Availability, Awareness, Use and Users' Satisfaction with E-Resources in Chukwuemeka Odumegwu Ojukwu University Library Anambra State Nigeria

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*Abstract:-*The study investigated the availability, awareness, use and users' satisfaction of library electronic resources in Chukwuemeka Odumegwu Ojukwu University (COOU) Anambra State Nigeria. Electronic information resources help to expand access, increase usability and effectiveness and establish new ways for students to use information to be more productive in their academic activities. Survey design adopted. Multistage and Randomly sampling technique was used since the population was large. Total population of registered fulltime students, 4, 517 and part-time students are 1,984. Out of these number, 966 copies of the questionnaires distributed, 722 copies representing 75.2% were retrieved and found valid for analysis, using frequency count, mean, and standard deviation. The findings revealed that substantial percentages of the undergraduates are only not aware of library electronic resources such as e-courseware, Internet search engines, e-books, e-reference materials, and e-past question papers, they make use of these e-resources as well as derive satisfaction with using those e-resources especially with regards to ease of use, accuracy, quality/relevance, availability and accessibility of library e-resources to mention but few. With this in mind, one could conclude that generally, awareness, use of library electronic resources has significantly influence users' satisfaction in COOU.

Keywords: Awareness, Use, Users, Satisfaction, E-resources and Academic Library

I. INTRODUCTION

The terms awareness, availability, accessibility and utilization are concepts which complement one another. Together, they portray their inter-relationship in the field of library and information science. The awareness, availability, accessibility and utilization of information of e-resources through an effective dissemination network represent a necessary pre-condition for the emergence of a crop of well-informed citizenry. Information must be available, adequate and accessible in order to be presented in a way that is acceptable to facilitate its acceptability, hence utilization. Thus, it is a vital commodity in every environment and its use is largely determined by its availability and accessibility.

The major function of libraries, irrespective of type, is to provide the right materials (resources in all formats) to meet the information needs of users. University library aims at serving students and researchers at all levels, therefore, librarians must be ready to acquire and make available necessary databases for teaching and research in the university communities (Devi & Singh, 2004). Furthermore, Devi and Singh went further to say that information explosion and information technology revolution leading to the emergence of digital information era has made several library resources available for clienteles.

In a digital library, resources are stored and made available in digital forms, and the services of the library are also made available electronically. Rosenberg (2005) noted that these services are made available frequently over the Internet so that users can access electronic materials remotely. This refers to e-services which most libraries are trying to embrace in the digital environment. Rosenberg stated that as libraries embrace the digital environment, their most crucial role is not that of providing e-resources, but of establishing services that facilitate access to the information available. According to Fabunmi, Paris and Fabunmi (2006), library digitization has become part of the work of librarians, and most libraries are involved in digitization. Libraries in Nigeria are not left aside in this trend in universities. Digital Information Resources(DIRs) connotes those information resources which before now were in print form, but currently found in non-print form (soft copy) accessible through computer machines and other corresponding ICT tools(Obasiki, Umeji & Krubu, 2010). Similarly, Digital Information Resources(DIRs) includes music's, games, stories, articles from magazines, published journals and books, encyclopaedias, pamphlets, cartographic materials and other published resources that are in soft copies. They often also include sound animated graphics, pictures and movies.

The college of education, polytechnic and university as an institution is generally regarded as a custodian of knowledge where students from different disciplines acquire knowledge and skills for self-development. Acquisition of knowledge is necessary for greater understanding and participation in community affairs and to prepare one for future contribution to the society. The tertiary institution could be regarded as a reparatory ground for creativity and independent thinking.

According to Oketunji (2005), polytechnic/university contributes towards the solution of problems and to the gathering, analysis and interpretation of facts. Generally, therefore, the university environment is a place where transfer of knowledge and information takes place. The achievements of the goals of the institutions depend to a great extent on the level of services and resources provided by the academic library.

Library users actually assume the role of partial employees of the library. Since users' dissatisfaction is often due to the user's behaviour, users need to understand their role in the service delivery. Satisfaction of users of library electronic resources could be determined by the level of awareness of those e-resources, ability to use them efficiently and effectively. Awareness is knowledge about something that exists or understanding of a situation or subject at the present time based on information or experience (Ani & Ahiauzu, 2008). It can also be seen as knowledge or perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about and well-informed interest or familiarity in a particular situation or development.

