) carried out research on students use of electronic information services and asserted that electronic information resources are information resources that are available and can be accessed electronically through computer network facilities. Al Abri and Dabragh (2018) investigated students use of Open educational resources and deduced that just a small percentage of students use Open Educational Resources. Although, these assertion from their studies could be valid as at 2018 when it was conducted, things may have changed and thus the percentage of students who uses such resources might have increased as at the year 2022. Also, Issa, et al. (2020) investigated the demeanour of undergraduates towards the utilization of open educational resources for learning and concluded that Educational Resources is one of the educational hotcakes given via the internet. These resources could be electronic or other media but when judiciously implemented is capable of changing the behavior of learners positively.

In another study on Digitization and OER: Synthesis report by McGrill, (2013), he established that the demeanour of undergraduates toward any electronically based resources is entirely dependent on the students' degree of digital literacy, since a lack of or poor computer skills would prevent them from participating in such innovation. Therefore, the students' computer literacy could aggravate or demote their attitude to use such innovation. According to Bower (2019) on Technology -mediated learning theory, he concluded that whenever students lack trust in the technology they are utilizing or whenever they do not have a feeling of cognitive rendezvous or social construction, the consequence may have an unfavourable impression on the learners' academic performance.

Ahmad et al. (2015), investigated the reading behaviour in digital environments among higher education students using an analysis of demographic factors in Iran. They submitted that there was no substantial difference between male and female learners when it comes to using electronic resources for learning. This makes the e-resources a vital learning supplement and media for both male and female students. However, Aldahdouh et al. (2020) on their studies on the influence of individual innovativeness on technology and social media usage in higher education. They stated that

males are likely to have more demeanour in using technologies more than the females. Almarabeh et al. (2016) conducted a study on Internet usage, challenges, and attitude among university students and established that students' attitude in the use of e-resources for learning does not differ by gender.

In Addition, Apuke and Iyendo (2018) carried out a research on University students' usage of the internet resources for research and learning in forms of access and perceptions of utility. They established that university students' perception towards the utilization of e-resources for learning is positive irrespective of their specialization. This indicate that e-resources is useful to all students across all faculties of study. Kim et al. (2019) examined the roles of academic engagement and digital readiness in students' achievements in university e-learning environments and deduced that students' academic level have influence on their attitude towards the use of technologies for learning.

3. Research Methods and Materials

This section describes the methods and techniques adopted in the process of collecting necessary and useful data for the research

3.1. Research Design

The descriptive research method of the survey type was used in this study. In the University of Ilorin, Ilorin, Nigeria, a researcher-designed questionnaire was utilized to collect information on undergraduates' demeanour on the use of e-resources for learning

3.2. Sample and Sampling Techniques

The population for this study comprised of undergraduate students of University of Ilorin, Ilorin, Nigeria. The target population for the study are the students of the faculty of Communication and Information Sciences, Agricultural Science, Management Science and Education based on the fact the content of their course are closely related to the present study. The general sample was determined from the total number of undergraduates in the selected faculty during the 2019/2020 academic session. The total number of undergraduates in the selected faculty is 22,033 in which the faculty of Communication and Information Science is 2217, faculty of Agricultural Science is 5128, Faculty of Management Science is 3792 and Education is 10896. 200 questionnaires were administered to the selected faculties which were distributed by proportion, 20 questionnaires were administered to faculty of Communication and Information Science, 47 questionnaires to Agricultural Science faculty, 34 questionnaires to faculty of Management and 99 to faculty of Education.

Table 1: Sample of Respondents

S/N	FACULTIES	POPULATION	ESTIMATED SAMPLE
1	C I S	2217	20
2	AGRIC	5128	47
3	MANAGEMENT	3792	34
4	EDUCATION	10896	99

Source: Academic support Services (2021)

3.3. Research Instrument

The instrument used for this study was researchers' designed questionnaire tagged Undergraduates' demeanour towards the utilization of e-resources for learning. The questionnaire was structured in a clear and simple language to enable students provides relevant answers to the questions based on their personal views. The questionnaire is made up of two vital sections: A and B. Section A centered on the undergraduates' personal information on the respondents' gender, faculty, department and level. Section B consists of statements that elucidate undergraduates' demeanour toward the utilization of E- resources for learning. The questionnaire is structured using four (4) points of Likert-type mode as follows: SA = Strongly Agreed, A = Agree, D = Disagree and SD = Strongly Disagreed.

