



Awareness and Utilization of Electronic Library Resources among University Academic Staff in Law Faculties in Enugu State, Nigeria

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Abstract

The study investigated the awareness and utilization of electronic resources among law academic staff in selected universities in Enugu State of Nigeria. Specifically, the study sought to determine the extent of awareness of e-resources for teaching and research among faculty of law academic staff in the universities in Enugu State, and find out the extent of use of e-resources for teaching and research among faculty of law academic staff of the universities in Enugu State. The descriptive survey design was used to carry out the study. The population of the study was the 177 faculty of law academic staff in the trio of University of Nigeria, Enugu Campus (UNEC)-federal (76 academic staff in the faculty of law); Enugu State University of Science and Technology (ESUT)-State (64 academic staff in the faculty of law); and Godfrey Okoye University (GOU)-private (37 academic staff in the faculty of law). The census approach was used to study all the 177 academic staff in the selected universities. The questionnaire was used for data collection. Copies of the questionnaire were administered and picked up immediately they were completed by the respondents. The data collected were analyzed using descriptive statistics of mean and standard deviation to determine the extent of awareness and utilization of e-resources for teaching and research. Findings showed that the extent of awareness of e-resources for teaching and research among majority of the respondents is very high but the awareness of the Online Public Access Catalogue (OPAC) is not high though not very high. The findings also showed that the extent of utilization of e-resources for teaching and research among majority of the respondents is generally very high but specifically, the extent of use of the Online Public Access Catalogue (OPAC) is low. Accordingly it was recommended that the universities' libraries should adequately raise the awareness of the academic staff on what Online Public Access Catalogue (OPAC) entails and how it could be utilized to access information for teaching and research. In addition to using other e-resources, the academic staff should endeavor to familiarize and use the Online Public Access Catalogue (OPAC) for convenient access to library collections.

Introduction

Nigeria's National Policy on Education indicates that the roles of the university academic staff are geared towards achieving the university's goals and objectives which include teaching, research, dissemination of existing and new information, pursuit of service to the community. Academic staff are expected to teach the students, assist them in developing the skills for conducting research and publish original articles. They are expected to carry out research and disseminate outcomes as well as propagate new innovations to the society (Fidelugwuowo, 2022). Electronic resources are no doubt, critical for academic staff to be able to maximally deliver on their core duties of teaching and research.

One category of resources which can help academic staff to effectively play their roles especially in this technology driven era is the electronic resources. To effectively play the set roles, academic staff need various kinds of library resources in electronic format which facilitate teaching and research with the ultimate purposes of impacting knowledge as well as engendering self-development. Academic staff require quality library resources in electronic format in order to teach effectively; undertake innovative research and use their acquired knowledge and experience to provide expert services to the university and the society at large. To this end, libraries are therefore expected to provide resources which when used effectively by academic staff, would translate into improved teaching effectiveness and quality research (Barfi, Afful-Arthur and Agyapong, 2017).

Electronic resources are all the information bearing materials that are in electronic format. It could be processed or stored on various types of media, including magnetic (RAM, hard drive, diskettes, tapes) and optical (CD-ROM, DVD) media. The information can be made accessible either through portable media or online through internet. Hence, the internet has become an invaluable tool for teaching and research and through its search engines, have become the most important tools in locating this information. Search engine is an internet facility that assists information seekers to find required information on the ever-growing internet (Fidelugwuowo, 2022).

Some examples of e-resources are electronic books and journals. These online materials save time and money as they are easily available on the internet. You can download these resources immediately from Internet. Some electronic resources are obtainable free of cost on deferent websites. E-resources are reachable in PDF configure and some websites provides catalog in deferent formats. You can research on different subjects electronically. Electronic resources are very good for quick and easy learning as they give direct access to your information desires (Opaleke, 2019; Ubogo, 2020).

Electronic resources are delivered almost immediately and you can purchase, download and start reading them within minutes. You do not have to go to a physical bookshop to purchase them, neither wait for them for so long before they arrive in your location. You can get whatever information you want immediately by downloading e-resources. Many e-resources are sold nowadays with bonuses, which are not applicable to printed books. This adds values to readers' acquisition. Electronic resources take up small space. You basically do not require any room to

keep them. There is no need for shelf to keep them. You can store as many e-resources as possible in your computer. Electronic resources are portable. You can carry a whole library of millions of e-resources with you, on CD, on a laptop, note-book / iPad or any ebook reader, without worrying about their weight. With today's technology you can read e-resources anywhere, on the bus, train, and while on the queue. E-resources are more safely stored and portable. They can be passed easily from one place to another. They also withstand time more than print books (Zaid, 2022). It is for these reasons that electronic resources are becoming popular and are utilized to seek for relevant information among academic staff for the purposes of advancing teaching and research.

Scholars such as (Renwick 2021; Ahmad and Panda 2020; and Okiki, 2019) note that the global surge in the awareness and use of electronic resources by academics and researchers has brought about significant impact on the educational sector. There is a declining emphasis on an academic or researcher physical presence in the library to use printed resources as information needs and resources are now met through electronic resources. Today, academic staff can stay at their offices and access electronic resources and services via networks or authentication methods at any time. This has been made possible by rapid developments in Information and Communication Technologies (ICTs), which have made it possible to store and retrieve information in many different forms and from any place with a computer or an internet enabled device.

