

## **ASSESSING THE IMPACT OF LIBRARY ELECTRONIC RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN PRIVATE UNIVERSITIES IN LAGOS STATE, NIGERIA**

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### **ABSTRACT**

This study examined the impact of library electronic resources on students' academic performance in economics in private universities in Lagos State, Nigeria. Library electronic resources are digital materials and tools provided by libraries to support research, teaching, and learning. These resources include online journals, e-books, databases, multimedia content, and economic data repositories serve as critical tools that can enhance students' academic performance in Economics. Four research questions and one hypothesis guided the study. The study employed descriptive survey research designs. The simple random sampling technique was used in selecting a sample size of 80 students in economics department. The research instrument used for the data collection in this study was self-structured questionnaire. The data collected were analyzed using frequency tables, and simple percentages were used to summarize the data. Pearson Product Moment Correlation (PPMC) analysis was also used to test the hypothesis formulated for the study. The level of significance was set at 0.05. Based on these findings, the study revealed that there was significant relationship between library electronic resources on students' academic performance in economics in private universities in Lagos State, Nigeria. This implies that the library electronic resources helps to improve the understanding of economics and academic performance in assignments, reading online, research project, exams, overall academic assessments in Economics. The study recommended that government should develop a national policy focuses on digital library resources for tertiary education, encouraging private universities to adopt global best practices in managing e-resources. The study also recommended that university library management should create awareness of the use of library electronic resources for students by conducting trainings, workshops, seminars, etc.

**Keywords: Academic Performance, Economics, Library Electronic Resources, Private Universities.**

**JEL Codes: I21, A22, L86, R58.**

### **1. INTRODUCTION**

Economics is the study of production, distribution and consumption of money, goods and services. Economics is fundamentally a data-driven discipline where access to information significantly influences academic performance. Economic theories and models rely heavily on empirical data, making access to quality electronic resources essential for students to grasp complex concepts and apply them effectively (Smith, 2018). The availability of electronic resources (e-books, online journals, databases) empowers economics students to engage in

research that is crucial for their academic success. It facilitates access to up-to-date information on economic trends, policies, and scholarly articles that are vital for their studies (Jones & Roberts, 2020).

In the context of economics, a discipline that requires critical analysis, data interpretation, and the application of theoretical frameworks, the availability of electronic resources offers unique advantages. These resources provide access to a wide range of academic journals, statistical databases, and economic reports that enhance students' learning experiences. Studies suggest that the use of library electronic resources positively impacts students' academic performance, as they are able to access high-quality, peer-reviewed content and conduct independent research (Okiki & Asiru, 2011).

The university library is an important aspect of the educational system, with the primary goal of providing users with relevant information resources to aid in teaching, learning, and research. Private university students frequent libraries to access precise, ample, pertinent, and contemporary information in electronic format to enhance the efficacy and efficiency of their educational, academic, and scholarly endeavors. In private universities in Nigeria, the availability of electronic resources is often limited by financial constraints. This lack of access can directly impact students' ability to perform well academically, especially in a field like economics, where current and diverse information is critical (Adeoye, 2021).

The advent of electronic resources in academic libraries is particularly significant in higher education, where the demand for up-to-date, comprehensive, and relevant information is critical for academic excellence. In Nigeria, the integration of electronic resources into library systems has become increasingly important in addressing the needs of students, especially in private universities, which often aim to maintain a competitive edge by offering modern learning facilities (Adeleke & Olorunsola, 2010).

Library electronic resources are digital materials and tools provided by libraries to support research, teaching, and learning. These resources include online journals, e-books, databases, multimedia content, and economic data repositories serve as critical tools that can enhance students' academic performance in Economics. The adoption and utilization of library electronic resources have become crucial in academic settings, particularly within private universities. The private universities are increasingly investing in library electronic resources to enhance the quality of education and research.

Sivathaasan and Velnampy (2013), argued that academic performance is related to student's achievement of their educational goals. The number of factors can affect the academic performance of students either positively or negatively as a result of using library electronic resources. This may be as a result of the student efforts, previous schooling, parent's educational background and family income, self-motivation of student and learning preferences. It is generally assumed that the students that showed better or higher performance in their studies go extra miles in search of information through the internet and can perform better in future academic years at any level of learning. The issue of poor academic performance has been a source of worry for many education stakeholders. The failure to use the library electronic resources for teaching, learning, and research, especially at the tertiary institution level, has had a negative impact on the quality of degree holders we graduate from Nigeria (Sanjeev et al., 2008).

