# Demographic Variables and Lecturers’ Use of Electronic Information Resources in Selected Federal University Libraries in South-East, Nigeria

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**KEYWORDS**

* University Libraries
* Professorial Rank
* Electronic Information Resources
* Library Use
* Information Use

**ABSTRACT**

Electronic information resources (EIRs) provide ready access to authoritative, reliable and accurate information for teaching, research and scholarly communication; yet, some lecturers underutilize the resources. This study investigated lecturers’ use of EIRs exploring the influence of age and professorial rank. Descriptive survey design was adopted. The population comprised 4,265 lecturers from which a sample of 428 lecturers were selected using multi-stage sampling technique. A structured questionnaire was used for data collection. Data obtained from 372 usable questionnaires were analyzed using frequency counts, percentages, means and standard deviation and z-test was used to test the hypotheses. The study revealed that lecturers’ use of EIRs was low. The respondents were asked to rate their use of EIRs; there was no significant difference between the mean ratings of lecturers below 41years and those who are 41 years and above. There was also no significant difference between the mean ratings of lecturers below professorial rank and those on professorial rank. The paper recommended that the libraries should promote maximum utilization of EIRs through provision of adequate ICT infrastructure and awareness programmes. The libraries should not discriminate EIR services for lecturers based on age and professorial rank. Young and elderly lecturers should be offered equal opportunities in terms of access to, and training on the use of electronic information resources.

**Introduction**

University libraries support universities by providing various types of resources for teaching, learning and research in order to meet the information needs of members of the academic community particularly lecturers. The primary goal of university libraries is to develop and maintain collections of information resources in all formats such as print and electronic. The quality and quantity of information resources available in university libraries is an indispensable factor in the accreditation of any higher institution especially in this digital age. Apart from provision of information resources, university libraries target maximum usage in order to justify the huge investments. Yet, it seems that some lecturers do not make optimal use of the resources provided especially electronic information resources

In Nigeria, some years ago, university libraries were providing mainly print resources and inadequacy of current books, journals and other reading resources was an impediment in higher education. Traditional resources no longer met academic needs due to high cost of printed materials and explosion of publications. Current books and journals were scarce in university libraries and many of the libraries could not afford Internet connectivity. Lecturers had to patronize roadside cybercafés where they paid for time to surf the Internet. Physical visits were compulsory for users to utilize the limited library resources. These issues compelled academics to crave for online information sources delivery from academic libraries. Ubogu as cited in Ezejiofor, et al. (2023) reported that academics expected academic libraries to provide access to information through online catalogues, indexes and databases; connections to local, regional and global networks, the required ICT infrastructure and expert professional support to facilitate optimal utilization of resources.

Digital technology enabled university libraries to transform methods of operation, tools, personnel and nature of information resources acquired. Electronic information resources and services as well as online information platforms were introduced to complement print resources. University libraries metamorphosed from print-based resource centres to hybrid libraries where both traditional and modern technologies are merged for more effective information service delivery. Many university libraries invested heavily on electronic information resources (EIRs).

Electronic information resources are documents in digital formats which can be accessed through computer-based information retrieval systems. With EIRs, lecturers can transmit, download and disseminate information on various subjects. EIRs save space and can be accessed by multiple users from remote locations. Asom and Suleiman (2017) observed that EIRs provide universal access: multiple readers can utilize the same resources all over the world at the same time. With EIRs, physical visits have become optional as readers can enjoy library services from anywhere on the globe, once the necessary infrastructural facilities are available. In this digital age; EIRs are indispensable if lecturers are to excel in teaching and achieve high research productivity. EIRs offer lecturers opportunities to improve their research productivity, visibility, reputation and to collaborate with their peers all over the world. Ahmad and Panda (2013) averred that lecturers need to utilize EIRs optimally due to the nature of their job which requires access to high quality information resources. Literature and pre-research observations show that university libraries in South East Nigeria have invested millions of naira on the provision of EIRs and the resources are available for use (Akubugwo, 2022). However, it seems that there are lecturers who underutilize the resources.