Similarly, Renwick, (2021) avers that electronic resources have exploded in awareness / popularity and use. They enable innovation in teaching, and they increase timeliness in research as well as increase discovery and creation of new fields of inquiry. Users often prefer increased access to databases of online-referred journals and to the Web which provides information that is up to the minute, international in scope and sometimes not available elsewhere because they see these resources as easier to access and search.

Academic staff and researchers at various institutions of learning use the e-resources for teaching and research works. According to scholars (such as Okike, 2019; Bhatt & Rana, 2018; Kumar, 2016; Khan, 2016; Mardhusudhan, 2018; Harridasan & Khan, 2018; Kumar & Sampath, 2018), the e-resources are also utilized by academic staff to update knowledge, prepare for classes, collect data for analysis in research and develop their teaching and research careers. The e-resources provide fast and reliable up-to-date literature, which is less expensive and saves time more than print materials. Also, e-resources are easily accessible and consequently, academic staff integrates e-resources with teaching, learning, research and training for excellence. The use of e-resources by academic staff enhances their career development such as teaching and research in addition to providing subject-specific and updated information.

It is interesting to note that these developments have become parts of the Nigerian higher educational scene especially in academic and research libraries. According to scholars (such as Aregbesola and Oguntayo, 2019; Okiki, 2019; Omeluzor et al, 2018; Okiki and Ashiru, 2018), there are a lot of recent studies and findings on the utilisation of electronic resources among various categories of academic staff of higher educational institutions. Many of these findings have shown that despite the numerous challenges confronting higher education in Nigeria; there

seems to be a growing acceptability of electronic resources as assets that can assist academics in fulfilling their duties and promoting learning. The explosion of electronic resources has had a significant impact in the way the academic community uses, stores, disseminate and preserves information. In the same vein, scholars believe that the increased availability of high-quality electronic content is dramatically changing user behavior. Academic staff members' attitudes seem to be very positive towards electronic resources for their teaching and research.

Statement of the Problem

Electronic resources are needed by academic staff for teaching and research. Specifically, they need the resources to update their knowledge, prepare for lectures, collect data for research as well as develop their careers as academic staff. This is because e-resources provide them with fast and reliable up-to-date literature, which is less expensive and saves time more than print materials. Consequently, the e-resources are integrated with teaching, learning research and training for excellence in their responsibilities as academic. The e-resources providethem with subject-specific and updated information for their benefits.

There is currently a drive by the National Universities Commission and the Council of Legal Education, to enhance the standard of teaching and research in the field of law among law academic staff in Nigeria including the universities in the Enugu State because of the need to produce qualified / competent law graduates as well as the need for groundbreaking research outputs. But issues such as lack of depth in teaching and research engagements, difficulty in accessing current and up-to-date literature, the stress and delays in always going to the physical libraries to get printed materials, are some of the numerous problems faced by the academic staff in the performance of their teaching and research responsibilities. The e-resources stand as a way out of these problems because e-resources provide the academic staff with fast and reliable up-to-date literature, which is less expensive and saves time more than going to the physical libraries for printed materials.

The consequence is that if e-resources are ignored by the academic staff, effective teaching and research may be affected because they may not have access to sufficient updated materials for effective teaching and research which is likely to impede on the quality of their teaching materials as well as the quality of their research papers for publications. This implies that their lecture materials may lack the required depth leading to poor teaching performance while their research papers may lack the required richness/quality leading to the rejection / refusal to publish the papers by reputable journals. Because of the paucity of research with particular focus on this area of study in Enugu State, there was therefore, the need to carry out such study. Consequently, this study investigated the awareness and utilization of electronic resources for teaching and research among faculty of law academic staff of the universities in Enugu State.

Objectives of the Study

The main purpose of the study was to investigate the extent of awareness and utilization of e-resources for teaching and research among faculty of law academic staff of the universities in Enugu State. Specifically, the study sought to:

1. Determine the extent of awareness of e-resources for teaching and research among faculty of law academic staff in the universities in Enugu State.
2. Find out the extent of use of e-resources for teaching and research among faculty of law academic staff of the universities in Enugu State.

Research Questions

The following research questions guided the study:

1. What is the extent of awareness of e-resources for teaching and research among faculty of law academic staff in the universities in Enugu State?
2. What is the extent of use of e-resources for teaching and research among faculty of law academic staff of the universities in Enugu State?

Significance of the Study

The study will be relevant to different individuals, groups and institutions such as the staff of libraries of universities in Enugu State, academic staff of the universities in Enugu State, researchers and instructors in library and information science as well as the various institutions of higher learning where library and information science is taught.

The study shall be beneficial to the library staff of universities' libraries in Enugu State as it shall help them to know the level of utilisation of their e-resources by academic staff in their universities. This implies that the study shall serve as a feedback mechanism to the libraries in their quest to promote the utilisation of e-resources among library users.

Academic staff of universities in Enugu State will also find the findings of this study relevant as it will help them know the extent of their utilization of e-resources which will reveal whether they are maximally utilizing the resources. More so, the study will help to raise awareness on the compelling advantages of utilizing e-resources for teaching and research among academic staff of the universities in Enugu State.