The researcher-designed initial questionnaire was given to the experts in the field of educational technology in order to determine the appropriateness of the instrument for the study. They checked for simplicity, clarify and logical arrangement; content coverage in terms of acceptability, adequacy and relevance to the stated objectives. The validity result was 0.83 which made the research instrument valid before final draft was produced based on correction, suggestion and recommendation of the experts. The questionnaire was later administered on the study sample

3.4. Procedure for Data Collection

The researchers obtained an introductions letter to the selected faculty. Permission was sought from the selected faculties for administration of the questionnaire. The researchers visited the undergraduates at their respective faculties: sort for their cooperation and sincere participation in the study. Thereafter the researcher distributed the questionnaire. Ethical issue that was considered includes the fact that respondents were not be forced to attend to the questionnaire, the details of the respondent were treated discretely, responses gotten from respondents were respected and confidentially noted, data that were gotten were treated and analyzed objectively, carefully and with honesty and integrity.

Respondents who agreed to partook in this study were given the copies of questionnaire to fill. A follow up was done at several intervals to ensure the questionnaire were

properly filled and returned. Immediately the respondents filled the research instruments, the researchers check instantly and call the attention of the respondents to where they didn't fill appropriately so they can do justice to that. This allow all the copies of questionnaires to be retrieved back without any one missing.

3.5. Techniques for Data Analysis

4. Results and Discussion

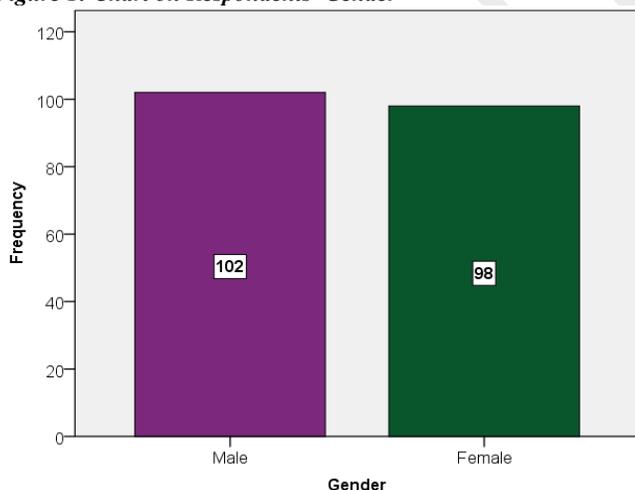
200 copies of questionnaire were disbursed and all were properly filled and collected resulting in 100% return rate. The distribution of students on gender was analysed. The students' gender was described using percentage as shown in Table 2.

Table 2: Demographic Data Based on Gender of Students

Gender	Frequency	Percent	Cumulative &
Male	102	51.0	51.0
Female	98	49.0	100.0
Total	200	100.0	

The demographic information of respondents based on gender revealed that 102 (51.0%) are male while 98 (49.0%) of the respondents are female as shown in table 2.

Figure 1: Chart on Respondents' Gender



The chart in figure 1 indicated that most of the respondents were male.

Research Question One

What are the demeanour of undergraduates towards the utilization of e-resources for learning in the University of Ilorin?

Mean and standard deviation were used to analyse the demeanour of undergraduates on the utilization of e-

The result of the research designed were subjected to inferential and descriptive statistics coded and analyzed using Statistical package for Social Science (SPSS) version 26.0 for windows. The statistical tests that were used are the descriptive analysis involving the percentage for the demographic table, mean to answer research questions and inferential analysis of (t- test) and Analysis of variance to test the hypotheses.

resources for learning as shown in table 3.

Table 3: Demeanour towards the utilization of e-resources

S/N	Demeanour	Mean	Std. Deviation
1.	I am comfortable that using electronic resources to study and collaborate with peers and lecturers will improve learning performance.	3.36	1.018
2.	I belief that frequent use of electronic resources affects undergraduates' student academic performance.	2.86	.941
3.	I used ICT to access electronic resource to complement what I have been taught in class in order to improve in my studies.	2.87	.895
4.	I use electronic resource to learn more in the time I have for studies.	2.74	.963
5.	Electronic resources allow me to take greater control of my learning materials.	2.91	.903
6.	I prefer utilizing electronic resources to learn more than the traditional method of learning.	2.83	.962
7.	Students who uses electronic resources to learn perform better in their academics than those who do not use it.	2.60	1.061
	Demeanour	2.88	

The grand mean score of 2.88 which was more than benchmark of 2.50 established that undergraduates have good demeanour towards the utilization of e-resources for learning. The benchmark of 2.50 was used because the response mode was a four Likert scale with points of 4+3+2=1/4=2.50).