Availability of library information resources is not synonymous with utilization as several factors can influence lecturers’ use of EIRs. Age has been identified as a demographic factor that influences the use of ICT-related information resources (UNDP, 2011). Younger people are often associated with use of technology unlike older ones who are often associated with fear for technology. Older persons also relate use of technology to health issues and are not always comfortable with reading through computer screens. Lecturers who are less than 41years may utilize EIRs more than those who are 41years and above. Academic rank can also influence lecturers’ use of EIRs. Lecturers of all ranks utilize EIRs in order to contribute to existing body of knowledge and also generate new knowledge in their discipline by publishing research reports. Academic rank is a determinant of income and social status of lecturers. Those on higher ranks can acquire different types of ICT facilities to access EIRs and undertake training than those on lower ranks. Utilization of EIRs by lecturers who are not on professorial cadre may differ from those on professorial cadre. While the former may utilize more EIRs, the latter may use less as they may engage in less research.

Federal university libraries in South East Nigeria make EIRs available and lecturers utilize the resources but previous research reports have revealed low usage of EIRs by some lecturers in tertiary institutions in the region (Wagwu and Obuezie, 2018; Onu and Ugwu, 2022. There is need for current research on the topic. This problem may be related to lecturers’ age and academic rank. The influence of demographic variables on lecturers’ use of EIRs in the South East region has not been explored. It is therefore, imperative to investigate the influence of age and professorial rank on lecturers’ utilization of EIRs in the region.

**Objective of the Study**

The general objective of the study is to investigate lecturers’ utilization of EIRs in federal university libraries in South East Nigeria (FULSEN). Specifically, the study intends to:

1. Determine the extent to which lecturers utilize electronic information resources available in federal university libraries in South East Nigeria.

**Research Question**

The study was guided by one research question and they are as follows:

* 1. To what extent do lecturers utilize electronic information resources in federal university libraries in South East Nigeria?

.**Hypotheses**

The following null hypotheses were formulated to guide this work and were tested at 0.05 level of significance.

**Ho1** There is no significant difference in the mean ratings of lecturers below 41years and lecturers who are 41 years and above based on extent of utilization of electronic information resources provided by federal university libraries in South East Nigeria.

**Ho2** There is no significant difference in the mean ratings of lecturers below professorial rank and those on professorial rank based on extent of utilization of electronic information resources provided by federal university libraries in South East Nigeria.

**Literature Review**

This study is anchored on Five Laws of the Web by Alireza Noruzi (2004). In 2004, Alireza Noruzi formulated The Five Laws of the Web based on Ranganathan’s Five Laws of Library Science. Noruzi’s laws are as follows:

Web resources are for use

Every reader his or her web resource

Every web resource its user

Save the time of the user

The web resource is a growing organism

The first law is ‘Web resources are for use’’ The implication of this law in lecturers’ use of EIRs is that it is not enough for libraries to provide electronic information resources; efforts must be made to promote maximum utilization. The libraries should create sufficient awareness about web resources, provide adequate ICT facilities, and promote ease of access and use. Noruzi’s second Law is “Every reader his or her web resource’’ and this reflects the diversity of readers’ interests. It means that every reader needs some peculiar information materials which can satisfy his or her interest. This law is against censorship and inequality of access. Criteria such as age, race, creed and political views should not be paramount in providing library services. Making information accessible to everyone is an age-long value in librarianship. It is the duty of libraries to provide information resources in different formats to satisfy peculiar needs of lecturers without any form of discrimination.

Noruzi’s third law which is “Every web resource its reader” emphasizes the provision of library materials for readers who are not able to identify what they need. This law points to library reference sources and services. Librarians should help lecturers to identify the information resources they need and ensure they can retrieve and utilize them seamlessly. The fourth law “Save the time of the reader” remains the same even in digital environment. Time management is an important issue in the lives of people and poor time management may lead to failure. It enjoins libraries to find most efficient, accurate and effective methods of carrying out library processes. Librarians can create library guides and engage in Selective Dissemination of Information (SDI) and information repackaging. The fifth law is “The web resource is a growing organism.’’ This means that web resources will continue to grow in the future. Already existing EIRs will continue to increase while new ones would emerge. Lecturers’ information needs should also be expected to transform with time, therefore, university libraries should be ready to handle the changes.