Future researchers will find the study relevant as it will provide current empirical data in this area of study. Expectedly, the study shall add to available literature. The study shall therefore serve as a valuable literature to future researchers who engage in similar studies.

Institutions of higher learning (where library and information science is studied) shall find this study relevant in the teaching and learning and the utilization of digital / e-resources. This implies that academics who teach topics related to digital / e-resources will find this study helpful in the delivery of knowledge to the students.

For theoretical significance, the study will be relevant in testing the prepositions / tenets of the model used in this research. The study will contribute to the understanding of the validity or otherwise of the assumptions of the model used in this research.

Literature Review

Awareness of Electronic Resources for Teaching and Research

Awareness of the changes in technology in recent years has dramatically altered how information is accessed, stored and disseminated. Whereas information provision and usage in academic libraries was previously based upon the collection of physical library materials, it is now increasingly the case that academic staff are moving into the virtual arena to access information for teaching and research.

Academic staff of universities ought to be aware of the availability of electronic resources to aid them in their teaching and research duties. With advances in technology and e-publishing, online test full text databases, Emerald, Science Direct, Academic Search Premier, Ebscohost, TEEEL, Oare Sciences, Hinari, Virtual Library, online public access catalogue (OPAC), CD-ROMs (Compact Disc-Read Only Memory), e-books collections, e-journals covering a variety of subjects, and major bibliographic databases like AGORA and MEDLARS, access to information on a local, regional, national and international basis has overcome the traditional barriers of time, easy of accessibility and space (Prangya & Rabindra, 2013 in Akpojotor, 2016)..

In view of the advantages of electronic library resources, it is important that awareness of such resources is achieved. For users to meet their information, research and learning needs they need to be aware of the available e-resources and library staff have significant role to play in raising such awareness among users because the use of library resources (which also include electronic resources) does not only benefit library users; it also enables the library as an entity to realise its purpose and to calculate the benefits of investing in various resources. Institutions can reap the benefits of investing in electronic resources if their users have adequate awareness on the available resources as well as how to use them meaningfully. In addition to the awareness on available e-resources, library users also need awareness / knowledge on information management resources, the ability to utilise related ICTs and effective and efficient communication in the electronic environment ((Ukachi 2015; Anaraki and Babalhavaeji, 2013; Calland& Diallo 2013).

Awareness is core to usage of electronic resources. Where materials are in closed access, users' ease of access to such electronic resources is by far reduced. But where they are in open access (not subscription-based), users find them, and make do with them for whatever reasons they need them for. The usage of electronic resources over the years as orchestrated by the awareness of such resources has yielded positive results in the area of teaching and research. Through the use of electronic resources with high awareness level, academic staff now have access to global information resources, particularly the Internet for their scholarly engagements (Dukper, Sakibu and Authur, 2018).

It is important to re-emphasize that there must be a strong awareness of the available electronic resources before they are acquired and put to use. Awareness of available information resources is very essential for academic staff to possess before they can fully utilize or use the intended information resources. Research is replete on awareness and use of information resources. Awareness precedes use. Though, a fundamental factor in information resources utilization is the 'perceived' information need, awareness of the existence of an information resource is a major

determinant of use. Awareness of the availability of resources is therefore an important variable that has been found to have a positive association with use of information resources (Opeke and Odunlade, 2021).

The increasing awareness of electronic resources by academics and researchers has brought about significant impact on the educational sector. There is a declining emphasis on an academic or researcher physical presence in the library to use printed resources as information needs and resources are now met through a number of options. Today, academic staff can stay at their offices and access online or electronic resources and services via networks or authentication methods at any time. This has been made possible by rapid developments in Information and Communication Technologies (ICTs), which have made it possible to store and retrieve information in many different forms and from any place with a computer or an internet enabled device. Electronic resources have exploded in awareness and use. They can and do enable innovation in teaching, and they increase timeliness in research as well as increase discovery and creation of new fields of inquiry. Users often prefer increased access to databases of online-referred journals and to the Web which provides information that is up to the minute, international in scope and sometimes not available elsewhere because they see these resources as easier to access and search (Renwick, 2021; Ahmad and Panda, 2020; Okiki 2019).

Beyond the mere availability of electronic information resources are the vital issues of awareness, accessibility and actual utilization. Awareness in this context connotes the knowledge or understanding of the user community about the available electronic resources. The chain of information resource utilization begins with the knowledge of what is available-awareness. It is one thing for e-resources to be available and another thing for the target clients to be aware of their existence. It is argued that some information seekers are unaware of the quality and variety of electronic resources available to them. Therefore, every genuine effort at promoting the use of e-resources by academic staff must start with creating awareness about the resources which would help them to advance teaching and research outputs (Madu, 2019).

The explosion and awareness level of electronic resources has had a significant impact in the way the academic community uses, stores, disseminate and preserves information. In the same vein, scholars believe that the increased availability of high-quality electronic content is dramatically changing user behavior. Academic staff members' attitudes seem to be very positive towards electronic information resources for their study and research and the role of Libraries as gateway to provide assistance in term of awareness and accessing these resources (Okiki, 2019).

