ELECTRONIC INFORMATION RESOURCES USE AS CORRELATES OF JOB PERFORMANCE AMONG LAW LIBRARY PERSONNEL IN UNIVERSITIES IN SOUTH-WEST, NIGERIA

BY
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Abstract
Libraries as an organisation is saddled with responsibility of information service delivery this requires that their personnel be above board in job performance. Several factors influencing job performance of library personnel have been examined by previous studies; however, law library personnel are the least category of library professionals who were hardly researched on. The study therefore examined electronic information resources (EIR) use as correlates of job performance among law library personnel in universities in South-West, Nigeria. The descriptive research design of correlational type was adopted for the study, total enumeration technique was adopted due to small size of 117 law library personnel in the 16 universities offering law courses in South-west, Nigeria. The questionnaire was the main research instrument used for data collection. Data was analysed using frequency distribution; Pearson product moment correlation as well as hierarchical regression, run on SPSS version 20.0. The findings revealed that major types of electronic information resources used by law library personnel in universities in South-West, Nigeria were e-reference sources ($\overline{X} = 3.3304$), law pavilion ($\overline{X} = 3.2204$), e-books ($\overline{X} = 3.1652$) and e-journals ($\overline{X} = 3.1739$), the level of EIR use was moderate (mean=61.92), the level of job performance ($\overline{X}_{TP} = 44.9044$; $X_{OCB} = 96.7523$) was moderate and the main purpose for which law library personnel used EIRs was to enhance job performance by meeting user needs (mean =1.6521; STD=0.40175). The findings further revealed that a strong positive significant relationship exists between EIR use and Job performance (r=0.621, p<0.05) of law library personnel in universities in South-West, Nigeria. The study recommended that ICT skills and EIR use of law library personnel in universities could be enhanced by providing adequate facilities and conducive environment through periodic training in order to enhance their job performance.
Keywords: Electronic information resources, EIR use, job performance, law library personnel

Introduction
Law libraries are specialised academic libraries situated in university which is usually arm of the university library but is exclusively meant for law faculty (Tice, 2011). 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. A university library aims at serving students and researchers at all levels, hence, librarians and library personnel must acquire and make available necessary databases for teaching and research for the university communities (Devi and Singh, 2004; Mohammed, 2010). The explosion of information technology in the late twentieth and early twenty-first centuries flooded the world with information, causing significant and permanent change. The development of the electronic format forever altered not only the information characteristics of law, but also methods of engagement with legal information through law library (Tice, 2011). Library staff is expected to perform their statutory jobs in the libraries in line with the set objectives of the library. This can be achieved through provision of services to users. Individual staff member has the greatest responsibility for his/her own development and as such must show willingness to improve himself/herself; the employee must take initiative by drawing the attention of the institution to training opportunities and believe that learning is a life-long process (Ifidon and Ifidon, 2007). It is therefore necessary for law library staff in the university system to keep in touch with the changing trend in library and information services in order to enhance their job performance.

Job performance which is a major variable in this study is an important factor for any library to achieve the goals of such library and the parent institution. In the present global economy, most employers have realized that for their organisation to compete and be successful, the performance of their employees is very important. For this reason, many employers of labour put several mechanisms in place to ensure that optimum job performance is achieved. Job performance, according to Munchinsky (2003) is the set of an employee's behaviour that can be monitored,

measured, and assessed at individual level. These behaviours are also in agreement with the organisational goals. Hence, Saetang, Sulumnad, Thampitak and Sungkaew (2010) believe that job performance is a human behaviour which the result is an important factor for individual work effectiveness evaluation. Therefore, it is argued that optimum performance within the library is related to achieving the quality, quantity, cooperation, dependability and creativity of the library personnel. Moreover, the main objective of every organisation is to improve its performance by increased productivity but it can never be possible without the efficient performance of employees. Therefore, the performance management system came into effect as a management reform to address and redress concerns, organisations had about performance (Sharif, 2002). Job performance needs to comply with knowledge acquisition, skills development and of course good personal values, which come as a reward of the employee having an annual salary increase and promotion (Igbaekemen, 2014). It is expected that certain measures need to be put in place to encourage and motivate workers to perform up to expectation; these measures include but not limited to providing electronic information resources