Literature abound on this topic as there are reports from Nigeria, Ghana, Tanzania, Pakistan and other countries of the world. In Nigeria, numerous research studies have emanated from various geo-political zones, though those from the South East appear to be scanty and have not focused on the influence of demographic factors on lecturers’ use of EIRs. According to AACR2 as cited in Kenchakkanavar (2014), electronic information resources can be defined as materials, data and /or program(s) encoded for manipulation and accessed by a computerized device. It may require the use of a peripheral directly connected to a computerized device (CD-ROM drive) or a connection to a computer network (Internet). EIRs may either be accessed remotely via the Internet or locally. Popular types include E-books, E-journals, E-Theses and Dissertations, Online databases such as EBSCO-HOST, JSTOR, DOAJ and CD-ROM.

Utilization means to use something to achieve a specific purpose. Utilization can be defined as the act of making use of something especially for a practical purpose (Hornby, 2015). Iroaganachi and Izuagbe (2018) described information use as the actual putting of the acquired information into appropriate context. This study regards utilization of electronic information resources as to visit a website, to surf the net or browse, to look at, to read abstracts or full-texts and to listen, to download, upload, store, or print the resources. Age is the entire number of years spent by an individual on earth. Age can determine the amount of time a person can spend on digital devices. Although a majority of adults are accessing the Internet, digital divide between older adults and younger people still exists. According to Ejechi (2013), older people use significantly fewer digital applications and spend less time than younger adults. Older adults resisted new technologies due to personally held values regarding ‘negative’ impact of technology on the society. Some elderly persons view technology as time consuming and arduous.

The pattern and place of ICT usage by young and elderly academics vary as young people and students often patronize cybercafé using Internet facilities while elderly people including academics are rarely found in such places rather, they remain in their homes or offices to use ICT, due to the availability of cell phones and laptop computers with Internet facility. In Nigeria, the use of ICT only became popular from the year 2000 and most elderly persons are not used to the facilities. Some of them did not receive training on how to use ICT hence their reluctance. They equate it to someone learning to use left hand at old age. Many of them lack confidence in the use of ICT applications and associate reading on screen with eye problems. They prefer print resources because they enjoy touching and feeling them and think print materials are more durable. Ejechi (2013), however, pointed out that the issue of “publish or perish” has made it important for lecturers to utilize EIRs especially Internet resources.

Academic rank is another demographic factor which can influence lecturers’ utilization of electronic information resources. Lecturers of all ranks are expected to conduct research thereby generating and disseminating information. The quantity and quality of research a lecturer conducted and published largely determines his or her academic rank. Research is a major criterion for assessment of lecturers. Okonedo (2015) observed that research provides a good platform for lecturers to gain recognition become accomplished scholars. Research output includes journal articles, published books, book chapters, conference papers and patents. Research productivity helps lecturers to attain success in academic circles as it is related to promotion, tenure and salary. In most Nigerian universities, lecturers belong to the following academic ranks: Assistant lecturer, Lecturer 11, Lecturer 1, Senior Lecturer, Associate Professor and Professor. Lecturers who belong to the last two are on professorial rank. It is often assumed that when one is on such rank, he or she is likely to reduce number of research conducted thereby using less information resources. However, the reverse could be the case as there are lecturers who become more committed to research even as they are ascending the academic cadre.

Azubuike, Ekere and Orsu (2021) investigated awareness and utilization of electronic databases by Faculty of Education lecturers in three selected federal universities in South East Nigeria. The population was 591 lecturers. The study revealed that while some of the lecturers were aware of the databases others were not. It was also discovered that while some lectures utilized the databases others did not. They used mainly EBSCOHOST, AJOL and JSTOR. The study identified erratic power, shaky network and poor computer literacy as hindrances. Onu and Ugwu (2022) lamented low patronage of EIRs among staff and students of Enugu State College of Education Technical, Enugu. According to the authors, underutilization is evident from library statistics, register records and information obtained verbally. Yebowaah and Plockey (2017) examined the use of EIRs by lecturers of the University for Development Studies, Wa Campus in South Africa. Primary data were collected from 80 lecturers through simple random sampling procedure. Awareness was high but utilization was low. The study discovered that other factors can influence lecturers’ use of EIRs.