Generally, academics and researchers are becoming more aware of different kinds of e-resource that are available to them for teaching and research. Some examples of e-resources are e-journals, books, theses, articles, dissertations, dictionaries, encyclopedias, databases, newspapers, magazine, e-mail, internet, OPAC and CD-ROM. More so, researchers and academic staff seem to have growing awareness of different e-library resources and databases (e.g. EBSCO, Emerald, PROQUEST, Springer, Science Direct, INGENTA, J-Gate, INDEST, IEEE, DELNET) (Verma & Lalitlanmawii, 2016; Kumar, 2016; Kumar, 2016; Mammo & Ngulube, 2021; Singh, 2019; Okiki, 2019; Tyagi, 2021). The level of information literacy of researchers and academic staff predict the level of awareness (Angello, 2020; Mardhusudhan, 2018).

It has been argued that librarians, posters, internet, publishers constitute crucial sources of awareness of e-resources (Mammo & Ngulube, 2021). Other modalities for the users to become aware of the e-resources include through membership, library websites, notice-boards, brochures, self-interest, trial-and-error, guidance from librarians, friends and colleagues (Kumar, 2016; Verma, 2016; Singh, 2019; Bhatt & Rana, 2018). Evidently, the faculty member offices, computer laboratories, homes, libraries and other places in an institution are significant places for accessing e-library resources (Kumar, 2016; Singh, 2019). Furthermore, e-groups and virtual conferences are also potential information sources (Bhatt and Rana, 2018).

In a survey on acceptance and use of electronic library resources in Nigerian universities, respondents were asked about their awareness of the available e-resources to indicate their answers by way of saying “Yes”, “No” and “To some extent”. Majority of the respondents (57.97%) responded “To some extent” to indicate that they have only limited awareness about the existence of e-resources and did not know well and in detail. 20.65% of respondents do not know anything about the existence of the e-resources at all. Only 21.38% of the respondents were well aware of the existence of the e-resources. They also found in the same study that there is no significant difference in awareness of e-resources that existed between universities, academic staffs and postgraduate students, and among streams (faculties/colleges/institutions) (Akpojotor, 2016; Abinew and Vuda, 2021).

Academic libraries make major investments in subscription fees, storage, information management systems, and awareness and promotion initiatives, in order to ensure that users are aware of and actually use the resources. It is, therefore, important for users to be aware of and to make maximum use of the electronic resources to fulfil their information needs so that the library can realise the benefit of investing in such resources (Oyewo & Bello 2020). A study by Obasuyi and Usifoh (2018) on universities in South-South in Nigeria, established that awareness of electronic resources was low, mainly because of the lack of computer and internet literacy skills.

Utilization of Electronic Resources for Teaching and Research

The 21st Century has experienced a remarkable proliferation of electronic resources which have tremendously changed the information seeking attitude of lecturers and researchers globally. In recent times, electronic resources have been identified as the major sources for information dissemination in the universities, especially for academic staff and researchers. Electronic resources, in most universities, are integral parts of the electronic library and stand as vital academic resources that support teaching, learning and research activities. Electronic resources are dominating the research activities of academic staff and researchers. Scholars are increasingly realizing the importance of such resources. Electronic resources provide accurate and timely information for scholars who depend greatly on electronic resources for information to advance teaching, research and collaboration with other researchers and scholars around the world for intellectual growth and academic advancement (Ukpebor, 2019; Hadagali, Kumbar, Nelogal and Bachalapur, 2021; Zhangye and Liu, 2021).

In recent years, several researches have been carried out which have shown the consequence, the boost in utilization and the progressive access of e-resources. The reasons for this are well

recognized: Low cost in distribution, storage ability, easy access, updating ability, among others reimbursement. The electronic resource is beginning to have a momentous responsibility in research activities and remote learning. A report of users approved by the JICS National e-resources observatory scheme during 2008 and 2009, indicates that e-resources have an increasing importance among university students, researchers and teachers, and the usage among the UK University Community was 65% (Romero, Iglesias & Gimenez, 2020)

Today, it is very common to find electronic resources. However, their availability does not necessarily equate their utilization. Availability and utilization of electronic resources is the totality of utilization when needed and their being able to meet the information needs of those using them (Edem and Egbe, 2016). Utilization of e-resources is the action of making practical and effective use of the available resources in order to meet certain information needs. The value of any e-resources can best be measured by its effective utilization by the user community. The variables used to define e-resources usage include among others, number of hours logged into the PC, hours logged into e-resources, number of PDF downloads and the total number of e-resources accessed. The use of e-resources by academic staff of universities has great positive implications for quality of teaching and research productivity as well as engenders intellectual soundness among the staff (Madu, 2019).

Electronic resources are key elements and depositories of resources. Internet, Google or www is used extensively for meeting quick retrieval and user requirement of information. It is very useful to all academics and researchers in knowledge delivery and putting out qualitative research. Lecturers and researchers seem to be de-emphasizing hard copy usage and moving toward digital / e-resources. They seem to be easily accessing e-resources to promote their works. Electronic resources are now becoming indispensable tools of higher education. The e-resources seem to provide unlimited information round the clock (Kotur and Mulimani, 2019).