The academic library, which is commonly referred to as the nerve center of the higher institution is primarily set up for the achievement of the institution's set goals and objectives by providing information materials and services which satisfies the information needs of the entire academic community. In other words, apart from the fact that academic libraries provide needed information sources and reading materials, they at the same time promote teaching, learning and research functions through other various means such as loan services, interlibrary lending services and selective dissemination of information. Adewale (2006) and Aliyu (2004) highlighted the relevance of the academic library in actualizing the goals of the instituion by stating that the library is the heart of any academic institution and its objectives revolve round the institution's objectives. The library's provision of information and services is not expected to be limited to immediate needed information but to encompass the provision of anticipated information. In order to effectively do this, Ochogwu (2007) stated that libraries and other information related organizations nowadays provide a variety of information to society in different formats. Basically, this ranges from printed (books) format to non-printed (electronic) formats.

The introduction of Information Communication Technology (ICT) facilities in the academic libraries has tremendously enhanced information generation, access, storage and dissemination. Dissemination of timely and up to date information is made easier with the advent of these technologies which aid the transmission of electronic information resources. The increased awareness of the importance of information in human activities has also necessitated the need for provision of more diversified, easier and upgrading of the services to meet with the growing information needs of the users.

In modern times, the content of libraries is not restricted to physical formats such as books, magazines or journals. Libraries are now shifting from traditional printed resources to the use of Information and Communication Technology (ICT) and other electronic-driven services (Nnadozie and Nwosu, 2016; Okazie, 2016). However, the use of electronic resources does not take the place of printed resources but facilitates it through access to large stock of library materials (Okazie, 2016). The changes that have occurred in the world of ICT are what have shifted the content of libraries' resources from printed information to online information resources (Israel and Edesire, 2016). They also make electronic sources of information available to users because e-learning is giving new dimension in learning and hence affecting education in many ways (Bajpai, Hada, and Bajpai, 2016). Besides, following technological revolution, libraries do not need to be in a physical space to be able to provide information to its users. The main reason is that ICT is contributing significantly towards the removal of geographical barriers across the globe (Prakash, 2017). Libraries have also formed cooperation among themselves to facilitate resources sharing.

Modern day libraries have both print and non-print documents with gadgets and equipment used to access information (Kumar, 2016). Some of the equipment include: computers, digitization machines, CD-ROMs, scanners, printers and internet which have contributed immensely to make the transformation of libraries a success (Dar et al 2017). The recent dramatic change in technology has altered how information is accessed, stored and disseminated. This means libraries are moving in the virtual arena, and making it easier for advances in technology and publishing access to information on a local, regional, national and international basis, by overcoming the traditional barriers of time and space. Electronic resources are therefore available widely in many higher academic institutions worldwide, and can be accessed anywhere and by many people or users at the same time, which makes it very convenient to use. To satisfy the information needs of the many academic' community and to provide timely and accurate information to its users, huge amounts of monies are spent by Library management to subscribe to these e-resources to satisfy users' information needs as well as satisfy the teaching, learning and research needs of the university.

The use of Electronic Information Resources (EIRs) is necessary for undergraduate students mainly because they provide better, faster and easier access to information than information accessed through print media. Electronic information resources help to expand access, increase usability and effectiveness and establish new ways for students to use information to be more productive in their academic activities. They can be relied upon for timely information which upholds the quote: right information to the right user at the right time. Furthermore, use of electronic resources aid the students in keeping abreast with current

developments in their respective subject fields, in contrast with print media which are not regularly updated.

Statement of the Problem

Nigerian education system is developing and advancing both in number and absorption of technologies into its teaching, learning and research processes. At the same time, the academic libraries in the Nigeria have made huge investments in acquiring electronic information resources in a bid to enhance the teaching, learning and research processes in their institutions and also meets up with the global trend and standard. Electronic information resources have indeed become more important for the academic community in accessing up-to-date information at the right time and in the right form. They enable undergraduate students to have access to first hand information characterized by being timely, current, easy to access and, even from remote places and also open up the possibility of searching multiple files at a time, a feat accomplished more easily than when using printed equivalents.