Based on research questions 2, 3, and 4, research hypotheses 1-3 were developed. The results related to hypotheses one to three formulated for the study in chapter one was as shown in subsequent tables. All hypotheses were tested at 0.05 level of significance.

Research Question Two

Is there difference between male and female undergraduates'

demeanour towards the utilization of e-resource for learning in the University of Ilorin?

Hypothesis One

There is no significant difference between male and female undergraduates’ demeanour towards the utilization of e-resources for learning.

In response to this, an independent t-test was conducted to determine if there is any difference/significant difference in the demeanour of male and female undergraduates towards the utilization of e-resource for learning. The result is shown in Table 6. The statistics shows no significant difference in the demeanour.

Table 4: t-test on Significant Difference on Students’ Demeanour to e-learning by Gender

Gender	N	Mean	Std. Deviation	Df	T	Sig.(2-tailed)
Male	102	2.95	.539			
				198	1.79	0.07
Female	98	2.81	.535			
Total	200					

$t(198) = 1.79, p = .07$, as in Table 4. This signifies that the null hypothesis was found to be false. Because the t-value of 1.79 resulted in a significant value of 0.07, which was higher than the 0.05 alpha value. In other words, based on the mean scores on the difference in demeanour between male and female undergraduates regarding using e-resources for learning aimed toward male students. It was determined that there was no substantial difference in demeanour about the use of e-resources for learning between male and female undergraduate students, while there was a difference in favour of male undergraduate students.

Research Question Three

Is there difference between undergraduates’ demeanour towards the utilization of e-resources for learning in University of Ilorin based on specialization?

Hypothesis Two

There is no significant difference between undergraduates’ demeanour towards the utilization of e-resources for learning based on Faculty.

Analysis of Covariance was conducted to determine if there is any significant difference in the mean scores on undergraduates’ demeanour towards the utilization of e-resources for learning based on Faculty. The result is shown in Table 5.

Table 5: ANOVA on significant difference on undergraduates’ demeanour towards the utilization of e-resources for learning

based on Faculty.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3.479 ^a	3	1.160	4.164	.007
Intercept	1238.839	1	1238.839	4448.743	.000
Faculty	3.479	3	1.160	4.164	.007
Error	54.580	196	.278		
Total	1716.939	200			
Corrected Total	58.059	199			

a. R Squared = .060 (Adjusted R Squared = .046)

The result in Table 5 shows the significant difference in the demeanour towards the utilization of e-resources for learning based on undergraduates’ Faculty. It indicates that $F(3, 199) = 1.16, P < 0.05$, which means that there is significant difference between undergraduates’ demeanour towards the utilization of e-resources for learning based on Faculty. Hence, the null hypothesis is hereby rejected. Thus, there is significant difference between undergraduates’ demeanour towards the utilization of e-resources for learning based on Faculty. However, the direction of the differences is revealed with Sidak’ post-hoc analysis as shown in table 6.

Table 6: Sidak Posthoc Analysis on Undergraduates’ Demeanour based on Faculty.

(I) Faculty	(J) Faculty	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
CIS	Agric	.394*	.143	.039	.012	.775
	Management	.347	.151	.129	-.054	.748
	Education	.463*	.132	.003	.112	.814
AGRIC	CIS	-.394*	.143	.039	-.775	-.013
	Management	-.047	.119	.999	-.362	.269
	Education	.069	.093	.975	-.179	.317
Management	CIS	-.347	.151	.129	-.749	.055
	AGRIC	.047	.119	.999	-.269	.362
	Education	.116	.105	.848	-.163	.394
Education	CIS	-.463*	.132	.003	-.814	-.112
	AGRIC	-.069	.093	.975	-.317	.179
	Management	-.116	.105	.848	-.394	.163

Based on observed means.

The error term is Mean Square (Error) = .278.

*. The mean difference is significant at the 0.05 level.

The direction through which significant differences occur on demeanour of undergraduates based on faculty indicated that there was significant difference between demeanour of students from the faculty of CIS and Education and CIS and Agriculture with p-value of 0.00 and

0.04 respectively.