Utilisation of electronic resources remains an important avenue of getting current and up-to-date information for scholars to aid teaching and research. The proliferation of e-resources is having a significant impact on the way the academic community use, stores and preserves information for teaching and research. The advantages of e-resources have drawn the attention of users to a great extent. Accordingly, the resources are beginning to occupy significant places in the collection and budget of almost all libraries. Scholars' attitudes seem to be very positive towards utilization e-resources for teaching and research (Khan, 2016).

The magnitude of the usage of e-resources has been split between positive and negative results. Whereas some studies such as Verma and Laltlanmawii (2016), Mollel, (2016), Alphonc (2015) and Okiki (2019) indicate insignificant utilisation of the e-resources subscribed to, others such as Kumar (2016), Mammo and Ngulube (2021), and Singh (2019) found significant use of the resources by academic and research communities. Particularly, Singh (2019) presents that 100 percent of faculty members and research scholars at the University of Jamia Millia Islamia used e-resources for teaching and research.

In the same vein, Uplaonkar and Keshva (2018) observe that faculty members at Nijalingappa Medical College were positive towards the use of e-resources for studying, research and teaching.

Specifically, online databases such Emerald, EBSCO, and PROQUEST were frequently utilised by faculty members and researchers. Accessing and utilisation of e-resources were mainly to support their teaching, learning, research and projects engagements (Swain& Panda, 2019). Additionally, a significant number of researchers and academic staff use the e-resources for research work. The e-resources are also utilized frequently to update knowledge, prepare for lectures and collect data / information for research (Harridasan & Khan, 2018).

Another component of e-resources that is used in teaching and research is multimedia. Multimedia integrates text, audio, video, animation and graphics information in a single computer programme in an interactive way. Multimedia has wider educational applications as it accelerates the pace of education. Teaching can be made easier, faster and far more interesting with the help of multimedia. One can develop courseware from kinder garden to advanced research level using multimedia. The best delivery medium developed for multimedia is optical media like CD-ROM and DVD's which can store large amount of information (Kotur and Mulimani, 2019).

Considering the importance of e-resources, it is expected that every lecturer should be using such for teaching and research. Lecturers are diverse group of people working in higher institutions of learning. Their diversity can make a difference from the standpoint of utilizing electronic resources for teaching and research. In a large part, the use of electronic resources is fundamentally building blocks for their development as well as improvement in their teaching capabilities which is premised on the assumption that different variety of information sources leads to a diversity of information necessary to meet the requirement for their work (Fidelugwuowo, 2022).

Use of electronic resources provides access to authoritative, reliable, accurate and timely access to information. In addition to this, the resources can enable innovation in teaching and increase timeliness in research. Furthermore, electronic resources reduce pressure on academic libraries for physical storage space for books and journals and provide unlimited access to academic users of the library (Lefuna, 2017). Electronic resources like CD-ROM multimedia encyclopedias, hypermedia stacks, network search tools and micro-computer based laboratories, simulation programmes, access to online databases, observatories and microscopes, etc., are utilized by lecturers, researchers and other users of such resources to improve their works (Kotur and Mulimani, 2019).

Singh, (2019) and Tyagi, (2021) note that ccess and utilisation of e-resources raises awareness on the current research gaps, helps in the preparation of examinations and keeps the researcher and lecturer up-to-date in their respective disciplines. It helps lecturers and researchers to collect current teaching and research materials for teaching and research. To a very high extent, e-resources are becoming substitutes for printed materials though some scholars have argued that e-resources compliment printed materials. Indeed, e-resources have brought about dramatic change in learning, teaching, and research in higher learning institutions.

The use of e-resources, however, varies from one institution to another and one individual to another. In this regard, researchers and academic staff with a wide range of knowledge, skills and

competencies are more likely to use e-resources than those without information literacy skills as awareness and use depend on the skill and knowledge level of information users. Skills are pre-requisite to effective utilisation of the e-resources subscribed to by their institutions, with the main source of skills and knowledge coming from the library staff, external sources and attending relevant training offered by the university (Angello, 2020; Mardhusudhan, 2019).

Writing on e-resources utilisation, scholars (such as Bamidele et al., 2018; Bala, Bansal & Sharma, 2018; Aladeniyi, 2017; Qasim& Khan, 2018; Nisha & Ali, 2020; Kalogiannakis, 2020) note that e-resources are purposively used to up-date knowledge and collect different learning, teaching and research materials. In support of this, Sethi and Panda (2021) found that an overwhelming majority of people (71.9%) involved in life sciences primarily utilised e-resources to keep themselves up to date with their subjects. Bamidele et al. (2018) contend that e-resources have become major assets for research in universities. They also revealed that a significant proportion of their respondents mainly used the resources for research purposes, followed by teaching and notes preparation

Deng (2020) observe that e-resources were fully integrated in Australian higher learning institutions to support learning and research. Accordingly, Mishra et al. (2019) conducted a survey involving health science researchers and found that the majority (85.7%) access and use e-resources for the purposes of research, teaching and learning. In general, the scholars have been found to use e-resources for preparing articles for presentations in seminars and publications, writing proposals for research and grants, and preparation for teaching (Mishra, Das & Ramesh, 2019; Aladeniyi, 2017).

