Assessment on the Use of Electronic Resources by Undergraduate Students of Library and Information Science in Al-Hikmah University, Ilorin

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Abstract
This study investigates Assessment on the Use of Electronic Resources by Undergraduate of Library and Information Science in Al-Hikmah University, Ilorin. The study identified three (3) research objectives and research questions. A total of 250 questionnaires were administered to the Al-Hikmah university Library. Data collected were analysed using descriptive statistics of frequency count and percentages. The findings revealed that majority of the users are of the opinion that library users have been a major mechanism to effective utilisation of electronic resources (ERs) in Al-Hikmah university. A strong correlation was observed between students' ICT competencies and their ability to effectively use these electronic resources, suggesting that accessibility alone does not guarantee optimal utilization. Notably, video tapes and cassettes were found to be the least available format in the university's collection. The study concludes that while Al-Hikmah University provides substantial electronic resources, a noticeable disparity exists between resource availability and actual usage patterns. This gap primarily stems from varying degrees of digital literacy among the student population. Based on these findings, the study strongly recommends implementing compulsory ICT skills development programs and strengthening orientation initiatives. Such measures would enhance students' capacity to effectively access and utilize available electronic resources, ultimately maximizing the educational benefits for Library and Information Science undergraduates at the institution.
Keywords : Al-Hikmah University Assessment , , Electronic Resources, Information Science and Undergraduate Students.

Introduction

This study on electronic resource usage among Library and Information Science undergraduates at Al-Hikmah University, Ilorin reveals critical insights about digital learning in academia. Electronic resources have become fundamental to modern education, offering students unprecedented access to global knowledge, yet many still face challenges in maximizing these tools due to limited digital literacy. While the university provides substantial e-resources, there remains a noticeable gap between availability and effective utilization, highlighting the need for structured training programs. Information materials in printed form make up the traditional library (Mamabolo & Durodolu 2025). Gathering, processing, storing, and sharing information for reading, instruction, and consultation has been its responsibility. In order to meet the needs of library patrons, Odularu (2025) proposed that the most generally used format for information and library services has been print, primarily. These days, electronic or digital resources that satisfy the requirements of researchers and information seekers are taking its place.

In light of this, Singun (2025) proposed that libraries cannot prosper in an era of new information technology, growing expenses, and flat budgets if they continue to use outdated service models. In order to deliver the services that today's society needs and expects, libraries must stay up to date with advancements in information technology and improved communication during a period of ever-increasing demand for information (Adigun, Ajani, and Enakrire, 2024).

Libraries must design and implement systems that will capitalize on this development, as Thangjom (2025) noted that the convergence of computing and communication technologies has a significant impact on how information resources are created, managed, and used. According to Ullah and Usman (2023), the evolving academic landscape and the realization of the importance of electronic resources in libraries have led to a shift that includes investments in electronic infrastructure, connectivity, and electronic learning. This necessitates the development of innovative methods for delivering library services in order to improve the standard of higher education.

There are insufficient internal models and theories in the field of library and information science (LIS) (Vakkari, 2024). Nonetheless, theories and models from different humanities, social science, and scientific fields are used, adopted, and modified by the discipline. Because library and information studies takes a client-centered approach to public service, the general framework of the field's theory has been more and more modeled after social science theories (Raudava, 2025).

(LIS) is a dynamic body of knowledge that incorporates theories and models from various fields, including education, computer science, psychology, marketing, mass communication, and economics. Mogaka (2024) claimed that there is some misunderstanding regarding the idea of information resources, primarily since technology resources are included in the definition. The processes, tools, facilities, software, and data that are planned, constructed, run, and maintained to gather, document, process, store, retrieve, display, and transmit information are known as information resources.

As a notion, electronic resources refer to those electronic information resources that patrons can access remotely or within the library over a computer network (Memusi, 2022). A program or data that has been encoded for modification by a computerized device is known as an electronic resource (Chen et al., 2024). According to Wilson (2024), this content might necessitate the usage of a peripheral that is directly connected to a computerized device (like a CD-ROM) or a computer network (like the Internet). The term "electronic resources" refers

to any type of content that can be accessed with the use of digital technologies, including text, audio, images, graphics, and animations.