Unfortunately, literature and personal observation had revealed that electronic information resources are grossly under-utilized by undergraduate students in Nigerian universities, particular Chukwuemeka Odumegwu Ojukwu University(COOU)UliAnambra State Nigeria, despite the potentials they hold for effective learning and research. The impression is that many of the undergraduate students have either shallow knowledge of basic searching skills, negative attitude towards EIRs use or lack computer self- efficacy.

This report and observation may lead one to begin to question the coverage and quality of information circulating within these institutions as well as what the future holds for the students on graduation considering the global trend concerning information provision and access in this electronic age. The need to achieve greater utilization of the EIRs by post- graduate students who constitute a significant percentage of the user community and are even in the majority in most universities makes it imperative to identify the factors affecting the effective utilization of the EIRs.

Cyprian (2009) opined that many undergraduate students lack skills (competency) to search information materials in digital environment of academic libraries. These have greatly affected creativity and innovation in libraries. Some of these libraries have adequate electronic resources which are greatly being under- utilized largely due to lack of information technology (IT) skills among postgraduate students. Students also encountered rising costs to acquire digital technology programmes such as database management, websites design, and networking. In this light, undergraduate students must have a wide range of skills to access, use, and manage the changing environment of information resources in the digital age. It is in view of these that the researcher is intended to investigate whether digital information resources are sufficiently available and what extent do undergraduates students in Chukwuemeka Odumegwu Ojukwu University(COOU) Uli make effective use of them. Hence the question, what are the awareness and use/satisfaction of electronic Information Resources (EIRs) by undergraduate students of Chukwuemeka Odumegwu Ojukwu University (COOU) Uli?

Purpose of the Study

1. find out the extent of users' awareness of library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU)
2. determine the level of use of library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU)
3. find out the level of users' satisfaction with library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU)

Research Questions

1. What is the level of users' awareness of library e-resources in Chukwuemeka Odumegwu Ojukwu University(COOU)?
2. What is the level of use of library e-resources in Chukwuemeka Odumegwu Ojukwu University(COOU)?
3. What is the level of users satisfaction with library e-resources in Chukwuemeka Odumegwu Ojukwu University(COOU)?

II. LITERATURE REVIEW

According to Nwabuze and Urhiewhu(2015) it is evident from literature that in this digital era that any students at the higher level who intends to better achieve and go further in academics should have the ability to explore the electronic environment. Adeyinka, Adedeji, ,Ayen, and Omoba, (2008) stated that students' ability to find and retrieve information effectively is a transferable skill useful for their future life as well as enabling the positive and successful use of the digital resources while at school. Students' use of information systems can be in the form of communicating or posting of information or material by way of electronic mail, bulleting boards, world wide web or other such electronic tools (Mischnick, 2000).

According to Omoike (2013), electronic resources comprise set of instructional materials such as audio and video cassettes, CD ROM, television and radio broadcast as well as multimedia components such as computer and satellites. Undergraduates' students make use of e-books, e-journals, electronic reference materials like e-encyclopedias, e-thesis/dissertation, CD-ROM Databases, e-mail and e-news. Electronic resources have become very important in academic work. Teaching, learning and research have been made easier through the use of these resources. Electronic resources are vital to students learning and research as students have greater access to vast amount of information that is not easily available on print media. These resources can only be accessed using computers and other ICT devices.

Electronic resources that are available for use by students include e-journals, e-books, e-reference, e-news, e-mail, Computer Disk Read only Memory (CD-ROM) databases, and online public access catalogue (OPAC). According to Dadzie (2005) electronic resources are invaluable research tools that complement the printed ones that are available in the traditional library. E-books have been described as a text similar to a book that is in digital form to be displayed on a computer screen. E-books can be read just like a paper book, using dedicated e-books reader such as Gemstar eBook or on a computer screen after downloading it. Access to articles in electronic journals (e-journals) can also be made through services which offer searchable databases of contents of e-journals from several publishers like Emerald, Sage, etc. and link to journal site for full text.

The Internet provides access to e-resources like the e-books, e-journals, e-reference materials. The internet is also a communication tool for students whereby students can collaborate with fellow students and teachers to exchanging ideas, sharing information and knowledge and submitting assignments and projects via e-mail, blogs, evernote, etc. online databases are typical e-resources that provide access to information resources, some of these databases are subscribed to by the library and some are free. These include: AGORA, EBSCOHOST, HINARI, MEDLINE, OARE, etc. through these online databases, students and researchers get access to e-books, e-journals, electronic reference materials like encyclopedias in various disciplines. Compact Disk Read Only Memory (CD-ROM) databases provide access to relevant databases without Internet connectivity.