As with most other sources of information resources, e-resources present a variety of reimbursement to both the librarian and users. Their advantages cannot be overemphasized. For instance, an e-resource cannot be lost, defaced or dented and it typically provides quick and easy access to users. Also, electronic books permit the university library to uphold increase in its collections with no encroaching on significant shelf space and they can be used any time of the day. This permits users to acquire their information desires at any spot in time without being guarded by library opening hours. The e-resources stand as an ideal means of information for every information seeker but mainly for those that are far off, i.e. distant learners. Providing them with direct access to the resources they need without having to go to their university library (Emojorho, 2020).

Electronic resources are becoming widely and rapidly accepted by academic staff and universities have widely indicated that they can skillfully use and access electronic resources. Electronic resources are easily accessible. The resources can solve storage problems and control the flood of information. Databases and electronic journals are used by academics for both teaching and research, among many other uses. The most effective way to provide access to electronic books/journals in academic libraries is through subscription to online databases which can be accessed through the internet. Online databases are a collection of electronic information sources (e-journals/e-books) by publishers from various fields and disciplines, some of these databases are provided free of charge to libraries in developing countries by their publishers or vendors. The accessibility of e-journals has increased exponentially in the last decade. These

have become a pivotal part of the libraries' collection. It is now being estimated that 96.1 percent of journal titles in science, technology and medicine and 86.5 percent titles in the arts, humanities and social sciences are available online. Thus, academic libraries have increased their budget manifold for e-journals, partly out of market trends and partly due to user demands (Charles, Sasireka and Mary, 2022).

It is therefore, important that users in academic institutions to maximally use e-resources, given the value attached to these resources in learning and research. A study that intended to assess library support services for distance learners from the faculty staff point of view conducted at Texas Tech University in the United States of America revealed that, for the successful completion of assignments, faculty expected learners to use e-resources. In the academic institutions, e-resources are used mainly for learning, education, research, updating knowledge, reading articles, writing research proposals, preparing for lectures, discussion, faster information retrieval and instruction, delivery to support teaching, career development and growth, etc. (Amjad, Ahmed & Naeem 2021; Mohammed, Esmail& Nagarajan 2021; Bhatia 2021; Egberongbe 2021; Aramide 2020).

Theoretical framework

The Technology Acceptance Model was used to explain this study. The Model (TAM) was developed by Fred Davis and Richard Bagozzi in 1989. It is an information system theory which explains how users accept and use a technology. The model suggests that when presented with a new technology, a number of factors influence users' decision about how and when they will use it. Such factors include: Perceived usefulness (PU) which was defined as the degree to which a person believes that using a particular system or structure would enhance his or her job performance. Perceived ease-of-use (PEOU) defined as the degree to which a person believes that using a particular system would be free from too much effort without much complications. In the context of information technologies, TAM suggests that users formulate a positive attitude toward a particular technology when they perceive that the technology is useful and easy to use (Shidi and Terna, 2018).

The model is related to this study because it reveals the factors that could influence the academic staff attitudes towards acceptance to use electronic resources for teaching and research. The factors include perceived usefulness/benefit-of-use and perceived ease-of-use. This implies that the academic staff perception of the benefits of using e-resources (which are products of technology) and how user- friendly the resources are, will make them develop interest and use the electronic resources for their teaching and research engagements.

According to the model, if the academic staff perceive e-resources to be very useful in aiding their teaching performance and enhancing the quality of their research outputs, they are most likely going to use the resources for teaching and research but if they have contrary perception of the resources, they are likely not going to use the e-resources for teaching and research. More so, the model stated that perceived ease-of use may lead to the utilization of such technology. This implies that if the academic staff have the perception that electronic resources can be used with ease, they are most likely to utilise the resources for teaching and research.

Methodology

The descriptive survey design was used to carry out the study. The choice of this design was predicated on the nature of the study which involved a description of the academic staff level of awareness and utilising e-resources for teaching and research. The population of the study was the 177 faculty of law academic staff in the trio of University of Nigeria, Enugu Campus (UNEC)-federal (76 academic staff in the faculty of law); Enugu State University of Science and Technology (ESUT)-State (64 academic staff in the faculty of law); and Godfrey Okoye University (GOU)-private (37 academic staff in the faculty of law). The census approach was used to study all the 177 academic staff in the selected universities. The questionnaire was used for data collection. Copies of the questionnaire were administered and picked up immediately they were completed by the respondents. The data collected were analyzed using descriptive statistics of mean and standard deviation to determine the extent of awareness and utilization of e-resources for teaching and research. Mean score 3.5-4.00 was described as “Very High Extent”, mean score 2.5-3.49 was described as “High Extent” mean score 1.5-2.49 was described as “Low Extent” while mean score 0.1-1.49 was taken as “Very Low Extent”. Based on this, real limit of numbers were used for decision rule.

Data Analysis and Presentation

The collected data were analysed using the tools stated above and presented in tables as seen below;

Research question 1: What is the extent of awareness of e-resources for teaching and research among faculty of law academic staff in the universities in Enugu State?