According to Joshi, Upadhayaya, Chapai, and Singh (2025), these should ideally give users access to electronic information resources using electronic means.Nevertheless, this definition also covers electronic resources that might not be available over the Internet or other networks, such as databases on standalone personal computers and data on CD-ROMs. Electronic resources include websites, online databases, e-journals, e-books, CD-ROMs, audiovisual, multimedia, etc., according to Yahaya (2025). Nazir, Shahzad, and Khan (2025) noted that libraries invest a significant portion of their budgets in purchasing and making electronic resources and services accessible to patrons in order to encourage their use.

These resources give users access to material that is much more extensive than what is available in print libraries. Users need to be aware of the existence of electronic resources and services in order to use them efficiently. Libraries that have obtained these materials and provide the services have an obligation to inform their patrons about these resources and services (Wang et al., 2025). For a long time, information specialists have probed people to see what motivates them to look for information.

Where can the person looking for information find the information he needs? According to Gupta (2024), these inquiries are more significant given that individuals are turning to the internet to obtain knowledge that is not filtered by libraries. According to Ahmed et al. (2024), library patrons are no longer required to attend the library during regular business hours in order to fulfill all of their information demands because electronic resources offer these services more effectively.

They can look through the online catalogs of the libraries, browse electronic books or journals, or use a subject guide or database to obtain a full-text article from a web-based journal or a citation from the internet. According to Bakhtiar, Abu, and Shaifuddin (2024), a growing number of government, private, and tertiary institutions are implementing digital library resources and services. Because they facilitate scholarly research and could alleviate financial limitations related to purchasing print materials.

Electronic resources play a transformative role in modern libraries by facilitating collection expansion into new media formats while simultaneously addressing preservation challenges. Their most significant contribution lies in dramatically improving information accessibility for users. This observation aligns with Grim et al.'s (2024) findings that undergraduate researchers consistently prioritize efficiency, overwhelmingly favoring electronic resources as their primary research pathway due to the immediate results they provide. Importantly, the appeal of digital resources extends beyond undergraduates, engaging students across all higher education levels who increasingly rely on these tools for their academic work. This widespread adoption reflects the fundamental shift in research behaviors toward digital-first approaches in contemporary academia.

Statement of the Problem

The Department of Library and Information Science was forced to incorporate technology as a result of the shift from print-based knowledge management to a hybrid and electronic resource system. This was done to provide more modern alternatives as well as to augment the limited print resources. Academic libraries and the way students obtain information have undergone significant change as a result of the transition from traditional print-based knowledge management to a hybrid and electronic resource system (Okon & Olatunji, 2023).

The Department of Library and Information Science saw this trend and recognized the need to integrate technology to give students access to more up-to-date and varied learning materials while also assisting the already overburdened print resources. But even with large expenditures on electronic resources, undergraduate students continue to use them at a startlingly low rate. This raises questions regarding the issues preventing these tools from being widely adopted as well as how well they suit the academic needs of pupils (Ogunniyi & Ojo, 2023).

The difficulty of confirming the legitimacy, authenticity, and dependability of information found online is a significant problem in the digital age. Electronic resources frequently originate from a variety of sources, some of which may not be reliable, in contrast to print materials, which go through stringent editorial and peer-review procedures. Users become skeptical as a result of this ambiguity, which further reduces the use of electronic resources. Furthermore, the sheer amount of digital material does not always translate into quality, thus in order for students to successfully explore and use these resources, they must learn how to critically evaluate them (Eze& Igwesi, 2023).

Libraries are essential in closing this gap because they give people access to trustworthy and carefully chosen information. To guarantee that customers acquire reliable and superior materials, their collection development plans are directed by defined standards. However, students must learn the requisite information literacy skills in order to take full advantage of internet resources. For aspiring information professionals hoping to contribute significantly to the area, this is especially crucial.

In light with Adetayo et al., (2023), these worries, the purpose of this study is to evaluate how Al-Hikmah University, Ilorin, undergraduate Library and Information Science students use electronic resources. It aims to investigate how much they use these resources, how they learn how to use them to their full potential, and what obstacles they face. Additionally, by assessing a few university libraries in South-West Nigeria, the study looks at the larger context of accessing electronic resources and provides insights into the factors impacting students' access, awareness, and skill with digital information sources.