This type of electronic resources is cost effective when compared with online databases that rely on the internet for access. Advancement in technology has opened new prospects for information creation, duplication, storage, access, distribution, and presentation. This has resulted in information products being made available in CD-ROM. The rate at which information sources are being created and converted into electronic format is noteworthy.

III. METHODOLOGY

The study adopted a survey design. A structured questionnaire, titled "Awareness, Use and Users' Satisfaction of Library E-resources in Chukwuemeka Odumegwu Ojukwu University(COOU) Library Nigeria (AUUSLER) was used to gather data among undergraduates. Multistage sampling technique was used since the population was large. Total population of registered fulltime students, 4, 517 and part-time students are 1,984. Out of these number, 966 copies of the questionnaires distributed, 722 copies representing 75.2% were retrieved and found valid for analysis, using frequency count, mean, and standard deviation. The instrument were randomly distributed in the library by the researchers for a period of one week. The departments tested include: Civil Engineering, Electrical Engineering, Mass Communication, Accountancy, Biochemistry, Computer Science, Civil & Computer Engineering, and Mechanical Engineering, Chemical Science, Food Technology, Statistics, Microbiology, Estate Management, Business Education, Building Technology, Business Administration and Management, Biology Education, Architecture, Quality Surveying and Public Administration.

IV. DISCUSSION AND FINDINGS

Research Question 1: What is the level of users' awareness of library Electronic resources in the Chukwuemeka Odumegwu Ojukwu University (COOU)?

E-Resources	Very Aware	Aware	Somewhat Aware	Not Aware	Not Sure	Mean	Std. Dev
Electronic Thesis/Dissertation	82 (12.1%)	152 (22.4%)	102 (15.0%)	260 (38.2%)	84(12.4%)	2.76	1.207
Online Databases (AGORA, JSTOR, HINARI, EBSCO, etc.)	114 (16.9%)	142 (21.1%)	86 (12.8%)	220 (32.6%)	112(16.6%)	2.81	1.328
CD-ROM	160 (23.5%)	156 (22.9%)	54 (7.9%)	198 (29.0%)	114(16.7%)	2.92	1.406
Using a library catalog (online)	164 (24.8%)	134 (20.2%)	100 (15.1%)	170 (25.7%)	94(14.2%)	3.11	1.401
Electronic Journals	138 (19.9%)	218 (31.4%)	108 (15.6%)	168 (24.2%)	62 (8.9%)	3.13	1.240
Electronic Past Question Papers	200(29.2%)	146 (21.3%)	104 (15.2%)	164 (24.0%)	70(10.2%)	3.29	1.375
e-Reference Materials	232 (34.0%)	142 (20.8%)	108 (15.8%)	138 (20.2%)	62 (9.1%)	3.45	1.373
Electronic Books	266 (37.6%)	184 (26.0%)	94 (13.3%)	124 (17.5%)	40 (5.6%)	3.60	1.299
Internet Search Engines	292 (43.7%)	140 (21.0%)	88 (13.2%)	102 (15.3%)	46(6.9%)	3.72	1.342
Electronic Courseware	340 (50.0%)	156 (22.9%)	90 (13.2%)	66 (9.7%)	28(4.1%)	3.95	1.221
Grand Mean						3.27	1.319

Very Aware = 5; Aware =4, Somewhat Aware =3, Not Aware=2, Not Sure=1

Table presents the opinion of the respondents on the level of users' awareness of library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU). The result shows that average of 66 percent of the respondents were very aware, aware and somewhat aware of the 10 electronic resources identified in Table 4.2, which are Electronic Journals (66.9%), Electronic Books (76.9%), Electronic Thesis/Dissertation (49.5%), Online Databases (50.8%), CD-ROM (54.3%), using a library catalog (60.1%), Internet Search Engines (77.9%), Electronic Courseware (86.1%), Electronic Past Question Papers (65.7%), and e-Reference Materials (70.6%).