Despite the potential benefits, lack of awareness and training of students is the major challenges. Students may not be fully aware of the library electronic resources available to or how to use them effectively. Insufficient training programs and communication gaps between library staffs and users can lead to a lack of familiarity. Therefore, the study is to assessing the impact of library electronic resources on students' academic performance in economics in private universities in Lagos State, Nigeria. Therefore, the objective of this study are: (i) examine the impact of library electronic resources on students' academic performance in economics; (ii) determine the types of library electronic resources available for use by students of economics; (iii) ascertain the purpose of using library electronic resources by students of economics; and (iv) investigate the challenges of library electronic resources by students of economics in private universities in Lagos State, Nigeria.

However, the literature review, methodology, results and discussion, conclusion, and recommendations were all included in the remaining sections of this study.

## 2. LITERATURE REVIEW

This study review relevant and related literature in the area of the library electronic resources on students' academic performance in economics in private universities in Lagos State, Nigeria.

### 2.1 Theoretical Literature

#### 2.1.1 Technology Acceptance Model (TAM)

The technology acceptance model (TAM) was developed by Davis (1989). Technology acceptance model (TAM) is a theory based on information systems that seeks to explain the adoption and use of technology by individuals (Davis, 1989). TAM is a theory based on information systems that seeks to explain the adoption and use of technology by individuals (Davis, 1989). It states that individuals embrace and utilise technology in accordance with "perceived usefulness (PU)" and the "perceived ease of use (PEOU)" (Davis 1989). For this purpose, the PU of library electronic resources is a direct function of students' academic performance. This suggests that students whose perception of e-library on their academics is positive are more likely to embrace and attain higher academic scores and success. Likewise, the students' PEOU of e-library platforms determines how well enough they interact with electronic resources (Davis, 1989).

#### 2.1.2 The Diffusion of Innovation (DOI) Theory

The diffusion of innovation (DOI) theory, developed by Everett Rogers (1962), explains how new ideas, practices, or technologies spread within a social system over time. This theory is particularly relevant for understanding the adoption and utilization of library electronic resources in academic settings, as it highlights factors influencing how and why these resources are embraced by students and educators.

In the context of private universities, electronic resources represent a technological innovation in library services. These resources, such as e-books, academic databases, and online journals, provide unprecedented access to information that is essential for academic success in fields like economics. Their introduction reflects an innovative step toward modernizing education and improving resource accessibility for students (Rogers, 2003).

According to Rogers (2003) pointed out the five stages of diffusion of innovation (DOI) theory:

- a. **Knowledge:** Students and faculty learn about the availability and potential benefits of electronic resources.
- b. **Persuasion:** Students form positive attitudes toward the resources based on perceived ease of use and relevance to their academic needs.
- c. **Decision:** Individuals decide to adopt or reject the innovation.

- d. Implementation: Students begin using electronic resources for coursework, research, and study.
- e. **Confirmation:** Continued use of the resources reinforces their perceived value, leading to improved academic performance.

### **2.1.3 Information Seeking Behavior Theory**

Information seeking behavior refers to the way people search for and utilize information. The term was coined by Thomas D. Wilson in his 1981 paper, on the grounds that the current 'information needs' was unhelpful as a basis for a research agenda, since 'need' could not be directly observed, while how people behaved in seeking information could be observed and investigated. However, there is increasing work in the information searching field that is relating behaviors to underlying needs.

Wilson's (1999) information seeking behavior theory highlights the processes individuals undertake to satisfy their information needs. In the context of academic libraries, students seek electronic resources to fulfill academic requirements such as assignments, research projects, and exam preparation. The theory posits that the effectiveness of information-seeking depends on factors such as ease of access, resource quality, and user skills. For economics students in private universities, the availability of reliable and accessible electronic databases can significantly enhance their ability to gather relevant information for academic tasks, thereby improving performance.

