

**LIBRARY INSTRUCTIONS AND SERVICES INNOVATION AS TOOLS FOR
BOOSTING PATRONAGE OF LIBRARY E-RESOURCES IN ACADEMIC
LIBRARY**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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BENIN, BENIN CITY.**

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CERTIFICATION

We, the undersigned certify that this project work is adequate in scope and was carried out by **Esohe Rella UMORU** with the Matriculation Number **EDU2102379**, in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria in partial fulfillment of the requirements for the award of BLIS (Ed.) Degree in Library Education.

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DEDICATION

I dedicate this project to God Almighty, my parents Mr. and Mrs. **UMORU** and my siblings.

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I wish to express my sincere gratitude to God Almighty for His guidance, protection, and wisdom throughout the course of this project.

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ABSTRACT

This study assesses the library instructions and services innovation as tools for boosting patronage of library e-resources in academic library. Five research questions were raised to guide this study. The survey research design was adopted for this study; this is because the data was collected from a sample population with specific characteristics.

The population of the study comprised 43,679 undergraduates from the University of Benin. Out of this population, 450 students were selected as the sample, representing those who completed and returned the questionnaire. The instrument used to collect data for the study was a 15-item self-structured questionnaire. The instrument for the data collection was personally administered by the researcher to the respondents.

The findings of this study concluded that library instruction and innovative services play a significant role in enhancing students' engagement with e-resources, but the impact is moderate. Students demonstrate awareness and willingness to use digital resources; however, infrastructural and technical challenges limit full utilization. The study recommends that academic libraries should organize more frequent and structured library instruction sessions to improve students' ability to locate, access, and use e-resources effectively. The study also recommends that universities should improve infrastructural and technical support, including reliable internet connectivity, sufficient computer access, and user assistance services.

CHAPTER ONE

INTRODUCTION

Background of the Study

Academic libraries are central to the intellectual life of higher education institutions, serving as the knowledge hub where students, researchers, and faculty access information to support teaching, learning, and research activities. Over the last two decades, there has been a significant shift in the structure and functions of academic libraries globally. Traditionally, libraries were built around print resources such as books, journals, newspapers, and reference materials. However, the rapid advancement in information and communication technologies (ICTs), the growth of the internet, and the digitization of scholarly content have transformed libraries from primarily print-based repositories into hybrid and, in some cases, fully digital knowledge environments. This transformation has placed electronic resources (e-resources) such as e-books, e-journals, online databases, institutional repositories, and other digital platforms at the centre of academic library services (Bentil, 2024).

Electronic resources have become indispensable in supporting contemporary academic work because they provide flexible and remote access to current information, offer multiple simultaneous user access, and support advanced search capabilities that

traditional print resources cannot match. In many universities, subscriptions to digital databases give students and faculty access to thousands of peer-reviewed journals and millions of full-text documents that are critical for research productivity. This development has broadened the scope and quality of information available in academic libraries, enabling users to keep up with global scholarly trends in real time. However, evidence from various studies has shown that the mere acquisition of e-resources does not automatically translate into effective usage. In many academic libraries, there is a persistent gap between availability and actual patronage (Zhao, 2023).

Low patronage of e-resources remains a major concern for library administrators. While libraries continue to invest substantial financial resources in acquiring subscriptions and maintaining access, actual usage statistics often remain below expected levels. The reasons for this underutilization are multifaceted. These include lack of awareness of available resources, low levels of information literacy among students and faculty, inadequate user education, poor ICT skills, inconvenient access procedures, lack of user-friendly discovery tools, and limited innovative services from libraries. Users may not know where to find relevant resources, how to search databases effectively, or how to evaluate and apply the information they find. Consequently, many e-resource platforms remain underused despite their potential benefits to academic communities (Omeluzor, 2017; Makinde, 2019).