Research Question Four

Is there difference between undergraduates’ demeanour towards the utilization of e-resources for learning in University of Ilorin based on their level?

Hypothesis Three

There is no significant difference on undergraduates’ demeanour towards the utilization of e-resources for learning based on Level.

In reaction to this, ANOVA was conducted to determine if there is any significant difference on undergraduates’ demeanour towards the utilization of e-resources for learning based on Level. The result is shown in Table 7. The statistics shows result in the demeanour by level.

Table 7: ANOVA on Significant Difference on Undergraduates’ Demeanour based on Level

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	.302 ^a	4	.076	.255	.906
Intercept	1234.727	1	1234.727	4168.744	.000
Level	.302	4	.076	.255	.906
Error	57.756	195	.296		
Total	1716.939	200			
Corrected Total	58.059	199			

a. R Squared = .005 (Adjusted R Squared = -.015)

The result in Table 7 shows the significant difference in the mean scores on demeanour of undergraduates by their level. It indicated that $F(4, 199) = 0.26, P > 0.05$, which means that there is no significant difference on undergraduates’ demeanour towards the utilization of e-resources for learning based on Level. Hence, the null hypothesis is hereby retained.

4.2 Discussions

Undergraduates have a positive demeanour regarding using e-resources to learn. The demeanour of students regarding instructional technology have a direct impact on their learning process (Ali, 2020). Undergraduate Students’ positive demeanour toward the usage of electronic resources reflects their perceived enthusiasm in learning which have offered students with electronic source materials, meeting their educational demands and ensuring their academic success. This is in line with the findings of Onaifo (2016),

who found that while participants used OER regularly, their total understanding of the resources was limited, they had a favourable demeanour about OER, and they profited from utilizing the resources in a variety of ways. There is a positive interest in students’ inclination to use electronic resources for learning based on their adoption of electronic resources for learning.

According to Al Abri and Dabragh (2018), just a small percentage of students use Open Educational Resources. Open Educational Resources (OER) is one of these educational hotcakes given via the internet (Issa et al., 2020). Because of the inexpensive cost of electronic materials and their efficient ease of accessing, students are increasingly relying on open electronic resources. The capacity of students to successfully use electronic resources is critical since it helps to improve the quality of their learning processes. Furthermore, research on student demeanour regarding the usage of e-resources reveals that students are the primary users of electronic resources.

The demeanour of undergraduates toward any e-based resources is entirely dependent on their degree of digital literacy, since a lack of or poor computer skills would prevent them from participating in such innovation (McGrill, 2013). Furthermore, Jurado and Pettersson (2020) discovered that lecturers’ demeanour is crucial for the acceptability of open educational resources. Furthermore, if students lack trust in the technology they are using or do not have a feeling of cognitive engagement or social connection, the outcome may have a detrimental impact on the students’ academic performance (Bower, 2019).

There was no significant difference in demeanour toward using e-resources for learning between male and female undergraduates. According to Ahmad et al. (2015), there is no substantial difference between male and female learners when it comes to using electronic information resources for learning. As a result, this result is consistent with the research. Because gender may or may not have a role in the adoption of open educational resources for learning, another unit that may influence the use and demeanour toward open electronic resources is area of expertise (Issa et al., 2020). In fact, men are more likely than women to accept technology first (Aldahdou et al, 2020). Gender is a prominent intervening variable in most educational research, according to Jibril and Sharon (2015).

Undergraduate students have a positive demeanour regarding using e-resources to learn. This indicates that students’ demeanour toward e-resource adoption are determined by their perceived interest in using the internet and evaluating electronic materials that will benefit their academic work through the usage of various forms of internet access.

5. Conclusions

It was concluded that undergraduate students have good demeanour towards the use of e-resources for learning. Undergraduates constantly make use of the electronic resources for various activities which makes majority of them to perform excellently in their academic areas. Despite the constant use of the electronic resources by undergraduates, only few of them showed a problem with a decline in academic performance. Based on the findings of the study, the following recommendations were proffered;

- i. In order to strengthen the use of e-resources, school administrators should adequately equip the schools with effective internet facilities to facilitate the flexible internet services among student.
- ii. Lecturers of all specializations should engage their students in the use of electronic resources for academic activities that will positively impact their academics' performance.
- iii. Curriculum planners should design school curriculum with e-resources as a major tool so that students especially those willing to record huge academic success should utilize the time wisely when using the ICT.

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