Purpose of the study

The main purpose of this study is to examine the level of assessment on the use of electronic resources by undergraduate students of library and information science in Al-Hikmah University, Ilorin. The specific objectives are to:

1. ascertain the electronic resources provided for the undergraduate students of library and information science in Al-Hikmah University;
2. determine the level of electronic resources awareness by undergraduate students of library and information science students of Al-Hikmah University, Ilorin and
3. examine the usage of electronic resources provided for undergraduate students of library and information science of Al-Hikmah University, Ilorin

Research Questions

Based on the purpose of the study, the following research questions were formulated

1. **To examine** the extent to which these resources meet the academic needs of the students.in Al-Hikmah university?
2. **To consider** the level of awareness of electronic resources among undergraduate Library and Information Science students at Al-Hikmah University, Ilorin and
3. **To calculate** the frequency and extent of electronic resource usage among undergraduate Library and Information Science students at Al-Hikmah University, Ilorin

Literature review

This chapter systematically examines existing scholarly works related to electronic resource utilization among undergraduate Library and Information Science students, with particular attention to the Al-Hikmah University, Ilorin. The review draws from scholarly sources such as textbooks, academic journals both print and electronic, reference materials, and other credible publications (Wanja, 2024). These sources help frame the scope and depth of the investigation by examining key themes such as access to electronic resources, user awareness, digital literacy, and the challenges associated with resource utilization in academic libraries. Various scholars have defined "information" in different contexts.

According to Challoumis and Eriotis (2024), the information Industry Association in the United States describes information as "the resulting intellectual work product when data elements are organized and communicated in a usual form to reduce uncertainty." This definition emphasizes the role of structured digital content which is central to electronic resources in supporting academic inquiry. By reviewing such foundational perspectives, this chapter provides a contextual backdrop for understanding how LIS undergraduates interact with electronic information tools in a university library environment.

Saleem et al., (2021), supported that information is defined as "knowledge of a particular fact or circumstance gained through communication, research, or instruction," emphasizing its role in academic inquiry and learning. Similarly et al., (2023) describe information as the expansion of the recipient's knowledge through the appropriate matching of data elements to problem factors, highlighting its function in decision-making and knowledge building. These definitions align closely with the concept of electronic resources, which serve as organized digital tools designed to enhance access to accurate and timely information.

Asif and Gouqing (2024) describe in the library and information Science education, particularly at Al-Hikmah University, Ilorin, electronic resources play a crucial role in providing students with the information they need to support academic research, assignments, and professional development. Understanding the nature of information is therefore essential for evaluating how effectively undergraduates use electronic resources, as it underscores the value of digital tools in transforming data into meaningful knowledge. Contemporary scholarship presents multidimensional perspectives on the nature of information that are particularly relevant to electronic resource utilization.

Cho et al., (2024) advance a cognitive-contextual definition, characterizing information as "knowledge requiring perceptual engagement" - a conceptualization that gains special significance when examining how Library and Information Science students interact with digital interfaces and metadata structures. This perspective complements the semantic approach articulated by Gao et al., (2024), who define information as "user-derived meaning from processed data," emphasizing the critical role of the individual's mental frameworks in transforming electronic resource data points into actionable knowledge. These theoretical positions collectively highlight the complex cognitive processes underlying effective e-resource navigation, where students must actively construct meaningful relationships between digital signifiers' database entries, search results, metadata tags and their corresponding knowledge objects.

For LIS undergraduates at Al-Hikmah University, this theoretical framework suggests that optimal electronic resource utilization depends not merely on technical access but equally on developing sophisticated mental models for information interpretation a crucial consideration for designing information literacy programs in Nigerian university libraries. The dynamic

interplay between these conceptual dimensions of information and practical e-resource interaction patterns forms a critical foundation for understanding the observed gaps in digital resource utilization identified in this study.

Abdullahi et al., (2022), outlined several key characteristics that determine the usefulness of information, including novelty defined as the quality of being new, different, and engaging and accuracy, which refers to the clarity and correctness of information. Additional attributes include impartiality, ensuring information is free from bias, and representational fidelity, meaning that the information accurately reflects the underlying data and provides a clear picture to the user (Joshi, 2025). Relevance and timeliness are also crucial; relevance ensures that the information directly impacts the issue at hand, while timeliness ensures that it is available when needed for decision-making.