The result also reveals that 34 percent of the respondents are either not aware or not sure of the 10 (ten) electronic resources identified in Table 4.2. This findings contradict with the study of Baro, Endouware, and Ubogu (2011) in a study to investigate 244 medical students of Delta State University of Nigeria, on awareness of electronic resources, reported that, majority of the students were not aware of some electronic databases that the university had subscribed to. For example over 70% of respondents were unaware of Medline, and CINAHL (79.9%). Others are HINARI (60.3%) and EBSCOHOST (57.1%). The findings also disagree with study by Kelley and Orr (2003) who posited that a large percentage of undergraduates were not aware of the availability of the library's online resources. Also not supported by a study conducted by Kinengyere (2006), to investigate four academic and research institutions in Uganda. The findings showed that available resources were not utilized because users were not aware of the resources, they do not know how to access them, or they do not know what the resources offer. However, the study is in line with that of Tyagi's (2011) findings which revealed that users were mostly aware about the availability of online journals through the library, and made maximum use of them for various purposes.

Research Question 2: What are the levels of use of library e-resources in Chukwuemeka Odumegwu Ojukwu University(COOU)

E-Resources	Highly Utilized	Averagely Utilized	Lowly Utilized	Not Utilized	Mean	Std. Dev
Electronic Thesis/Dissertation	56 (8.7%)	126 (19.6%)	148 (23.0%)	314 (48.8%)	1.88	1.010
Online Databases (AGORA, JSTOR, HINARI, EBSCO, etc.)	92 (14.1%)	108 (16.6%)	140 (21.5%)	312 (47.9%)	1.97	1.101
Electronic Journals	96 (13.8%)	150 (21.6%)	158 (22.8%)	290 (41.8%)	2.07	1.089
CD-ROM	110 (17.1%)	116 (18.0%)	132 (20.5%)	286 (44.4%)	2.08	1.143
Electronic Courseware	130 (19.6%)	134 (20.2%)	144 (21.8%)	254 (38.4%)	2.21	1.154
Internet Search Engines	140 (21.0%)	130 (19.5%)	156 (23.4%)	242 (36.2%)	2.25	1.156
Electronic Books	170 (24.4%)	194 (27.8%)	144 (20.6%)	190 (27.2%)	2.49	1.134
e-Reference Materials	182 (27.2%)	160 (24.0%)	146 (21.9%)	180 (26.9%)	2.51	1.157
Using a library catalog (online)	242 (35.4%)	148 (21.6%)	144 (21.1%)	150 (21.9%)	2.70	1.165
Electronic Past Question Papers	282 (43.1%)	134 (20.5%)	98 (15.0%)	140 (21.4%)	2.85	1.192
Grand Mean					2.30	1.130

Highly Utilized = 4; Averagely Utilized = 3, Lowly Utilized = 2, Not Utilized = 1

Table presents the opinion of the respondents on the level of usage of library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU). The result shows that average of 64 percent of the respondents either Highly Utilised, Averagely Utilised or Lowly Utilised the ten (10) library electronic resources identified in Table 4.4, which are electronic Journals (58.2%), electronic books (72.8%), electronic thesis/dissertation (51.3%), Online Databases (AGORA, JSTOR, HINARI, EBSCO, etc.) (52.2%), CD-ROM (55.6%), using a library catalog (online) (78.1%), internet search engines (63.9%), Electronic Courseware (61.6%),electronic past question papers (78.6%), and e-reference materials (73.1%). The result also reveals that about 36 percent of the respondents do not utilize the library electronic resources.

This shows that majority of the undergraduates of Chukwuemeka Odumegwu Ojukwu University(COOU) seldom utilize electronic thesis/dissertation and online databases. This finding correlate with the study of Dadzie (2005) on "electronic resources: access and usage". The "study found that usage of some internet resources were very high, whilst the use of scholarly databases was quite low. The low patronage was ascribed to inadequate information about the existence of these library resources". However, the study disagrees with that of Aramide and Bolarinwa (2010) who revealed that distance students regularly used audiovisuals and electronic resources.

Research Question 4: What are the Levels of Users Satisfaction with library e-resources in Chukwuemeka Odumegwu Ojukwu University(COOU)?