In the view of Talab and Tajafari (2012), electronic information resources have become the backbone of many academic organisations. The awareness and use of electronic information sources by faculty members depends mainly on skills of each individual to locate discrete knowledge elements. Information explosion has increased in the amount of electronic information sources available on the web. Electronic information resources help to expand access, increase usability and effectiveness and establish new ways for individuals to use information to be more productive in their endeavours. Awareness of electronic resources may aid the users in keeping abreast with current developments in their respective subject fields, in contrast with print media. The use of electronic information resources is necessary for users mainly because the electronic resources provide better, faster and easy access to information than information accessed through print media. Electronic information resources can be relied upon for timely information which upholds the quote: right information to right user at right time (Negahban and Talawarh, 2009). One of the functions of a law library is to provide resources and services for its users. Law libraries all over the world are facing the challenge of the paradigm shift from the traditional environment to the electronic environment. In the electronic environment, these libraries are expected to provide information resources in a variety of formats and provide innovative services to their users. In other words, they are expected to provide abundant E-resources to meet the ever increasing demands of users. An electronic information resource is defined as the information resource that is accessed via the internet (Okore et al., 2009). This definition is extended in this study to include CD-ROMs because CD-ROM resources can be accessed online.

Electronic information resources are used for academic and research activities in higher educational institutions (Iwehabura, 2009). Internet resources such as online databases, e-books, and e-journals were among the EIRs used for academic purposes. Other resources found to be used were CD-ROMs and OPAC (Online Public Access Catalogue). Kinengyere (2007) has shown that the available information is under-utilized. The study also shows that information availability does not mean actual use because the users may not be aware of the availability of such resources, do not know how to access them or do not know what the resources offer. Generally, literature has shown that there is a positive relationship between the use of electronic information resources and improvement in the quality and quantity of research output. Manda and Nawe (2009) stated that this relationship is influenced by several factors such as technology, infrastructure, nature of the organisation and individual attributes. Nawe and Kiondo (2005) have shown that 21.7% of the respondents reported that research quality had improved significantly with the use of electronic information resources. Results of the study also revealed that the quality of teaching and learning had improved significantly as a result of information and communication technology (ICT) application in library operation. From the foregoing, it is clear that the use of technology in library brought about changed work environments and changed job requirements for library personnel in academic libraries (OECD 2004). The changed job requirement compels job incumbents, in this case library personnel, to adapt to new job requirements. In a research conducted by Robbins (2003), it shows that employees usually resist change in the workplace due to various reasons such as inter alia, fear of the unknown, habits (comfort zones), inadequate information and communication, threats to status, fear of failure and lack of perceived benefits.

It is, however, important that library personnel adapt to changing job requirements in order for the university to remain relevant in times of change (Amirault and Visser 2009) and to be able to optimally service the 21st Century law library users. The changed job requirements therefore call for the ICT skills of library personnel to successfully take on the use of e-resources as a job enhancing tool. From a human resource management point of view it can be argued that it is important to enhance the ICT skills of library personnel through training and development to ensure employees are well-skilled and capable to fulfil their the new job requirements. It is against this backdrop that this

study investigates ICT skills and electronic resources use as correlates of job performance among law library personnel in universities in South-west, Nigeria.

Literature Review

Ng Tye and Chau (1995) reported that one of the benefits of accessibility and utilization of electronic resources is increased efficiency in the research process at university. Kaminer (1997) claimed that the use of electronic resources would enable scientists to be more productive in their research. He attributed this to the fact that, with electronic resources, access to information is faster, which invariably promotes efficiency in the research process and would definitely lead to an increase in research productivity. A review by Costa and Meadows (2000) showed that there is a positive association between the use of electronic resources and research productivity among scholars. They carried out a survey to investigate the relationship between accessibility and use of electronic resources and research productivity among social scientists in Brazil. It was found that the responses regarding the effect of electronic resources on research productivity confirmed the existence of a positive relationship (Costa and Meadows, 2000). Furthermore, the study revealed that research productivity of social scientists increases with accessibility and use of electronic resources, as respondents (economists and sociologists) in the survey agreed that electronic resources have a positive impact on research productivity.