## **2.2 Empirical Literature**

Okunlola (2021) examined the utilization of library-based electronic information resources and services by postgraduate students in private universities in southwestern Nigeria. The population of the study included respondents from faculties of science, social/management science and humanities/arts from all selected private universities with a total population of 1534 students. The research instrument adopted was the questionnaire. Out of the 974 questionnaire administered to the respondents, 764 (78.43%) were properly filled and returned for the study. The study consisted of 36 items on a modified 4-point scale. Findings showed that postgraduates in the selected private universities in Southwestern Nigeria fairly utilised the available library electronic resources.

The study by Adenariwo (2022), investigates electronic resource awareness and usage among Fountain University undergraduates in Osun State, Nigeria. Findings from a descriptive survey of 1000 participants indicate widespread awareness, substantial usage, and proficient skills, emphasizing the crucial role of electronic resources in empowering undergraduates.

Similar study conducted by Ojo and Akande (2005) in a survey of 350 respondents examined students access, usage and awareness of electronic information resources at the University College Hospital (UCH) Ibadan, Nigeria. The study revealed that the level of usage of the electronic information resources is not high. A major problem however identified is lack of information retrieval skills for exploiting electronic resources, thus making the level of usage of resources by medical students very low.

## **3. METHODOLOGY**

### **3.1 Theoretical Framework**

Theoretically, this study is grounded in several theories that help to understand the relationship between library electronic resources on students' academic performance of economics. The key three (3) theories include: technology acceptance model, diffusion of innovation theory,

and information seeking behavior theory. The diffusion of innovation theory provides a robust framework for understanding how library electronic resources impact the academic performance of economics students in private universities.

### 3.2 Model Specification

$$Y_i = \beta_0 + \beta_1 ERU_i + \beta_2 INF_i + \beta_3 DLI + \beta_4 MS_i + \epsilon_i$$

Where:

$Y_i$ : Academic performance of the student (e.g., GPA or grades in economics).

$ERU_i$ : Extent of electronic resource usage (e.g., frequency of use, number of e-resources accessed).

$INF_i$ : Infrastructure quality (e.g., availability of internet, access to devices).

$DLI$ : Digital literacy of the student.

$MS_i$ : Motivation and study habits (e.g., hours spent studying, self-efficacy).

$\epsilon_i$ : Error term capturing unobserved factors affecting academic performance.

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4$ : Parameters to be estimated.

### 3.3 Design and Method of Data

The design used for this study is descriptive survey design. The population of this study comprised of 164 Students in the Department of Economics, Lead City University. The simple random sampling technique was used in selecting a sample size of 80 students in Economics. The research instrument used in this study was a self-structured questionnaire. Data collected were analyzed using frequency tables, and simple percentages were used to summarize the data. The hypothesis was subjected to inferential statistics using Pearson Product Moment Correlation (PPMC) analysis.

## 4. RESULTS AND DISCUSSION OF FINDINGS

### 4.1 Data Analysis and Results

**Research Question One:** What is the relationship between library electronic resources on students' academic performance of economics?

**Table 1: Library electronic resources and students' academic performance of economics**

S/N	Items	SA	A	D	SD	Total	Remarks
1	Library electronic resources helps me to improved my understanding of Economics	22 27.5%	37 46.3%	12 15.0%	9 11.2%	80 100%	Agreed
2	Library electronic resources improve my performance in assignments and exams in Economics	42 52.5%	24 30.0%	8 10.0%	6 7.5%	80 100%	Agreed
3	Library electronic resources have increased my interest in economics	21 26.3%	30 37.5%	17 21.2%	12 15.0%	80 100%	Agreed
4	Access to electronic resources has made it easier to complete my research projects	20 25.0%	33 41.3%	14 17.5%	13 16.2%	80 100%	Agreed
5	Library electronic resources improved my overall academic performance in economics	32 40.0%	25 31.3%	13 16.2%	10 12.5%	80 100%	Agreed
<b>Grand Total</b>		<b>137 34.3%</b>	<b>149 37.2%</b>	<b>64 16.0%</b>	<b>50 12.5%</b>	<b>400 100%</b>	<b>Agreed</b>

From table 1 above, analysis of items 1 to 5 revealed that 286(71.5%) of the participants agreed that there is relationship between library electronic resources on students’ academic performance of economics; and while 114(28.5%) disagreed.