Table 1: Mean response on the extent of awareness of e-resources for teaching and research among faculty of law academic staff in the universities in Enugu State

S/N	Items	UNEC		ESUT		GOU		Overall		Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1	e-journals	3.63	.84	3.74	.69	3.60	.86	3.65	.79	VHE
2	e-books	3.77	.70	3.79	.60	3.54	.90	3.70	.73	VHE
3	e-conference papers	3.84	.57	3.79	.65	3.75	.56	3.79	.59	VHE
4	e-bibliography	3.92	.25	3.80	.50	3.90	.29	3.87	.34	VHE
5	e-magazines	3.76	.68	3.87	.42	3.69	.68	3.77	.30	VHE
6	e-newspapers	3.70	.74	3.85	.43	3.75	.75	3.76	.64	VHE
7	e-theses and dissertations	3.80	.64	3.93	.39	3.78	.41	3.83	.48	VHE
8	Online Public Access Catalogue	3.38	.56	3.22	.66	3.39	.86	3.33	.69	HE
9	e-project reports	3.69	.74	3.82	.52	3.54	.79	3.68	.68	VHE
10	e-law databases	3.87	.60	3.74	.67	3.69	.63	3.76	.63	VHE
11	e-data archives	3.77	.63	3.62	.96	3.69	.68	3.69	.75	VHE
12	Digital library	3.90	.30	3.80	.50	3.75	.43	3.81	.41	VHE
13	e-manuscripts	3.73	.75	3.67	.67	3.60	.49	3.66	.63	VHE

14	CD -ROM	3.83	.37	3.69	.69	3.75	.43	3.75	.49	VHE
15	Institutional Repository	3.85	.45	3.80	.39	3.72	.45	3.79	.43	VHE
16	e-court judgements	3.81	.48	3.72	.44	3.69	.46	3.74	.46	VHE
Cluster Mean		3.52	.58	3.74	.57	3.67	.60	3.72	.56	VHE

Table 1 above shows the extent of awareness of e-resources among the respondents. The overall mean indicate that the respondents have very high extent of awareness of e-resources such as e-journals (3.65 SD= .75), e-books (3.70 SD=.73), e-conference papers (3.79 SD= .59), e-bibliography (3.87 SD= .37), e-magazines (3.77 SD= .30), e-newspapers (3.76 SD= .64), e-theses and dissertations (3.83 SD= .48), e-project reports (3.68 SD= .68), e-law databases (3.76 SD= .63), e-data archives (3.69 SD= .75), Digital library (3.81 SD= .41), e-manuscripts (3.66 SD= .63), CD -ROM (3.75 SD= .49), Institutional Repository (3.79 SD= .43) as well as e-court judgements (3.74 SD= .46). For Online Public Access Catalogue (OPAC), the respondents were aware to a high extent (3.33 SD= .69). The overall cluster mean showed that the extent of awareness was very high (3.72 SD= .56).

Research question 2: What is the extent of use of e-resources for teaching and research among faculty of law academic staff of the universities in Enugu State?

Table 2: Mean response on the extent of use of e-resources for teaching and research among faculty of law academic staff of the universities in Enugu State

S/N	Items	UNEC		ESUT		GOU		Overall		Decision
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1	e-journals	3.77	.61	3.83	.60	3.78	.41	3.79	.54	VHE
2	e-books	3.83	.53	3.87	.42	3.63	.69	3.77	.54	VHE
3	e-conference papers	3.94	.23	3.83	.48	3.84	.36	3.87	.35	VHE
4	e-bibliography	3.97	.16	3.87	.46	3.81	.39	3.88	.33	VHE
5	e-magazines	3.94	.33	3.91	.22	3.66	.64	3.89	.39	VHE
6	e-newspapers	3.77	.53	3.91	.27	3.84	.44	3.84	.41	VHE
7	e-theses and dissertations	3.85	.45	3.93	.24	3.75	.43	3.84	.37	VHE
8	Online Public Access Catalogue	2.01	1.07	2.03	.92	2.21	1.11	2.08	1.03	LE
9	e-project reports	3.81	.38	3.85	.47	3.60	.60	3.75	.48	VHE
10	e-law databases	3.80	.57	3.79	.57	3.57	.75	3.72	.63	VHE
11	e-data archives	3.78	.58	3.85	.35	3.57	.70	3.73	.54	VHE
12	Digital library	3.88	.39	3.75	.53	3.81	.39	3.81	.43	VHE
13	e-manuscripts	3.95	.20	3.74	.54	3.66	.47	3.78	.40	VHE
14	CD -ROM	3.84	.43	3.74	.59	3.72	.57	3.76	.53	VHE
15	Institutional Repository	3.88	.39	3.82	.46	3.75	.61	3.81	.48	VHE

16	e-court judgements	3.84	.43	3.75	.56	3.72	.57	3.77	.52	VHE
Cluster Mean		3.74	.45	3.52	.48	3.62	.57	3.69	.49	VHE

Table 2 above shows the extent of utilization of e-resources among the respondents. The overall mean indicate that the respondents use e-resources to a very high extent. Specifically, e-journals (3.79 SD= .54), e-books (3.77 SD=.54), e-conference papers (3.87 SD= .35), e-bibliography (3.88 SD= .33), e-magazines (3.89 SD= .39), e-newspapers (3.84 SD= .41), e-theses and dissertations (3.84 SD= .37), e-project reports (3.75 SD= .48), e-law databases (3.72 SD= .63), e-data archives (3.73 SD= .54), Digital library (3.81 SD= .43), e-manuscripts (3.78 SD= .40), CD-ROM (3.76 SD= .53), Institutional Repository (3.81 SD= .48) as well as e-court judgements (3.77 SD= .52). For Online Public Access Catalogue (OPAC), the extent of utilization is low (2.08 SD= 1.03). The overall cluster mean showed that the extent of utilization of e-resources is very high (3.69 SD= .49).