Lawal and Abubakar (2023) examined the attitude and use of electronic databases by lecturers in universities in Katsina State. The study was a descriptive survey. Population of the study was 1149 lecturers and 291 were selected through simple random sampling. Questionnaire was the main instrument for data collection. While chi-square was used to test the hypotheses, SPSS was utilized for data analysis. The study revealed that a majority of academic staff utilized EIRs to a very high extent in universities in Katsina State. Mwantimwa, Elia and Ndenje - Sichalwe (2017) compared utilization of electronic information resources in selected universities in Tanzania. The study employed a mixed method research approach to collecting, processing and analyzing data. 119 academic staff and researchers participated in the study. SPSS and STATA were used to analyze the data. The key finding was that a majority of the academic staff and researchers were aware of and utilize E-resources but most of the resources subscribed through COTUL were underutilized. The study discovered that age significantly influenced the EIRs usage by the academics. On the contrary, Jegede as cited in Ezejiofor (2023) examined the influence of age on ICT behavior of Higher Education teachers in Nigeria and concluded that age does not significantly influence them.

Abouelenein (2017) investigated the use of EIRs Centers by faculty members at University of Education, Ghana. The study ascertained whether a significant difference existed between lecturers’ utilization of EIRs based on academic rank. Questionnaire was administered to 721 faculty members in different areas of specialization. Data collection lasted for one academic session. The result of the findings indicated a significant difference among different academic ranks. Oton (2013) examined the influence of academic rank on faculty utilization of Internet information for research publications in South South universities. The researcher used one-way analysis of variance (ANOVA) to determine the influence of lecturers’ academic rank on their utilization of Internet. The study concluded that lecturers’ academic rank has no significant influence on their use of the Internet.

**Methods**

The survey research design was adopted for this study which was conducted at the federal universities in South East Nigeria. The population comprised of 4,265 lecturers out of which 428 were selected through multi-stage sampling technique. The first stage involved the selection of the federal universities that participated. The second stage involved stratification into faculties, then lecturers were proportionately selected from all the faculties. According to Nworgu (2015), for populations over 1,000, a 10% ratio is a fair representation. Therefore, 10% of the population was selected. The instrument for data collection was a structured questionnaire titled: Questionnaire on Influence of Age and Professorial Rank on Lecturers’ Use of E-resources. (QIAPRLUEFULS). The instrument was validated by experts and administered to the lecturers physically.

Data obtained were analyzed using SPSS statistical software. Frequency counts, percentages, means and standard deviation were used for the analysis. The researcher used a four-point rating scale for the research questions based on a Modified Likert Scale. For the decision on the cut-off point for the item means; a criterion mean of 2.50 was used to make decision on extent of utilization. 2.50 and above is positive while less than 2.50 is negative. To test the null hypothesis on significant difference between the mean ratings of lecturers below 41 years and those who are 41years and above based on utilization of EIRs, z-test was used. The z-test was also used to test the null hypothesis on significant difference between lecturers below professorial rank and those on professorial rank. This was tested at 0.05 level of significance.Ethical protocol was adhered to in the course of the study. Permission was obtained from the institutions understudied and consent was sought from the respondents and obtained. Their confidentiality was strictly maintained and the study used solely for research purposes. Out of 428 questionnaires distributed to the respondents 380 were returned (89%) but only 372 were found useable (87%).