In Nigeria, Jimba and Atinmo (2000) found no significant association between accessibility and use of electronic resources on research productivity. In a study to investigate the impact of electronic resources on research productivity of scientists at 10 Nigerian universities, Ehikhamenor (2003a) reported that only very few respondents were of the opinion that electronic resources had a positive effect on their research productivity. In specific terms, 89.3% of the respondents strongly disagreed that access and use of electronic resources facilitates higher productivity in research. The study concluded that the extent to which access and use of electronic resources meets the research needs of scientists in Nigerian universities is minimal, and its contribution to increase research productivity is, therefore, not significant. In another study, Ehikhamenor (2003) similarly found that access and use of electronic resources contributed little in improving the research productivity of academic scientists in Nigerian universities. However, in contrast to the above findings, a study by Ani and Biao (2005), using academic scientists in 4 Nigerian universities as respondents, revealed a perceived positive effect on research productivity. Popoola (2008) in a survey of social scientists in 13 Nigerian universities similarly claimed that access and use of electronic resources by academic staff could lead to an increase in their research productivity. A study by Nwezeh (2010) to assess the impact and usefulness of electronic resources on research productivity in Obafemi Awolowo University, Nigeria, indicated that almost all the respondents perceived that electronic resources are useful tools for their research activities. A similar finding was obtained by Ajala, Adegun, Adetunji, and Oyewumi (2010) where most academics at Ladoke Akintola University of Technology in Nigeria perceived that electronic resources impact positively on their research work.

Objectives of the Study

The main objective of this study is to investigate electronic information resources use as correlates of job performance among personnel in law libraries in universities in South-west, Nigeria. However, the specific objectives are to:

i. identify types of electronic information resources being used in law libraries in universities in south-west, Nigeria;
ii. find out the frequency of electronic information resources use among personnel in law libraries in universities in south-west, Nigeria;
iii. determine the level of job performance of personnel in law libraries in universities in south-west, Nigeria; and
iv. determine the relationship between electronic information resources use and job performance of law library personnel in universities in south-west, Nigeria.

Methodology

The survey research design of the correlational type was adopted for the study. The study population was 117 law librarians in the 16 universities in South-west, Nigeria that have law faculties. These universities were: Adekunle Ajasin University, Akungba, Ondo State, Adeleke University, Ede, Osun State, Afe Babalola University, Ado-Ekiti, Ekiti State, Ajayi Crowther University, Oyo, Oyo State, Babcock University, Ilishan Remo, Ogun State, Bowen University, Iwo, Osun State, Crescent University, Ogun, Ogun State, Ekiti State University, Ekiti, Ekiti State, Joseph Ayo Babalola University, Ikeji Arakeji, Osun State, Lagos State University, Ojo, Lagos State, Lead City University, Ibadan, Oyo State, Obafemi Awolowo University, Ile-Ife, Osun State, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Osun State University, Oshogbo, Osun State, University of Ibadan, Ibadan, Oyo State and

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University of Lagos, Akoka, Lagos State. Total enumeration technique was used to sample the study. The use of total enumeration technique is in line with the position of Bryman (2003) who posits that the use of this technique arises when the respondents for the study are not too numerous. The instrument used for data collection in the study was a structured questionnaire. The instrument was validated by four professional in Library and Information Science, while the reliability of the instrument was tested on law library personnel in the University of Ilorin and Al-Hikmah University which are both located in the North-Central, Nigeria. The descriptive statistics such as percentages, mean and standard deviation was used to analyse objectives 1 to 3, while objective 4 was tested using the correlation analysis.

Results

Question 1: What are the types of electronic information resources available for use in law libraries in universities in South-west, Nigeria?

Table 1: Types of electronic information resources available for use by law library personnel