These characteristics underscore the importance of both awareness and effective use of quality information in achieving organizational or academic goals. In the context of this study on the use of electronic resources by library and information Science undergraduates at Al-Hikmah University, Ilorin, these attributes are essential for evaluating the students' ability to select, access, and apply information appropriately. As Valtonen and Holopainen (2025) asserted, the fundamental purpose of information is to expand a user's knowledge or reduce uncertainty objectives that electronic resources are specifically designed to fulfill when used effectively.

Electronic resources constitute a fundamental component of modern academic libraries, encompassing all digitally encoded materials accessible through computer networks - whether locally within library premises or remotely (Chimah, 2024). These resources are technically defined as "data and program formats designed for computer processing," including but not limited to e-journals, e-books, bibliographic databases, institutional repositories, and interactive software (Chimah, 2024).

For library and information Science undergraduates at Al-Hikmah University, this broad spectrum of digital materials presents both opportunities and challenges. The definition's emphasis on networked accessibility via Internet or peripheral devices like CD-ROMs is particularly relevant in Nigeria's evolving academic infrastructure, where connectivity variations may impact resource utilization. Chimah and Nwankwo (2023) inclusive categorization spanning from static e-texts to dynamic databases further underscores the diverse skill sets required for optimal navigation, directly informing this study's investigation into usage patterns and digital literacy gaps among LIS students.

This conceptual framework grounds our examination of how technical access interfaces with human competencies in shaping effective e-resource engagement. Kerssens, Nichols, and Pangrazio (2024) explain that electronic resources not freely available to the public often require licensing and user authentication to ensure controlled access. The international federation of library associations and institutions (IFLA) defines electronic information resources as materials that require computer access whether through a personal computer, mainframe, or handheld mobile device for retrieval and use. Mohammed (2023) further identifies the most commonly used types of electronic resources, which are accessible either locally or remotely via the internet.

These include electronic books, electronic journals, full text databases aggregated, abstracting and indexing databases, and reference materials such as encyclopedias, dictionaries, directories, and bibliographies. In the context of academic libraries, particularly at Al-Hikmah University, these digital tools play a critical role in supporting students' academic and research activities. Understanding the nature, types, and access requirements of these

resources is essential to evaluating how effectively undergraduate Library and Information Science students utilize them for their educational advancement (Okike & Olasina 2023).

Electronic information resources encompass a wide range of formats, including e-images, e-audiovisual materials, and statistical or numeric databases (IFLA, 2012). These diverse resource types reflect the evolving nature of information access in the digital age. Information remains fundamental to the functioning of any society, playing a central role in decision-making and reducing uncertainty. The use of information is as old as humanity itself and is essential to all forms of communication. The rapid growth of electronic information resources is largely driven by technological advancements, which have transformed how information is created, stored, and disseminated (Afolabi & Oladele, 2023).

For undergraduate Library and Information Science students at Al-Hikmah University, Ilorin, this technological shift underscores the importance of not only accessing but also effectively utilizing a wide range of electronic resources. Understanding the breadth and significance of these resources is critical for enhancing academic performance and developing essential research competencies. Databases in university libraries are fundamentally categorized by their content type, with *text oriented* databases (e.g., e-journal collections) serving distinct research needs from numerical *data banks* containing statistical datasets, symbolic notations, and visual data representations (Uzzaman et al., 2024).

This structural dichotomy is particularly relevant for LIS undergraduates at Al-Hikmah University, as it mirrors the dual demands of their curriculum: mastering textual information retrieval while developing analytical skills for quantitative data. The historical perspective noted by Uzzaman et al. (2024) where early experimental databases pioneered rapid information storage/retrieval contextualizes current e-resource infrastructures as evolutionary outcomes. For Nigerian academic libraries, this progression underscores both opportunities (e.g., faster access to global scholarship) and challenges (e.g., maintaining technical parity with international systems).