Research question one: To what extent are faculty of law academic staff aware of e-resources for teaching and research?

Results from the study on awareness of e-resources for teaching and research show that the extent of awareness of e-resources among majority of the respondents was very high. These e-resources are e-journals, e-book, e-conference papers, e-bibliography, e-magazines, e-newspapers, e-theses and dissertations, e-project reports, e-law databases, e-data archives, Digital library, e-manuscripts, CD-ROM, Institutional Repository as well as e-judgements. For Online Public Access Catalogue (OPAC), the respondents were aware to a high extent. This finding is related to the finding of Mwantimwa and Elia (2017) in their study on the Utilisation of E-Resources to Support Teaching and Research in Higher Learning Institutions, Tanzania. The finding revealed that majority of academic staff and researchers were significantly aware of the available e-resources to support teaching and research. On the whole, the study found a significant and positive association between awareness and access to e-resources. Similarly, Khan (2016) in his study of the awareness and use of Digital Resources and Services in Institute of Information Technology (IIT) Delhi Library, found that the respondents were aware of the various types of e-resources such as e-books, databases, and e-journals. Thanuskodi (2022) examined the use of e-resources by the postgraduate students and research scholars of faculty of arts in the Annamalai University, and found that majority of users were aware about the availability of e-resources. again the findings agree with Madu (2019), regarding a study he conducted on an “Evaluation of Academic Staff Awareness, Access and Utilization of Electronic Information Resources (EIRs) in Federal Polytechnic Ede, Nigeria” which showed a high and appreciable level of awareness of e-resources among the academic staff.

The above finding goes to show that many academic staff are becoming increasingly aware of the relevance of electronic resources and as such are most likely going to utilise them to improve their teaching and research engagements.

Research Question two: What is the extent of utilization of e-resources for teaching and research among faculty of law academic staff

On the extent of use of e-resources for teaching and research among the academic staff, the finding shows that the extent of utilization of the e-resources by majority of the respondents was very high. The respondents, to a very high extent use e-journals, e-books, e-conference papers, e-bibliography, e-magazines, e-newspapers, e-theses and dissertations, e-project reports, e-law databases, e-data archives, Digital library, e-manuscripts, CD-ROM, Institutional Repository as well as e-judgements. For Online Public Access Catalogue (OPAC), the extent of utilization is low. This finding agrees with that of Uwaifo (2022) entitled “awareness and use of electronic information resources in Delta State University, Abraka, Nigeria,” which revealed that the respondents’ extent of use of electronic resources is high and encouraging. Also, Onwueme and Lulu-Pokubo (2017) carried out a study on the awareness and use of Electronic Information Resources among Academic Staff of Port Harcourt Polytechnic, Rumuola, Port-Harcourt and found that the academic staff regularly use e-resources for teaching and research. The finding is also in agreements with that of Charles, Sasireka and Mary (2022) who did a study on the utilization of E- Resources by Faculty Members and Students in Management Institutions, Coimbatore and found that most of the respondents were frequently using e-resources such as courseware, e-Journals, online databases e-newspapers, e-research reports and Projects as well as electronic thesis and dissertations for teaching and research.

The above finding speaks of the growing acceptability of electronic resources among academic staff for the purposes of teaching and research. The academic staff seem to have recognized the importance of electronic resources and are significantly using them to advance their teaching and research activities.

Summary of Findings

Results from data analysis as presented above show that:

1. The extent of awareness of e-resources for teaching and research among majority of the respondents is very high but the awareness of the Online Public Access Catalogue (OPAC) is not high though not very high.
2. The extent of utilization of e-resources for teaching and research among majority of the respondents is generally very high but specifically, the extent of use of the Online Public Access Catalogue (OPAC) is low.

Conclusion

Based on the findings of the study, it is concluded that academic staff have very high awareness of electronic resources and as such use the resources for quality teaching and research outputs. More so, it is concluded that the academic staff can now improve the quality of their teaching and research engagements through the utilization of the numerous e-resources available to them because of the numerous electronic resources available to them. The meaning is that there is the possibility of the universities experiencing qualitative teaching and research engagements among academic staff because the necessary information resources required to improve the contents of

their teaching materials and the quality of their research activities are available to them via the electronic format. Because of the very high level of awareness of the academic staff regarding teaching and research, it is also concluded that the academic staff are beginning to familiarize themselves with electronic resources for possible utilization in teaching and research.

Recommendations

In response to the findings, the following recommendations are made;

1. The universities' libraries should adequately raise the awareness of the academic staff on what Online Public Access Catalogue (OPAC) entails and how it could be utilized to access information for teaching and research.
2. In addition to using other e-resources, the academic staff should endeavor to familiarize and use the Online Public Access Catalogue (OPAC) for convenient access to library collections.

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