S/N	E-Resources	Very Readily Available N	%	Readily Available N	%	Available N	%	Not Available N	%	Mean	Std. Dev.
a.	E-journals	20	17.4	61	53.0	14	12.2	20	17.4	3.5304	.50126
b.	E-books	33	28.7	52	45.2	17	14.8	13	11.3	3.6348	.48360
c.	Online Databases	22	19.1	43	28.7	40	37.4	10	8.7	2.7130	.45432
d.	Westlaw	36	31.3	39	33.9	28	24.3	12	10.4	2.3217	.46919
e.	Law pavilion	0	0.0	4	3.5	75	65.2	36	31.3	3.6522	1.19240
f.	LexisNexis	2	1.7	11	9.6	53	46.1	49	42.6	2.7217	.52227
g.	Legalpedia	21	18.3	19	16.5	61	53.1	14	12.2	2.6870	.46576
h.	CD-ROM Databases	20	17.4	33	28.7	55	47.8	6	5.2	2.3304	.49064
i.	Open access resources	36	31.3	34	29.6	29	25.2	11	9.6	2.7130	.45432
j.	Zotero	6	5.2	7	6.1	20	17.4	79	68.7	1.6783	.48753
k.	e-conferencing	1	0.9	2	1.7	21	18.3	57	49.6	2.0174	.78341
l.	E-newspapers	5	4.3	30	26.1	45	39.1	35	30.4	2.2870	.47323
m.	E-cases	35	30.4	22	19.1	36	31.3	22	19.1	2.5913	.83314
n.	E-mail	9	7.8	38	33.0	61	53.1	7	6.1	3.3043	.46214
o.	E-reference sources (Dictionary, encyclopaedia etc)	0	0.0	47	40.9	56	48.7	12	10.4	3.7478	.59003
p.	E-research reports	9	7.8	32	27.8	38	33.0	38	33.0	3.6174	.66994
q.	Multimedia and moving images resources	12	10.4	20	17.4	47	40.9	36	31.3	2.3224	.94728
r.	World Wide Web (www)	32	27.8	36	31.3	38	33.0	9	7.8	3.3043	1.02746
s.	E-tutorials	12	10.4	0	0.0	56	48.7	47	40.9	3.1217	.94728
t.	E-data archives	0	0.0	36	31.3	39	33.9	40	34.8	3.3174	.66994
u.	OPAC	32	27.8	30	26.1	47	40.9	2	1.7	3.0348	.81575
v.	PROQUEST	9	7.8	30	26.1	44	38.3	32	27.8	2.7450	.77154
w.	AGORA	10	8.7	22	19.1	36	31.3	47	40.9	2.4348	.63702
x.	EBSCOHOST	0	0.0	0	0.0	47	40.9	68	59.1	2.9652	.77154
y.	HINARI	0	0.0	32	27.8	36	31.3	47	40.9	2.0870	.49374
Overall mean		**71.1803**									
									Std. Dev.		**16.41473**

Table 1 indicates that e-reference sources, law pavilion, e-books and e-journals were the four most readily available electronic information resources for use by law library personnel in terms of mean ranking with mean scores of 3.7478 (std. dev.= 0.59003), 3.6348 (std. dev. =1.19240), 3.6348 (std. dev.=0.48360) and 3.5304 (std. dev. = 0.50126) respectively. Conversely, the least readily available electronic resources for use by law library personnel in universities in South-West, Nigeria in terms of mean scores were HINARI(mean=2.0870; std. dev. = 0.49374),AGORA (mean=2.4348; std. dev.= 0.63702), e-conferencing (mean =2.0174; std. dev. =.78341) and Zotero (mean = 1.6783, std. dev.= .48753) respectively.

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Question 2: What is the frequency of electronic information resources use among personnel in law libraries in universities in South-west, Nigeria?

Table 2: Frequency of use of electronic information resources by law library personnel

S/N		E-Resources	Very Often		Often		Occasionally		Never		Mean	Std. Dev.
			N	%	N	%	N	%	N	%		
	a.	E-journals	36	31.3	48	41.7	20	17.4	11	9.6	3.3304	.87581
	b.	E-books	40	34.7	53	46.1	19	16.5	3	2.6	3.1739	.85081
	c.	Online Databases	9	7.8	66	57.4	25	21.7	15	13.0	2.4253	.49667
	d.	Westlaw	5	4.3	30	26.1	45	39.1	35	30.4	3.1478	.99334
	e.	Law pavilion	26	22.6	20	17.4	49	42.6	20	17.4	3.1217	.75100
	f.	LexisNexis	40	34.7	31	27.0	26	22.6	18	15.7	2.4261	.49667
	g.	CD-ROM Databases	25	21.7	50	43.5	26	22.6	18	15.7	3.1478	.99334
	h.	Open access resources	20	17.4	33	28.7	55	47.8	6	5.2	2.4348	.49790
	i.	Zotero	12	10.4	0	0.0	56	48.7	47	40.9	2.4241	.49667
	j.	e-conferencing	1	0.9	26	22.6	65	56.5	23	20.0	2.1478	.99334
	k.	E-newspapers	30	26.1	49	42.6	26	22.6	10	8.7	2.4174	.51269
	l.	E-cases	50	43.5	40	34.7	15	13.0	10	8.7	2.5262	.49667
	m.	E-mail	48	41.7	26	22.6	41	35.7			3.1304	.99580
	n.	E-reference sources (Dictionary, encyclopaedia etc)	9	7.8	30	26.1	44	38.3	32	27.8	2.4261	.49667
	o.	E-research reports	1	0.9	26	22.6	48	41.7	40	34.7	2.3174	.49529
	p.	Multimedia and moving images resources	3	2.6	16	13.9	51	44.3	45	39.1	2.1304	.75535
	q.	World Wide Web (www)	30	26.1	67	58.3	18	15.7	0	0.0	3.0233	.93152
	r.	E-tutorials	2	1.7	19	16.5	16	13.9	78	67.8	1.8609	.34760
	s.	E-data archives	0	0.0	12	10.4	56	48.7	47	40.9	2.1652	.99057
	t.	OPAC	10	8.7	86	74.8	10	8.7	9	7.8	3.1652	.37300
	u.	PROQUEST	20	17.4	20	17.4	49	42.6	26	22.6	2.4174	.76069
	v.	AGORA	1	0.9	26	22.6	48	41.7	40	34.7	1.9652	.77154
	w.	EBSCOHOST	2	1.7	30	26.1	36	31.3	47	40.9	2.4348	.63702
	x.	HINARI	6	5.2	12	10.4	50	43.5	47	40.9	2.0652	.77154
		Overall mean	**61.9248**								**St. D**	**16.7815**