Understanding these database typologies equips LIS students to navigate disciplinary-specific resources effectively, whether retrieving qualitative case studies from full text repositories or interpreting time series data from numerical data banks a competency gap your study may reveal. It is nearly hard to harm it with blows, scrapes, fingerprints, harsh weather, or dust a issue that is specific to Africa (Zhang & Liu, 2022). When the disc is created, the data is kept forever. The record is unaffected by electromagnetic waves or magnetic fields. Once the data has been burned in, the user cannot change it. In the event of a power outage, no data is lost. Digital images, figures, graphs, and text can all be recorded on a CD-ROM (Olanrewaju & Adekunle, 2023)

In library and information services, the CD-ROM technology has dominated a lot of discussions. This is because of its many benefits. Europe is the CD-ROM market with the quickest rate of growth, according to a survey of CD-ROM in European libraries. According to Li (2024), universities account for of CD-ROM users globally. CD-ROM has the potential to be one of the more useful aspects of information technology for developing countries. It is independent of costly infrastructure like massive computer systems or telecommunications networks. Since libraries in the USA and Europe are already using compact discs, it is critical that the developing world stay up to date with this innovative technology.

Additionally, CD-ROM database services are not new to African university libraries (Umoh & Ebire, 2025). The technology's ability to store diverse digital content - including full-text documents, high-resolution images, and complex datasets - has maintained its utility in library and information services despite global shifts toward cloud-based solutions. Notably,

while Europe's CD-ROM market shows rapid growth (Li, 2024), African universities represent a significant user base, accounting for substantial portions of global utilization. This paradox reflects what identified as CD-ROM's unique value proposition for developing nations: its independence from expensive telecommunications infrastructure and high-performance computing systems.

For Nigerian university libraries like Al-Hikmah's, CD-ROM databases offer a transitional solution in the digital divide, providing offline access to scholarly resources where internet connectivity remains unreliable or costly. The technology's established presence in African academic libraries (Umoh & Ebire, 2025) suggests its continued role as a complementary - rather than obsolete - technology in hybrid information ecosystems. This context informs our examination of current electronic resource utilization patterns, where CD-ROMs may serve as both a stopgap for digital inequality and a case study in appropriate technology adoption.

Methodology

To evaluate how undergraduate Library and Information Science students at Al-Hikmah University in Ilorin use electronic resources, this study uses a descriptive survey research approach. Because it enables a thorough analysis of students' usage of electronic resources, their accessibility, the difficulties they encounter, and the effect they have on academic achievement, a descriptive survey approach is selected. The population of the study was 150 undergraduate library students in al-Hikmah university library in Kwara State. A total enumeration technique was employed to give all the selected university library users to participate in the study. Questionnaire was employed for data collection and it was prepared into two divisions. To fully comprehend the use of electronic resources, the study will gather both quantitative and qualitative data. All undergraduate students enrolled in Al-Hikmah University's Library and Information Science program in Ilorin make up the study's population. It is anticipated that these students will have access to and make use of electronic resources for learning and research.

In order to record differences in experience and proficiency with electronic resources, the study focuses on pupils ranging in level from 100 to 400. In order to guarantee sufficient representation of students from various academic levels, a stratified random sampling technique will be utilized. Stratified sample makes it easier to compare students' experiences at various educational stages and lessens sampling bias. Krejcie and Morgan's (1970) table for sample size determination will be used to calculate the sample size of 150 students. To ensure representativeness, the sample will be split evenly among the four academic levels (levels 100, 200, 300, and 400).

Result of Findings
Distribution of the respondents by institution
Table 1:
Demographic Characteristics of the Respondents

S/N	Gender	Frequency	percentage
1	Male	70	46.6%
2	Female	80	53.3%
	Total	**150**	**100.0%**
S/N	Age range	Frequency	percentage
1	25-34yrs	60	40%
2	35-44yrs	25	16.6%
3	45-54yrs	45	30%

4	55yrs and above	30	20%
	Total	**150**	**100.0%**
S/N	**Marital status**	**Frequency**	**Percentage**
1	Single	80	53.3%
2	Married	45	30%
3	Others	25	16.6%
	Total	**150**	**100.0%**

Table 1 shows that 70 (46.6%) of the respondents were male and 80 (5.3%) were female. Shows that 60 (40.%) of the respondents were within 25-34 years, 25 (16.6.%) were within 35-44 years, 45 (30%) were within 45-54 years and 20 (13.3%) were within 55 years old and above. Shows that 80 (53.3%) of the respondents were single, 45(30%) were married and 25 (16.6%) of the respondents were either divorced or widow.