E-Resources	Highly Satisfied	Moderately Satisfied	Not Satisfied	Mean	Std. Dev
Currency	172 (26.5%)	334 (51.4%)	144 (22.2%)	2.04	.697
Timeliness	188 (28.3%)	350 (52.7%)	126 (19.0%)	2.09	.682
Approach	226 (34.5%)	292 (44.5%)	138 (21.0%)	2.13	.734
Format	214 (32.6%)	320 (48.8%)	122 (18.6%)	2.14	.703
Accessibility of Library e-Resources	226 (35.0%)	282 (43.7%)	98 (15.0%)	2.14	.739
Availability of Library e-Resources	264 (40.6%)	248 (38.2%)	138 (21.4%)	2.19	.763
Quality/Relevance	268 (39.0)	294 (42.7%)	126 (18.3%)	2.21	.729
Accuracy	240 (35.9)	326 (48.8%)	102 (15.3%)	2.21	.686
Ease of Use	280 (41.5%)	260 (38.6%)	134 (19.9%)	2.22	.754
Grand Mean				2.15	.721

Highly Satisfied = 3; Moderately Satisfied = 2, Not Satisfied = 1

Table presents the opinion of the respondents on the level of users' satisfaction with library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU) The result shows that average of 81 percent of the respondents either Highly Satisfied or Moderately Satisfied with the Nine (9) items identified in Table 4.5 in relation to library electronic resources, which are quality/relevance (81.7%), timeliness (81%), currency (77.9%), ease of use (80.1%), Approach (79%), accuracy (84.7%), format (81.4%), availability of library e-resources (78.6%), and accessibility of library e-resources (85%).

The result also reveals that about 19 percent of the respondents were not satisfied with the nine (9) items on the Table in relations with the use of library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU). This shows that undergraduates of YABATECH, Lagos were satisfied with library electronic resources. This disagrees with the findings of Arif and Mahmood (2010) who examined the satisfaction level of users with the central library collection and services at AllamaIqbal Open University (AIOU), Islamabad, Pakistan. A semi-structured questionnaire was used as a data collection tool from the subjects of the study. The result indicated that a majority (52%) of the respondents frequently visited the library, followed by 47% respondents who occasionally visited the library. The respondents expressed dissatisfaction with the present library collection, online databases, virtual reference services, interlibrary loan, photocopy facilities, and journals related to subjects. Nevertheless, they were satisfied with the location and the physical setup of the library. The study found that the majority of the respondents used library resources for teaching and research.

V. CONCLUSION

The study investigated the awareness, use and users' satisfaction of library electronic resources in Chukwuemeka Odumegwu Ojukwu University(COOU). It was carried out to ascertain the extent of awareness of electronic resources in academic libraries, level of use of electronic resources, users' satisfaction with library electronic resources. The findings revealed that substantial percentages of the undergraduates are only not aware of library electronic resources such as e-courseware, Internet search engines, e-books, e-reference materials, and e-past question papers, they make use of these e-resources as well as derive satisfaction with using those e-resources especially with regards to ease of use, accuracy, quality/relevance, availability and accessibility of library e-resources to mention but few. With this in mind, one could conclude that generally, awareness, use of library electronic resources has significantly influence users' satisfaction in Chukwuemeka Odumegwu Ojukwu University(COOU). This is not without challenges as the level of awareness of some of the library e-resources are low such as electronic thesis and dissertation, Online Database, CD-ROM, Library online Catalogue and e-journals. This has affected the level of use of those e-resources as well as the level of users' satisfaction.

VI. RECOMMENDATIONS

Arising from the research findings, the following recommendations are therefore presented:

1. The findings indicate that there was large percentage of undergraduates with low level of awareness of some of the e-resources such as online databases, CD-ROM, Library online catalogue and e-journals. Library management should make sure students are

given adequate orientation to increased awareness of the library electronic resources.

2. Undergraduates low level of awareness of the library e-resources has affected their level of use because awareness and use are complimentary each other. Therefore, academic libraries management should identify ways that will make library staff to have effective and continuance commitment to their responsibilities especially in the area of library use.

3. For users' to derive satisfaction from the use of library e-resources, there is need for ease of use of the e-resources, timeliness, accuracy, currency and the format with which the e-resources are produced has to meet reasonable standard.

4. For users' to be satisfied, there is need for appreciable level of power supply, improved infrastructure, improved Internet facilities among others.

5. Management of Academic libraries should provide clear library policies/framework that would bring about increased in library awareness, use and users' satisfaction.

6. The library management could device a means through which students could see reasons to visit the library at least once a week despite their tight schedules in order to enhance effective utilization of the available e-resources

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