Using mean score ranking, the results as shown in Table 2 reveals that the five most frequently used electronic information resources by law library personnel in south-west, Nigeria were e-journals (mean =3.3304, std. dev. = 0.87581), e-books (mean = 3.1739; std. dev. = 0.85081), OPAC (mean = 3.1652; std. dev. 0.37300), West Law (mean=3.1478; std. dev. = 0.99334), and e-mail (mean =3.1304; std. dev. =0.99580) respectively. On the other hand, the five least frequently used electronic information resources in terms of mean ranking were E-tutorials (mean =1.8609; std. dev. =.34760), AGORA (mean =1.9652, std. dev. =.77154), Multimedia and moving images resources (mean =2.1304, std. dev. =..75535), e-conferencing (mean =2.4174, std. dev. =.51269) and e-research reports (mean =2.3174, std. dev. =.49529) respectively. Further, using test norm where mean score of 0-32 indicates low frequency of use, 33-64 indicates moderate frequency of use and 65-96 indicates high frequency of use of electronic information resources. From the Table, the overall mean score is 61.9248 which fall within the moderate range. It could therefore be concluded that the extent of electronic information resources use among law library personnel in in universities in South-west, Nigeria was moderate.

Question 3: What is the level of job performance of personnel in law libraries in universities in South-west, Nigeria?

Table 3: Mean and standard deviation scores showing job performance of law library personnel (TP)

I.		**Task Performance**												
S/N		Item	**Exc**		**VG**		**G**		**F**		**P**		**Mean**	**Std. Dev.**
			N	%	N	%	N	%	N	%	N	%		
	a.	Application of professional/technical/admi	28	24.3	41	35.7	23	20.0	23	20.0	0	0.0	3.8435	.79020

	Item	N	%	N	%	N	%	N	%	N	%	Mean	Std. Dev.
	nistrative knowledge												
b.	Understanding and organization of job	72	62.6	28	24.3	15	13.0	0	0.0	0	0.0	4.4957	.71787
c.	Accomplishment within a set time frame	11	9.6	41	35.7	63	54.8	0	0.0	0	0.0	3.5478	.66548
d.	Work speed and accuracy	13	11.3	20	17.4	57	49.6	13	11.3	12	10.4	3.1913	.93561
e.	Quality of work	11	9.6	17	14.8	87	75.7					3.3391	.64736
f.	Productivity	5	4.3	35	30.4	48	63.5	26	22.6	1	0.9	3.6087	.73384
g.	Dependability.	30	26.1	29	25.2	35	30.4	5	4.3	6	5.2	4.2870	.83525
h.	Drive and determination	28	24.3	13	11.3	61	53.0	13	11.3			3.2435	1.43106
i.	Resource utilization	10	8.7	25	21.7	60	52.2	15	13.0	5	4.3	3.7304	.70489
j.	Contribution to the overall development of the library	39	33.9	30	26.1	32	27.8	7	6.1	7	6.1	3.2174	.64594
k.	Ability to perform completely under pressure	14	12.2	43	37.4	30	26.1	28	24.3	0	0.0	4.1304	.93210
l.	Resourcefulness and Creativity	31	27.0	24	20.9	32	27.8	20	17.4	8	**7.0**	4.2696	1.44568
	Sub total											44.9044	10.48528