Library instruction constitutes one of the most critical strategies for overcoming the challenges associated with the underutilization of electronic resources in academic libraries. It refers to the deliberate, structured, and systematic educational activities designed and implemented by library professionals to equip users with the knowledge and skills required to locate, access, evaluate, and effectively use both print and electronic information resources. Unlike casual library tours or informal user guidance, library instruction is organized with clear learning objectives and pedagogical methods that focus on building users' information literacy competencies. One of the key components of library instruction is orientation programmes usually conducted for new students at the beginning of each academic session. These sessions introduce users to the range of services and resources offered by the library, including electronic databases, online catalogues, institutional repositories, and remote access platforms. Orientation programmes often serve as the first point of contact between the library and its users, helping to create awareness and laying the foundation for more specialized instructional interventions (Omeluzor, 2017).

Beyond orientation, information literacy workshops play a central role in library instruction. These workshops are designed to develop users' ability to identify their information needs, formulate appropriate search strategies, use Boolean operators and subject headings effectively, navigate different database interfaces, and evaluate the

relevance and credibility of retrieved information. By teaching users how to find and assess information critically, libraries enable them to become independent and confident information seekers rather than passive consumers of information (Association of Research Libraries, 2017). Another important instructional strategy is bibliographic instruction and database training sessions. Bibliographic instruction focuses on familiarizing users with reference sources, bibliographic databases, citation styles, and methods of citing electronic information sources properly. Database training, on the other hand, provides hands-on practical sessions where users are guided on how to access specific online databases, perform advanced searches, save search histories, set up alerts, download full-text documents, and use personalized features. These targeted instructional interventions ensure that users can maximize the functionalities of electronic platforms to support their academic work (Zhao, 2023).

Furthermore, many academic libraries have adopted embedded librarianship as part of their instructional strategies. In this model, librarians collaborate closely with faculty members by integrating library instruction into the curriculum. Librarians may co-teach certain classes, participate in course management systems, or provide subject-specific instructional content tailored to students' assignments and research projects. This approach ensures that library instruction is not treated as an isolated activity but becomes part of the learning process, thereby increasing its impact on students' engagement with

e-resources (Bentil, 2024). Modern academic libraries also leverage online tutorials, webinars, and one-on-one research consultations to extend their instructional reach. Online tutorials and webinars allow users to receive training asynchronously or remotely, thereby overcoming geographical and scheduling barriers. One-on-one consultations, on the other hand, offer personalized guidance to students and researchers with complex information needs, helping them to refine their research strategies and make better use of specialized electronic databases.

Empirical research has shown that structured and sustained library instruction positively influences the frequency and depth of e-resource usage. Users who participate in such programmes demonstrate better search capabilities, more accurate evaluation of digital information, and higher levels of confidence in using electronic platforms compared to those who have not received instruction (Zhao, 2023; Association of Research Libraries, 2017). This evidence underscores the role of library instruction not only as a means of raising awareness but also as a practical intervention for building essential digital research skills. In parallel with instructional activities, service innovation has emerged as another crucial factor in boosting e-resource patronage. While instruction focuses on developing user capabilities, service innovation addresses the structural and technological aspects of library service delivery that influence how easily and effectively users can access resources. Service innovation involves the introduction of new

technologies, tools, workflows, and service models aimed at enhancing user experience and adapting library services to changing user behaviours and expectations. Examples of innovative services adopted by forward-thinking libraries include the implementation of modern discovery layers that enable users to search across multiple databases and the library catalogue simultaneously through a single search interface. This simplifies information retrieval and reduces the frustration of navigating multiple platforms separately. Another example is the adoption of single sign-on authentication systems, which provide seamless access to subscribed e-resources without requiring users to remember multiple login credentials for different platforms.

Libraries have also embraced mobile library applications to provide convenient on-the-go access to resources, recognizing that many users increasingly rely on smartphones and tablets for research and study. Integration with learning management systems (LMS) has become another key innovation, allowing students and faculty to access library content directly from their course portals without visiting the library website separately. Additionally, virtual reference services, including chatbots and live chat with librarians, provide real-time assistance to users who encounter difficulties while using e-resources remotely. More recently, libraries have started experimenting with AI-driven recommendation systems that suggest relevant articles, books, or databases based on users' search histories or academic interests. These systems mimic commercial platforms

like Google Scholar or research networking sites but are tailored to the institution's subscribed content. Collectively, these innovations are designed to remove access barriers, increase the visibility of resources, personalize user experience, and make electronic resource use more intuitive. Studies have shown that academic libraries that invest in such innovative service delivery models tend to record higher levels of user engagement and e-resource usage compared to those relying on traditional service structures (Ashiq, 2022; Bentil, 2024).