**Results**

**Table 1: Academic Rank and Age Range of the Respondents**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ACADEMIC RANK** |  | **AGE RANGE** | | | | |
| **S/N** |  | **NO.** | **Less than 31** | **31-40** | **41-50** | **51-60** | **61-70** |
| 1 | Graduate Assistant | 43 | 13 | 30 | - | - | - |
| 2 | Assistant Lecturer | 30 | 12 | 18 | - | - | - |
| 2 | Lecturers II | 66 | - | 41 | 25 | - | - |
| 3 | Lecturers I | 88 | - | 15 | 57 | 16 | - |
| 4 | Senior Lecturer | 70 | - | - | 10 | 45 | 15 |
| 5 | Reader | 42 | - | - | 8 | 27 | 7 |
| 6 | Professor | 33 | - | - | 10 | 15 | 8 |
|  | **TOTAL** | **372** | **25** | **104** | **110** | **103** | **30** |

**Research Question 1: To what extent do lecturers utilize electronic information resources in federal university libraries in South Eastern Nigeria?**

To determine the extent to which lecturers utilize electronic information resources provided by selected federal university libraries in South Eastern Nigeria, the respondents were provided with options in the questionnaire and requested to indicate the extent to which they utilize the resources. The mean and standard deviation values of their responses is calculated and provided in Table 2.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2: Mean and Standard Deviation of Extent to which Lecturers Utilize Electronic Information Resources Available in Federal University Libraries in South Eastern Nigeria N=372**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **S/N j** | **LL** | **ML** | **HL** | **VHL** | **Mean** | **SD** | **Decision** | | 1. E-books | 126 | 74 | 80 | 92 | 2.37 | 1.19 | LE | | 1. E-journals e.g. AJOL | 111 | 95 | 94 | 72 | 2.34 | 1.10 | LE | | 1. E-Theses and dissertations (ETDs) | 135 | 125 | 77 | 35 | 2.03 | .97 | LE | | 1. E-Newspapers | 155 | 79 | 75 | 63 | 2.12 | 1.13 | LE | | 1. E-Magazines | 180 | 78 | 68 | 46 | 1.95 | 1.08 | LE | | 1. E-Maps | 202 | 108 | 52 | 10 | 1.65 | .82 | LE | | 1. E-Patents | 213 | 115 | 36 | 8 | 1.57 | .75 | LE | | 1. Agora-Access to Global Research in Agriculture | 184 | 72 | 71 | 45 | 1.94 | 1.08 | LE | | 1. HINARI-Health Information Access to Research Initiative | 171 | 99 | 74 | 28 | 1.89 | .97 | LE | | 1. World Digital Library | 159 | 110 | 59 | 44 | 1.97 | 1.03 | LE | | 1. EBSCO HOST | 182 | 124 | 44 | 22 | 1.75 | .88 | LE | | 1. JSTOR | 180 | 111 | 61 | 20 | 1.79 | .91 | LE | | 1. DOAJ | 182 | 99 | 58 | 33 | 1.84 | .99 | LE | | 1. Online Public Access Catalogue | 178 | 63 | 79 | 52 | 2.01 | 1.12 | LE | | 1. CD-ROM Databases | 156 | 75 | 77 | 64 | 2.13 | 1.14 | LE | | 1. Internet Search Engines | 95 | 64 | 98 | 115 | 2.63 | 1.17 | HE | | **Grand Mean** |  |  |  |  | **1.99** | **1.02** | **LE** |   \*VHE- Very High Extent; HE-High Extent; ME-Moderate Extent; Extent-Low Extent  As shown by the grand mean of 1.99 in Table 2, lecturers utilize EIRs to a low extent. Out of 16 EIRs listed, lecturers utilize 15 to a low extent. These include E-books, E-journal, EBSCO HOST, JSTOR, DOAJ, and CD-ROM with mean rating ranging from 1.57 to 2.37. Only Internet Search Engines with mean 2.63 is utilized to a high extent.  **Hypothesis 1**  There is no significant difference in the mean ratings of lecturers below 41 years of age and those who are 41 years and above on extent of utilization of EIRs in the federal university libraries in South East Nigeria.  **Table 3: z-test Comparison of the Difference in the Mean Ratings of Lecturers’ Extent of Utilization of EIRs based on Age range**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Source of variation** | **N** | **Mean SD** | **Df** | **z-cal** | **z-crit** | **Decision** | | **Below 41 Years**  **41 Years and above** | 138  234 | 1.93 .78  2.04 .81 | 370 | 1.19 | 1.96 | Not Sig |   The result in Table 3 shows that there is no significant difference in the mean ratings of lecturers below 41 years and those from 41 years and above on their extent of utilization of EIRs in the federal university libraries. This was shown by the calculated z-value (1.19) which was less than the critical value (1.96) at 0.05 level of significance and degree of freedom (df) 370. The null hypothesis was therefore not rejected.  **Hypothesis 2**  There is no significant difference in the mean ratings of lecturers below professorial cadre and those on professorial cadre based on extent of utilization of EIRs in federal university libraries in South East Nigeria.  **Table 4: z-test Comparison of the Difference in the Mean Ratings of Lecturers on their Extent of Utilization of EIRs Based on Academic Rank**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Source of variation** | **N** | **Mean SD** | **Df** | **z-cal** | **z-crit** | **Decision** | | **Below Professorial Cadre**  **Professorial Cadre** | 320  52 | 1.97 .78  2.20 .87 | 370 | 1.95 | 1.96 | Not Sig |   The z-test analysis in Table 4 shows that there is no significant difference in the mean ratings of lecturers below professorial cadre and those on professorial cadre on the extent of utilization of EIRs in Federal University libraries. This was indicated by the calculated z-value (1.95) which was less than the critical value (1.96) at 0.05 level of significance and degree of freedom (df) 370. The null hypothesis was therefore not rejected.  **Discussion of Findings**  This study revealed that lecturers utilize EIRs provided by the university libraries to a low extent. This is in line with Yebowaah and Plockey (2017) which reported low utilization of library-based EIRs by academics even when awareness was high. This shows that there are other factors which can influence use of EIRs. A disparity, however, exists between the result of the present study and that of a study by Lawal and Abubakar (2023) which revealed that most academic staff utilize EIRs to a very high extent in universities in Katsina State. It could be due to differences in awareness level, attitude of academics and availability of ICT facilities.  This study also revealed no significant difference in the mean ratings of lecturers below 41years and that of lecturers who are 41years and above in utilization of EIRs. This is in line with Jegede as cited in Ezejiofor (2023) who found that age does not significantly influence lecturers’ use of electronic information resources. This result is, however, in contrast to that of Mwantimwa, Elia and Ndenje-Sichalwe (2017) which discovered that age influenced E-resources usage by academics. The difference could be due to geographical area and period of research. Some years ago, elderly lecturers were aversive to technology but now-a-days they seem to be more comfortable with digital operations.  This study revealed that there is no significant difference in the mean ratings of lecturers below professorial rank and those on professorial rank in utilization of EIRs. This result is in tandem with the result of a study by Oton (2013) which discovered that lecturers of all ranks use the Internet and academic rank have no significant difference on their use of the resources. This shows that lecturers on the rank of Reader still engage in research inorder to become Professsors thereby using more EIRs. It could also be that some lecturers who have become Professors conduct research for development rather than promotion. However, the result of this study differs from that of Abouelenien (2017) which revealed that a significant difference in faculty members’ use of EIRs based on academic rank at University of Education, Ghana. This could be due to differences in ICT skills, attitudes towards EIRs and period of research.    **Conclusion and Recommendations**  This study revealed that the lecturers utilized electronic information resources to a low extent. This was neither as a result of age nor professorial rank as these factors did not significantly influence their use of the resources. Low usage of EIRs could be due to poor awareness and inadequate ICT infrastructure such as erratic power supply, low Internet bandwidth and shortage of computer systems. Based on the major findings and conclusion, the following recommendations were made:   1. The libraries should promote utilization of EIRs among lecturers by engaging in marketing drives and providing adequate ICT infrastructure. 2. The libraries should not allow discrimination in library E-resources services for lecturers based on age and academic rank. Young and elderly lecturers should be offered equal opportunities especially in access and training on use of electronic information resources.     **References**  Abouelenein, Y. (2017). 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