Research Question one: **To examine** the extent to which these resources meet the academic needs of the students.in Al-Hikmah University?

Table 4

Assessment on the use of electronic resources by undergraduate of library and information science in Al-Hikmah University, Ilorin

S/N	Type E-resources	Frequency	Percent (%)
1.	Library Websites	83	96.6%
2.	Online Databases	69	80.2%
3.	CD-ROMs	66	76.7%
4.	Electronic Books	49	56.9%
5.	E-journals	54	62.7%
6.	Computer	71	85.2%
7.	Flash Drive	42	48.8%
8.	VCD, DVD	55	63.9%
9.	Multimedia	57	65.1%
10.	Email	55	63.9%
11.	Internet website	66	76.6%
12.	Fax	19	22.0%

The findings in Table 4 revealed that, there are different electronic resources available in Al-Hikmah university libraries which show most of the electronic resources listed in the options are available. This includes library website with 83(96.6%), computer is also available with 71(85.2), online database has 69(80.2%), CD-ROMs and internet are also available. However, only 19(22.0%) responded respond that fax mail availability is not much compare to other electronic resources in the Al-Hikmah University, libraries. That because fax mile lack awareness unlike other electronic resources. This implies that, this type of electronic resources is available as results of the fact that libraries in Al-Hikmah University are richer in technologies that facilitate research and studies.

Research Question two: To consider the level of awareness of electronic resources among undergraduate Library and Information Science students at Al-Hikmah University, Ilorin and

Table 5:
Assessment on the use of electronic resources by undergraduate of library and information science in Al-Hikmah University, Ilorin

S/N	Options	Frequency	Percentage (%)
1	Very adequate	18	20.9%
2	Adequate	52	60.4%
3	Fairly adequate	22	25.5%
4	Inadequate	3	3.4%
5	Undecided	1	1.1%
6	Total	86	100%

From the table and figures above, adequate use has a very large frequency of 52(60.4%) of the total response. The implication of this finding is that students of library and information science use electronic information resources adequately in Al-Hikmah University libraries for their studies and research work.. However, only 1(1.1%%) of the respondents of the respondents that were undecided in the use of electronic information resources in Al-Hikmah University libraries and this implies that there are very small percentage of students who don't use electronic information resources in Al-Hikmah libraries.

Research Question three: To calculate the frequency and extent of electronic resource usage among undergraduate Library and Information Science students at Al-Hikmah University, Ilorin

Table 6:
Assessment on the use of electronic resources by undergraduate of library and information science in Al-Hikmah University, Ilorin

S/N	Type E-resources	Frequency	Percent (%)
1	Library websites	63	73.2%
2	Online Databases	59	68.6%
3	CD-ROMs	37	43.8%
4	Electronic Books	33	38.3%
5	E-journals	36	41.8%
6	Computer	51	59.3%
7	Flash Drive	40	46.5%
8	VCD, DVD	37	43.0%
9	Multimedia	40	46.5%
10	Internet website	41	47.6%
11	Fax	3	3.4%

From the table 4.5 shown above, library websites with frequency of 63(73%), online databases with frequency of 59(68.6%), and computers electronic resources with total frequency of 51(59.3%) are mostly used by student of library science at AL-Hikmah university libraries. The implication of this finding is that, despite the many electronic resources found in Al-Hikmah libraries, students mostly use library website, online database and computers compare to others electronic resources, On the other hand, fax with the frequency 3(3.4%) show that students are not using it as electronic information resources in Al-Hikmah libraries. It might be based on lack of awareness or its existence.

Discussion of Findings

Findings on the first Reveal that, there are different electronic resources available in Al-Hikmah university libraries which show most of the electronic resources listed in the options are available. This includes library website with 83(96.6%), computer is also available with 71(85.2), online database has 69(80.2%), CD-ROMs and internet are also available. However, only 19(22.0%) responded that fax mail availability is not much compare to other electronic resources in the Al-Hikmah University, libraries. That because fax mail lack awareness unlike other electronic resources. This implies that, this type of electronic resources is available as results of the fact that libraries in Al-Hikmah University are richer in technologies that facilitate research and studies. According to Naidu, Rajput and Motiyani (2024) finding is in consonance stated that who found that of the academics who were current users of national and international computer networks, over 90 percent used them for e-mail. The study revealed that both lecturers and scholars acknowledged the usefulness and importance of e-resources to research and productivity.