**Research Question Two:** What are the types of library electronic resources available for use by students of Economics?

**Table 2: Types of library electronic resources available for use by students**

S/N	Types of Library electronic resources	Available	Not Available	Mean	St. deviation
6	E-books	70 87.5%	10 12.5%	1.13	0.33
7	E-journals	60 75.0%	20 25.0%	1.25	0.44
8	Online Database	55 68.8%	25 31.3%	1.31	0.47
9	E-reference materials	42 52.5%	38 47.5%	1.48	0.50
10	Electronic Libraries	49 61.3%	31 38.7%	1.39	0.49
	<b>Grand mean</b>	<b>276 69.0%</b>	<b>124 31.0%</b>	<b>1.31</b>	<b>0.39</b>

Source: Authors’ Computation, 2024 Using SPSS

From table 2 above, analysis of items 6 to 10 revealed that the 276(69.0%) of the participants shows that there are different types of library electronic resources available for use by students of economics; and while 124(31.0%) disagreed. The grand mean (1.31) is greater than standard deviation (0.39).

**Research Question Three:** What is the purpose of using library electronic resources by students of Economics?

**Table 3: Purpose of using library electronic resources by students of Economics**

S/N	Items	SA	A	D	SD	Total	Remarks
11	I use library electronic resources for reading online	24 30.0%	21 26.2%	19 23.8%	16 20.0%	80 100%	Agreed
12	I use library electronic resources for examination	22 27.5%	31 38.8%	17 21.2%	10 12.5%	80 100%	Agreed
13	I use library electronic resources for assignment	29 36.3%	41 51.2%	6 7.5%	4 5.0%	80 100%	Agreed
14	I use library electronic resources for research project	20 25.0%	33 41.3%	14 17.5%	13 16.2%	80 100%	Agreed
15	I use library electronic resources for seminar	12 15.0%	19 23.8%	26 32.5%	23 28.7%	80 100%	Disagreed
	<b>Grand Total</b>	<b>107 26.7%</b>	<b>145 36.3%</b>	<b>82 20.5%</b>	<b>66 16.5%</b>	<b>400 100%</b>	<b>Agreed</b>

Source: Authors’ Computation, 2024 Using SPSS

From table 3 above, analysis of items 11 to 15 revealed that 252(63.0%) of the participants agreed that the purpose of using library electronic resources by students of Economics; and while 148(37.0%) disagreed.

**Research Question Four:** What are the challenges of library electronic resources by students of Economics?

**Table 4: Challenges of Library Electronic Resources by Students of Economics**

S/N	Items	SA	A	D	SD	Total	Remarks
16	Inadequate computer systems in the library	19 23.8%	30 37.5%	18 22.5%	13 16.2%	80 100%	Agreed
17	Lack of knowledge about the existence of online resources	22 27.5%	32 40.0%	16 20.0%	10 12.5%	80 100%	Agreed
18	The Library personnel do not render assistance on how to use the library electronic resources	27 33.8%	34 42.5%	7 8.7%	12 15.0%	80 100%	Agreed
19	Lack of skills to use the library electronic resources	14 17.5%	20 25.0%	28 35.0%	18 22.5%	80 100%	Disagreed
20	The Epileptic power supply in library discourages me to use library electronic resources	11 13.7%	19 23.8%	26 32.5%	24 30.0%	80 100%	Disagreed
<b>Grand Total</b>		<b>93 23.3%</b>	<b>135 33.7%</b>	<b>95 23.8%</b>	<b>77 19.2%</b>	<b>400 100%</b>	<b>Agreed</b>

Source: Authors' Computation, 2024 Using SPSS

From table 4 above, analysis of items 16 to 20 revealed that 228(57.0%) of the participants agreed that there are different challenges of library electronic resources by students of Economics; and while 172(43.0%) disagreed.

#### 4.1.2 Testing of Hypothesis

**Hypothesis One:** There is no significant relationship between library electronic resources and academic performance of economics students.