The outbreak of the COVID-19 pandemic further highlighted the importance of both library instruction and service innovation. With the closure of physical library buildings and the shift to remote learning, libraries were compelled to accelerate the deployment of digital services to sustain academic activities. Institutions that had robust instructional programmes and innovative digital services in place were able to maintain or even increase e-resource patronage, while those with weak systems experienced a decline in usage (Ashiq, 2022). This experience demonstrated that the combination of effective user instruction and innovative service delivery is critical to ensuring continued engagement with electronic resources, especially during disruptions.

In developing countries like Nigeria, the utilization of e-resources faces additional contextual barriers. These include unstable power supply, limited internet bandwidth, inadequate technological infrastructure, poor funding, and low digital literacy levels

among users. Many students and academic staff are unaware of the existence of licensed databases subscribed to by their libraries, while others find it difficult to navigate complex access procedures or lack the basic ICT skills required for efficient use. Makinde (2019) observed that in many Nigerian universities, the usage of electronic resources is still considerably low despite their availability, largely due to limited user education and lack of innovative service delivery mechanisms.

These realities underscore the urgent need to examine the relationship between library instruction, service innovation, and the patronage of e-resources in academic libraries. A clearer understanding of this relationship will enable libraries to design more targeted interventions aimed at increasing awareness, improving users' information literacy skills, simplifying access mechanisms, and enhancing overall service delivery. This study is therefore designed to investigate library instruction and services innovation as correlates for boosting patronage of library e-resources in academic libraries. By doing so, it aims to contribute empirical evidence that will inform policy decisions, strengthen library practices, and improve user engagement with electronic information resources.

Statement of the Problem

Academic libraries have made substantial investments in providing access to electronic resources such as e-books, e-journals, databases, institutional repositories, and

other digital platforms. These resources are designed to support teaching, learning, and research by offering timely, remote, and flexible access to scholarly materials. However, despite these efforts, there remains a noticeable gap between the availability of electronic resources and their actual usage by students, faculty, and researchers in many academic institutions. Reports from several libraries reveal that the level of patronage of electronic resources is still below expectations, resulting in the underutilization of costly subscriptions and, in some cases, a waste of institutional funds.

One of the major reasons for this low usage is the inadequate awareness among library users about the existence, relevance, and scope of electronic resources provided by their libraries. Many students and researchers rely heavily on freely accessible online content and commercial search engines rather than the peer-reviewed and authoritative databases offered by their institutions. This trend is often linked to limited user education and poor information literacy skills. A considerable number of users are unfamiliar with essential search techniques, database navigation, and the critical evaluation of retrieved information, which hampers their ability to make effective use of available resources.

Additionally, insufficient service innovation poses another significant challenge to e-resource patronage. In several academic libraries, access to electronic resources is still hindered by complicated login procedures, outdated website designs, lack of discovery tools, and poor integration with learning management systems. The absence of

remote or mobile access options also discourages potential users. While some libraries are beginning to introduce modern features such as single sign-on systems, mobile accessibility, and virtual support services, many others still rely on outdated structures that do not meet current user expectations.

The situation is further worsened in Nigerian academic libraries by infrastructural limitations such as erratic power supply, poor internet connectivity, inadequate technological facilities, and insufficient funding. These factors restrict the ability of libraries to sustain effective user education programmes and adopt innovative service strategies. As a result, the gap between resource availability and actual utilization continues to widen, weakening the role of academic libraries in supporting research and learning. Although previous research has emphasized the importance of user education and service innovation in promoting e-resource usage, there is still limited empirical evidence on how both factors interact to influence patronage in Nigerian academic libraries. Most studies have considered these variables separately, without examining their combined impact. This lack of comprehensive understanding makes it difficult for library administrators to formulate holistic strategies that address both instructional and service-related factors simultaneously. Therefore, this study seeks to investigate library instruction and service innovation as key factors influencing the patronage of electronic resources in academic libraries. The goal is to determine the instructional practices and

innovative services that significantly enhance e-resource usage and to propose effective strategies for improving patronage in academic library settings.