Table 3 shows that the result of task performance of law library personnel in universities in south west, Nigeria indicated that "understanding and organization of job: ranked highest with mean score of 4.4957 and standard deviation of 0.71787. This is closely followed by resourcefulness and creativity with mean score of 4.2696 (std. dev. = 1.44568). In the same vein, the "Accomplishment within a set time frame" was the least in terms of mean score (mean = 3.5478; std. dev. = 0.66548). Using a test norm where 0.0-20.0 indicates low level of job performance, 21.0-40.0 indicates moderate level of task performance and 41-60 indicates high level of task performance, then the overall mean score of task performance is 44.9044 which falls within the range of high task performance. It therefore means that the level of task performance of law library personnel in South-west, Nigeria is high.

Question 4: What is the purpose of use of electronic information resources by law library personnel in universities in South-West, Nigeria?

Table 4: Mean and standard deviation scores showing purpose of use of EIR

		Yes		No			
S/N	Items	N	%	N	%	Mean	Std. Dev.
a.	For research activities	49	42.6	66	57.4	1.2234	.5324
b.	Seminar/workshop presentation	23	20.0	92	80.0	1.0696	.25553
c.	Personal development	96	83.5	19	16.5	1.5347	.37300
d.	Consultancy service	25	21.7	90	78.3	1.1652	.37300
e.	Community development	3	2.6	112	97.4	0.9783	.49897
f.	For student training/orientation	51	44.3	64	55.7	1.5826	.49529
g.	To obtain general knowledge	67	58.3	48	41.7	1.3261	.16009
h.	Professional development	71	61.7	44	38.3	1.4352	.37300
i.	To attend to reference queries/ reference services	64	55.7	51	44.3	1.2644	.37300
j.	To gather information on specific topics for users	107	93.0	8	7.0	1.6521	.40175
k.	To get answers to some specific questions	47	40.9	68	58.1	1.2001	.40175

Prominent among the purposes for which law library personnel use electronic information resources were "to gather information on specific topics for users" with mean score of 1.6521 (std. dev. = 0.40175), personal development (mean = 1.5347; std. dev. =.37300). The purpose which ranked lowest among other purposes was for community development with mean and standard deviation scores of 0.9783 and 0.49897. It could therefore be concluded that law library personnel actually use electronic information resources for professional development (mean = 1.4352; std. dev. = .37300).

Question 4: What is the significant relationship between electronic information resources use and job performance of law library personnel in universities in South-west, Nigeria;

Table 5: Correlation matrix showing the relationship among study variables

S/N	Variables			Mean	Std. Dev.	1 Job performance TP	OCB	2 EIR Use Purpose	FREQ
1	Job Performance	TP	Pearson Correlation			1.000			
			Sig. P						
			N	44.9044	10.48528				
		OCB	Pearson Correlation			.527*	1.000		
						.044			
			Sig. P (2-tailed)	51.8479		115			
			N		11.1033				
2	Electronic information resources use	Purpose	Pearson Correlation			.269	.304	1.000	
						.011*	.000		
			Sig. P (2-tailed)			115	115		
			N	17.4174	10.7274				
		FREQ	Pearson Correlation			.338*	.304*	0.717	1.000
						.007	.000	0.029	
			Sig. P (2-tailed)			115	115	115	
			N	61.9248	16.7815				

NB: *Correlation is significant at 0.05 (sig p values = 0.011, 0.030, 0.012)

Table 5, the result reveals that electronic information resources use (mean =79.3422; std. dev. = 27.5089 $r_{purpose}$=0.269, $p<0.05$; r_{freq}=0.338, $p<0.05$) had positive linear relationship with job performance (mean =96.7523; std. dev. =21.58858 r=0.621, $p<0.05$). From the analysis, all sub-constructs show that a positive and significant relationship between electronic information resources use and job performance exists. It could therefore be inferred from the foregoing analysis that there is a significant relationship between electronic information resources use and job performance of law library personnel in universities in South-west, Nigeria.