**Table 5: Library electronic resources and Academic performance of Economics students**

Variables	Mean	SD	N	df	r	p-val
Library electronic resources	57.2	5.85	80	78	0.28	0.00
Academic performance of Economics students	22.8	5.25				6

Source: Authors' Computation, 2024 Using SPSS

Analysis of table 5 above revealed that the calculated value r (0.28) is greater than p-val(0.006) at 0.05 level of significance. Based on this result, the null hypothesis which stated that “there is no significant relationship between library electronic resources on academic performance in economics students” was rejected. Thus, there is significant relationship between library electronic resources on academic performance in economics students. This implies that library electronic resources helps to improve the understanding of Economics and academic performance in assignments, research project, exams, overall academic assessments in Economics.

## **4.2 Discussion of Findings**

The discussion of findings was done according to the research questions and hypothesis which guided the study.

The finding of research question one revealed that 286(71.5%) of the participants agreed that there is relationship between library electronic resources and students' academic performance of economics; and while 114(28.5%) disagreed. This implies that library electronic resources helps to improve the understanding of Economics and academic performance in assignments, research project, exams, overall academic assessments in Economics.

The finding of research question two revealed that 276(69.0%) of the participants shows that there are different types of library electronic resources available for use by students of economics; and while 124(31.0%) disagreed. The grand mean (1.31) is greater than standard deviation (0.39). This implies that the types of library electronic resources such as e-books, e-journals, online database, e-reference materials, electronic libraries, CD-ROM, etc were used by Economics students. Furthermore, the findings of this study are similar to those of Alhassan and Macaulay (2015), who discovered that some electronic resources, such as the Internet, e-mail, online databases, electronic databases, and electronic journals, were heavily used by respondents, while others, such as CD-ROM databases, electronic journals, online public access catalogue, and electronic books, were rarely used by respondents in Federal University of Technology, Minna and Ibrahim Badamosi University, Lapai.

The finding of research question three revealed that 252(63.0%) of the participants agreed that the purpose of using library electronic resources by students of Economics; and while 148(37.0%) disagreed. This implies that the most of respondents used library electronic resources for reading online, examination, assignments, and research project. This finding agrees with the study of Tiemo (2017) reported that a greater percentage of postgraduate students used electronic information resource databases to write their assignments.

The finding of research question four revealed that 228(57.0%) of the participants agreed that there are different challenges of library electronic resources by students of Economics; and while 172(43.0%) disagreed. The challenges of library electronic resources such as: inadequate computer systems, lack of knowledge about the existence of online resources, library personnel do not render assistance on how to use the library electronic resources, etc. This support the finding of Adeoye and Adeoye (2017) Nigeria undergraduates have confident on their level of digital literacy skills.

The finding of research hypothesis one revealed that the calculated value  $r$  (0.28) is greater than  $p$ -val(0.006) at 0.05 level of significance. Based on this result, the null hypothesis which stated that "there is no significant relationship between library electronic resources on academic performance in economics students' was rejected. Thus, there is significant relationship between library electronic resources on academic performance in economics students. This implies that library electronic resources helps to improve the understanding of Economics and academic performance in assignments, research project, exams, and overall academic assessments in Economics.

## **5. CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

This study assessing the impact of library electronic resources on students' academic performance in economics in private universities in Lagos State, Nigeria. Library electronic resources such as online journals, e-books, databases, e-reference materials, etc serves as



critical tools that can enhance students' academic performance in Economics. Based on the findings, it was concluded that there is significant relationship between library electronic resources on students' academic performance in economics in private universities in Lagos State, Nigeria. This means that the library electronic resources helps to improve the understanding of Economics and academic performance in assignments, reading online, research project, exams, overall academic assessments in Economics.

## 5.2 Recommendations

The following recommendations were made:

1. Government should develop a national policy focuses on digital library resources for tertiary education, encouraging private universities to adopt global best practices in managing e-resources.
2. The private university library management should create awareness of the use of library electronic resources for students by conducting trainings, workshops, seminars, etc.
3. Government should establish grants or subsidies for private universities to improve their library electronic resource systems, focusing on academic disciplines like economics.
4. The library management should ensure continuity in provision of current and up-to-date library electronic resources.
5. The private university administrators must ensure availability of library electronic resources delivered in private universities in Lagos State, Nigeria.

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