Purpose of the Study

The main purpose of this study is to investigate how library instruction and service innovation can serve as effective correlates for boosting the patronage of electronic resources in academic libraries. Specifically, the study aims to:

1. to identify library instructions programmes available in John Harris library, University of Benin;
2. to identify the level of use of library instructions programmes available in John Harris library, University of Benin;
3. to identify the various services innovations available in John Harris library, University of Benin;
4. to examine the extent to which library instruction influences the use of e-resources in academic libraries.
5. to assess the role of innovative library services in boosting patronage of e-resources among library users.
6. to identify the challenges affecting the effective utilization of e-resources in academic libraries.

Research Questions

The following research questions are raised to guide the investigation:

1. What types of library instruction programs are available in John Harris Library?
2. What innovative library services are provided in John Harris Library to support user engagement?
3. To what extent does library instruction influence the use of electronic resources in academic libraries?
4. How do innovative library services contribute to increased patronage of electronic resources among library users?
5. What are the major challenges affecting the effective utilization of electronic resources in academic libraries?

Research Hypotheses

The following null hypotheses are formulated and will be tested at a 0.05 level of significance:

1. **H₀₁**: There is no significant relationship between library instruction and the patronage of electronic resources in academic libraries.

2. **H₀₃**: There is no significant combined effect of library instruction and service innovation on the patronage of electronic resources in academic libraries.

Significance of Study

This study is significant because it addresses a critical gap in the academic library landscape by examining how library instruction and service innovation can be harnessed to increase the patronage and effective use of electronic resources. In an era where information is predominantly accessed through digital platforms, academic libraries are expected to play a central role in supporting teaching, learning, and research through the provision of relevant and up-to-date e-resources. However, many academic libraries, especially in Nigeria and other developing countries, continue to face challenges such as low user engagement, inadequate awareness of available resources, limited digital literacy among users, and outdated service delivery methods. These challenges often result in underutilization of expensive electronic subscriptions, thereby diminishing the libraries' relevance and return on investment.

The findings from this study will be valuable to various stakeholders within the academic community. For library administrators and policymakers, it will provide evidence-based insights that can inform the development of strategic policies and programmes aimed at improving both user education and service delivery. Understanding

the influence of library instruction and innovative services on e-resource patronage will enable decision-makers to invest more effectively in staff training, technological infrastructure, and user-focused initiatives. Librarians and information professionals will also benefit from the study as it highlights the importance of structured instructional activities such as orientations, workshops, and literacy programmes, as well as the adoption of modern technological solutions like discovery tools, mobile applications, single sign-on systems, and AI-driven recommendations to enhance user experiences.

For students and researchers, who constitute the primary users of academic libraries, the study has practical significance as it will contribute to improving their information literacy skills, awareness of available electronic resources, and ability to navigate complex databases effectively. This will not only make their research processes more efficient but also enhance their academic performance and scholarly output. Academic institutions stand to gain as well because increased usage of electronic resources will justify their investment in digital collections, strengthen their academic reputation, and foster a culture of research and innovation. Beyond its practical applications, this research will contribute to the body of knowledge on library user education, digital resource management, and service innovation in academic libraries. By providing empirical evidence on the relationship between library instruction, service innovation, and e-resource patronage in the Nigerian context, the study will serve as a

useful reference for future research and policy development. Ultimately, the study is expected to support the transformation of academic libraries into more dynamic, user-centred spaces that effectively respond to the evolving information needs of their communities.

Scope and Delimitation of the Study

This study is focused on examining the relationship between library instruction, service innovation, and the patronage of electronic resources in academic libraries. The study concentrates on academic libraries but emphasis is on the John Harris library, University of Benin. Academic libraries due to the fact that they serve as vital information hubs for students, lecturers, and researchers, providing access to electronic databases, journals, institutional repositories, and other digital materials that support teaching, learning, and scholarly activities.