Findings from research question 2 revealed that how are the electronic information resources accessed by the undergraduate students of library and information science in Al-Hikmah University. This is in consonance with the work of The finding of this study conform with that of Igun (2005) who revealed that 71% of the respondents rated their internet skills between average and very high, 78.8% acquire their internet skills either online or through teaching by colleagues or friend, World Wide Web (WWW) skills were the most sought after additional skill 37%, continuing education and self-study were the most preferred ways to acquire new skills. Also, Okiki (2012) revealed that University of Lagos academic staff excellent ICTs skills. Obuh (2010) disagree with this finding and observed that there is a low level of skilfulness in the use of ICTs among students. He further posited that student do not often appreciate the skills required to search electronic sources stating that they are deceptively easy to use.

The third finding revealed that what extent are the electronic resources used by undergraduate students in Al-Hikmah university. This suggests that undergraduate's library users are highly motivated and committed to integrating information resources into their theoretical workflows. Both in the short term and the long term. Also, the research question examined the purpose of use of information resources (IS) among undergraduates' library users in Kwara State. The findings from Table 4.5 reveal that among the various electronic resources available in Al-Hikmah University libraries, the most frequently used by Library and Information Science undergraduates are the library website (73%), online databases (68.6%), and computers (59.3%).

This indicates a clear preference for digital tools that directly support academic research and access to scholarly content. The high usage of these resources may be attributed to their relevance, ease of access, and integration into students' learning activities. However, the low usage of other electronic resources, particularly fax services, which recorded only 3.4%, suggests either a lack of awareness of its availability or its perceived irrelevance in modern academic environments. The minimal use of such outdated technology may also reflect a shift toward more advanced and versatile communication tools. These findings highlight the need for continued promotion and training on the effective use of a wider range of electronic resources to maximize their benefits for academic work. Furthermore, the university library may need to reassess which resources remain essential and focus on those that align with current student needs and technological trends.

Conclusions

This study reveals that Al-Hikmah University Library offers various electronic resources, including library websites, computers, online databases, CD-ROMs, and internet access. Notably, fax mail appears unavailable, likely due to a lack of awareness or diminishing relevance compared to other digital tools. Among these resources, the **library website** stands out as the primary gateway for accessing electronic information. In contrast, **personal handheld devices** are the least utilized, suggesting either limited adoption or insufficient optimization for mobile access. These findings highlight the need to enhance awareness and usability of underused resources while reinforcing the library's digital infrastructure to align with student preferences and technological advancements. Library website is the major ways to access electronic information resources in Al-Hikmah University library and also, personal handheld devices are list used to access electronic information resources. However, the techniques used to acquire the skills in accessing electronic resources in Al-Hikmah University library by undergraduate students of library science is through courses offered at the university. Library websites, online databases, and computers are mostly used by student of library science at Al-Hikmah University because despite the many electronic information resources found in Al-Hikmah University library, to access electronic information and finally, slow internet connectivity with frequency of 51(59%) recorded the challenges faced when accessing electronic information resources an Al-Hikmah University .

Recommendations

Based on the major findings and conclusion of this study, the following recommendations are strongly made:

1. It is recommended that the library expand its collection to include a broader variety of electronic information resources such as internet websites, email services, flash drives, multimedia tools, and fax services. Providing these additional resources will help bridge existing gaps and ensure that students have access to the tools necessary for effective study, research, and academic success..

2. It is recommended that Al-Hikmah University libraries promote and facilitate the use of personal computers, smartphones, and handheld devices within the library environment. Enhancing infrastructure and support for these devices will not only improve access to electronic resources but also increase student awareness and engagement by integrating technology into their everyday academic routines.

3. It is recommended that the library actively promote awareness of a wider range of electronic information resources such as fax services, multimedia tools, internet websites, e-journals, and e-books. Increasing student awareness of these resources can encourage more frequent and diverse usage, thereby improving their research capabilities and academic engagement.

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