Discussion of the Finding
The finding on electronic information resources use revealed that the level of electronic information resources use by law library personnel in South-West, Nigeria was moderate. This finding is in tandem with Santhi, Radhakrishnan, and Swaroop (2010) and Elavazhagan and Udayakumar (2013) that the level of electronic information resources use by library professionals was fair since e-resources are time saving and easy to use. The finding also corroborates Nallathamb and Kanakaraj (2012) as well as Sivasubramaniyan and Sadik Batcha (2012) that majority of the librarians in the engineering colleges have used electronic resources daily. There was however a disagreement between the finding of this study and that of Kalbande, Shinde, and Ingle (2013) that majority of library professionals were dependent on e-resources to get desired and relevant information Nallathamb and Kanakaraj (2012). Bidyut, Bajpai, and Chakraborty (2013) observed that e- resources have posed new challenges for library professionals to manage the electronic information resources properly.

The finding on types of electronic information resources being used by library personnel revealed that e-journals, e-books and internet resources were that major types being used by law library personnel in universities in South-West, Nigeria. However, electronic information resources are available on CD-ROMs or on the Net. The finding is in agreement with Wu (2005), Das and Maharana (2013) and Konappa (2014). However, this finding is not in support of Dongardive, (2015) that the hypermedia, popularly known as hypertext is the most type of information sources utilized in libraries. The finding also disagrees with Pallavi (2016) that CD-ROMs, one type of electronic sources (media), are increasingly becoming popular; its growth is increasing at an exponential rate. A journal contains scholarly articles. According to Das and Maharana (2013), electronic resources include OPAC, CD-ROMs, Online-Databases, E-journals, E-books, Internet resources etc. Looking at electronic information resources based on internet perspective, Dhanavandan and Tamizhchelvan (2012) posit that there are several forms and types of electronic resources which are available on the internet. The popular ones that are gaining ground according to the authors are: electronic journals, standards, technical specifications, reports, patents, full text articles, trade reports and hosts of other document sources. Also the printed editions of scholarly journals are available on the web.

In the same vein the finding of the study revealed that a significant relationship exist between electronic information resources use and job performance of law library personnel in universities in South-West, Nigeria. The finding supports Popoola (2008), Nwezeh (2010), Ajala, Adegun, Adetunji, and Oyewumi (2010) and Osubor and Chiemeke (2015) that access and use of electronic resources by academic staff could lead to an increase in their research productivity. Prior to the advent of information technology, printed information resources exist. This was man's major source of information before the emergence of the information economy. Print materials; have been for centuries, the major sources of information available, accessible and used by man for his everyday information needs. According to Rubin (2000), print materials have been around since the invention of written languages and paper and this has led to the development of the printing press in Germany in the mid-1400s. These earlier information resources were considered physical entity but have evolved from traditional print documents to one that is modern—electronic resource.

Electronic resources in libraries began with the development of the Machine-Readable Cataloging (MARC) format in the mid-1960's (Hawthorne, 2008). The author also noted that this development led to the demise of the card catalogue, which has been for centuries, a standard fixture for libraries. This shift in format was occasioned by the emergence of ICT. As a result, there is a dramatic change in the way library resources are being processed and accessed. This in turn has globally accelerated and changed the creation, availability, accessibility, utilization, storage and management of information resources in recent time. Consequently, Aina, Mutula and Tiamiyu (2008) define electronic resources as information resources that are available in computer process able form. Thanuskodi (2012) opines that the term, electronic resources, is a generic word for electronic information stored both offline or online. This is consistent with the description of the term by Konappa (2014) identifies electronic resources as those information resources and services that users access electronically via a computing network from inside the library or remote to the library. Electronic resources refer to this e materials that require computer access, whether through a personal computer, mainframe or handheld mobile device (Dongardive, 2015). According to the author, these may either be assessed remotely via the internet or locally.

Conclusion

The study concludes that there is the need for law library personnel in universities in South-west, Nigeria to acquire recent and relevant electronic information resources in their libraries. These resources should also be used by them in order to improve their job performance.

Recommendations

Arising from the findings of this study the following recommendations are hereby made that:

1. The paradigm shift in library system which has driven library resources from physical ownership to access makes it imperative that the use of electronic information resources is inevitable in law libraries. As a result, law library personnel must be familiar with the use of electronic information resources so as to be the link between those resources and their users;

2. Since the environment in which law libraries operate is changing significantly in terms of types of resources available, law libraries should acquire all relevant electronic information resources which would widen the types of EIRs being used by law library personnel and by extension, the generality of their users;

3. Law libraries in universities should create a voluntary environment where library personnel will have unlimited access to use electronic information resources both for personal and professional development as this will have a positive chain effect on job performance of law library personnel in universities.

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