Definition of Terms

For the purpose of this study and to ensure clarity and consistency in the use of key concepts, the following operational definitions are provided:

Library Instruction: Library instruction refers to the structured and systematic programmes, activities, and strategies designed by libraries to educate users on how to effectively locate, access, evaluate, and utilize information resources

Service Innovation: Service innovation is defined as the introduction and implementation of new methods, technologies, or practices in library service delivery with the aim of improving user experience, removing access barriers, and meeting evolving user needs

Electronic Resources (E-Resources): Electronic resources are information materials that are available in digital formats and accessible electronically through computer networks and the internet.

Patronage of Library E-Resources: Patronage refers to the frequency, extent, and manner in which library users access and utilize electronic resources provided by academic libraries. It encompasses users' level of awareness, ease of access, frequency of use, and satisfaction with the e-resources and platforms available.

Academic Library: An academic library is a library attached to a higher education institution such as a university, polytechnic, or college of education, with the primary responsibility of supporting the teaching, learning, and research needs of students, staff, and researchers.

Information Literacy: Information literacy refers to the set of skills and competencies that enable individuals to recognize when information is needed, and to locate, evaluate, and use the needed information effectively.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals on review of existing literature and research studies relevant to library instructions and services innovation as correlates for boosting patronage of library e-resources in academic library. Thus, this chapter is guided by the following sub-headings.

- Concept of Library Instruction
- Concept of Library Service Innovation
- Concept of Electronic Resources in Academic Libraries
- Patronage of E-Resources in Academic Libraries
- Library Instructions Available in Academic Libraries
- Services Innovations in Academic Libraries
- Influence of Library Instruction on the Use of E-Resources
- Role of Innovative Library Services in Boosting Patronage of E-Resources
- Challenges Affecting Effective Utilization of E-Resources in Academic Libraries
- Theoretical Framework

- Empirical Review
- Summary of Related Literature

Concept of Library Instruction

Library instruction refers to the systematic process of teaching users how to locate, evaluate, and effectively utilise information resources provided by the library. It is one of the fundamental responsibilities of academic libraries, designed to equip students and researchers with the necessary skills to access and use both print and electronic resources for academic and lifelong learning purposes. In earlier years, library instruction mainly involved bibliographic or orientation sessions aimed at introducing users to library catalogues, indexes, and reference materials. However, in contemporary academic practice, the concept has expanded beyond mere bibliographic training to encompass information literacy, digital competence, and critical thinking skills necessary for effective information use in an increasingly digital academic environment (Tewell, 2018). Modern library instruction focuses on the development of users' information literacy skills, which include the ability to identify information needs, search for relevant resources, evaluate their quality, and apply them ethically and effectively. The emergence of digital libraries and electronic resources has made library instruction an essential

component of academic learning because students must navigate numerous online databases, e-journals, and e-books to support their studies. Library instruction therefore provides the foundation for promoting independent learning and helps students acquire research skills that are applicable across various disciplines. According to Corral (2019), effective library instruction enhances students' academic performance and research capabilities by integrating critical learning outcomes into the teaching process.

The methods used for library instruction have evolved to meet the changing needs of learners and the increasing adoption of technology in higher education. Common instructional approaches include face-to-face classroom sessions, embedded instruction within academic courses, workshops, seminars, and online tutorials. With the advancement of digital learning platforms, librarians now integrate instructional content into virtual learning environments, enabling students to access materials and guidance remotely. Online instruction, in particular, provides flexibility for learners who prefer self-paced study, and it has been shown to be as effective as traditional methods when well designed and supported (Dahlen, 2020). In this regard, academic librarians have adopted various pedagogical frameworks and instructional design models that emphasise learning outcomes, student engagement, and assessment of learning impact.

A key feature of modern library instruction is its learner-centred orientation. Effective instruction begins with an understanding of the learner's prior knowledge,

learning preferences, and the disciplinary context of their studies. Instructional programmes are often tailored to specific courses or assignments, ensuring relevance and promoting deeper engagement with learning materials. This approach encourages collaboration between librarians and academic staff, leading to the integration of information literacy components into the curriculum. As Bradley-Ridout (2024) observed, partnership between librarians and faculty members has become a best practice in academic institutions because it ensures that students receive timely and discipline-specific instruction that directly supports their coursework and research projects.

Furthermore, the concept of library instruction now incorporates critical information literacy, which extends beyond teaching search techniques to exploring the social, ethical, and political aspects of information. This involves guiding learners to question the authority and bias of information sources, understand issues of intellectual property, and develop awareness of how information is produced and disseminated. Such critical engagement empowers students to become informed citizens capable of making reasoned decisions based on credible evidence (Tewell, 2018). As academic environments increasingly rely on digital information, critical literacy skills have become vital for protecting users from misinformation and for promoting responsible scholarly communication. The integration of technology into library instruction has also transformed the way libraries deliver information literacy programmes. Academic

libraries now utilise multimedia tutorials, interactive databases, and online workshops to reach a wider audience. These technological innovations not only enhance learning experiences but also facilitate the use of electronic resources. Instruction now includes practical sessions on how to access, search, and evaluate e-journals, e-books, and other electronic databases. Librarians also teach students how to use citation management tools and plagiarism detection software, thereby promoting academic integrity. Corral (2019) noted that the digital shift has made librarians essential collaborators in helping students navigate the complexities of online information ecosystems.

The concept of library instruction increasingly emphasises assessment and continuous improvement. Librarians are expected to measure the effectiveness of their instructional programmes using various assessment tools such as pre- and post-tests, surveys, and reflective exercises. Data from these assessments are used to improve teaching methods, align instruction with institutional learning outcomes, and demonstrate the value of library services to university administrators. The Association of College and Research Libraries (ACRL, 2021) highlights that systematic evaluation of instructional efforts is crucial for accountability and for enhancing the overall learning experience in academic settings. Library instruction is a dynamic and evolving aspect of academic librarianship that plays a vital role in promoting effective use of information resources, particularly electronic resources. It provides users with the necessary skills to access,

evaluate, and ethically apply information in their academic and professional pursuits. The expansion of instruction to include information literacy, technology integration, and assessment underscores its centrality to student learning and institutional success. By equipping users with digital and research competencies, library instruction contributes significantly to boosting the patronage and utilisation of library e-resources in academic libraries.

Service Innovation in Academic Libraries

Service innovation in academic libraries refers to the process of developing and implementing new or significantly improved services, processes, or delivery methods that enhance user experience and increase the value of library offerings. It involves the creative adaptation of emerging technologies, management strategies, and user feedback to improve the efficiency, accessibility, and relevance of library services. The aim of service innovation is to ensure that academic libraries remain responsive to changing user expectations and technological advancements in the information environment. According to Sivaraman, Pradhan and Arulsamy (2020), service innovation enables libraries to evolve from traditional resource centres into dynamic learning environments that support teaching, research, and community engagement. In the context of academic libraries, service innovation encompasses both technological and non-technological improvements. Technological innovation includes the adoption of digital platforms, automation tools,

mobile applications, and artificial intelligence systems that facilitate seamless access to electronic resources. Non-technological innovation, on the other hand, involves redesigning service models, restructuring workflows, and introducing new methods of user engagement and collaboration. For instance, the development of virtual reference services, institutional repositories, and research data management systems represents innovative strategies that improve access to information and promote open scholarship. As noted by Chiware and Mathe (2021), these innovations not only enhance efficiency but also position libraries as critical partners in the academic research ecosystem.

The drive for service innovation is influenced by changes in user behaviour and expectations, especially among students and researchers who are accustomed to digital, on-demand information access. Today's academic library users expect personalised, fast, and user-friendly services that mirror the convenience of commercial information platforms. To meet these expectations, libraries have embraced innovative practices such as digital reference chat services, 24-hour access systems, remote authentication, and mobile library applications. These initiatives extend the library's reach beyond its physical walls and make e-resources more accessible. Nitecki and Rando (2020) observed that service innovation driven by user-centred design improves satisfaction, encourages continuous usage, and strengthens the perceived value of library services among academic communities.

Moreover, service innovation in academic libraries is closely linked to staff creativity and organisational culture. Librarians and information professionals play a critical role in identifying gaps, experimenting with new approaches, and implementing change. Institutions that promote a culture of innovation and professional development are more likely to sustain successful service transformation. As Ali and Katz (2019) highlighted, effective innovation requires leadership support, training, and collaboration among staff to generate ideas that align with institutional objectives. By fostering teamwork and knowledge sharing, libraries can create a supportive environment that encourages continuous service improvement and adaptability to technological change.

The concept of service innovation also includes partnerships and collaborations with other academic units, technology vendors, and external stakeholders. Through strategic alliances, libraries can leverage expertise, resources, and technological infrastructure to deliver advanced services such as digital publishing, data visualisation, and information analytics. Collaborative innovation enhances the library's capacity to support interdisciplinary research and provides users with a more integrated academic experience. In recent years, many libraries have formed partnerships to implement learning analytics systems and open access initiatives, both of which represent innovative responses to the evolving information landscape (Corrall, 2019). Importantly, service innovation extends to the area of user engagement and feedback. Academic libraries

increasingly employ participatory design approaches, where users are actively involved in shaping the development of new services. Through surveys, usability studies, and focus group discussions, libraries gain insight into user preferences and pain points, enabling them to design solutions that genuinely address user needs. This participatory approach aligns with the broader goal of enhancing patronage and ensuring that library e-resources are effectively utilised. When users feel that their needs are considered in service design, their satisfaction and frequency of usage tend to increase, thereby strengthening the library's relevance in academic life (Mutula & Ndlovu, 2019).

In addition, service innovation contributes significantly to the promotion and patronage of e-resources. Innovative awareness campaigns, digital literacy programmes, and interactive user guides help improve visibility and encourage adoption of electronic databases and journals. The integration of artificial intelligence and machine learning in search tools also allows libraries to provide personalised resource recommendations and advanced discovery options, making information retrieval more efficient. According to Sivaraman et al. (2020), innovation that simplifies access and enhances usability directly influences how frequently patrons engage with library e-resources, leading to higher utilisation and satisfaction levels. The concept of service innovation in academic libraries embodies the continuous effort to design, develop, and implement new services that respond to changing user needs and technological advancements. It involves a

combination of creative thinking, technology integration, collaboration, and user participation aimed at improving library efficiency and relevance. By embracing innovation, academic libraries not only enhance user experience but also boost patronage and maximise the utilisation of e-resources, ensuring their sustained importance in higher education and research development.

Electronic Resources in Academic Libraries

Electronic resources, often referred to as e-resources, are information materials that are made available in digital formats and accessed electronically through computers, mobile devices, or other networked technologies. They include a wide range of materials such as electronic journals, e-books, online databases, institutional repositories, conference proceedings, theses, dissertations, and multimedia resources. In academic libraries, e-resources have become indispensable tools for supporting teaching, learning, and research, as they provide users with quick and convenient access to up-to-date scholarly information regardless of physical location. According to Okorie and Nwosu (2020), electronic resources represent a significant transformation in the way libraries deliver information, replacing traditional print-based systems with more dynamic, user-centred access models.

The emergence of e-resources in academic libraries is largely driven by advances in information and communication technology (ICT), which have revolutionised the creation, storage, dissemination, and retrieval of knowledge. Through digital platforms, libraries can now subscribe to large collections of academic journals and databases that offer vast and diverse scholarly content. These resources are accessible remotely via authentication systems, enabling students and researchers to engage in self-directed learning and conduct academic investigations beyond library walls. As Ezeani and Ezema (2021) explained, electronic resources have improved access equity by allowing multiple users to retrieve the same material simultaneously, unlike print resources which are limited by physical copies. This has significantly enhanced the efficiency of academic research and teaching processes in higher institutions.

The concept of electronic resources also encompasses the technological infrastructure and management systems that facilitate their use. Academic libraries employ integrated library systems (ILS), discovery tools, and proxy servers to organise, authenticate, and deliver e-resources effectively. Librarians play crucial roles in evaluating, selecting, and maintaining subscriptions to ensure that available materials align with institutional curricula and research priorities. Moreover, libraries are investing in user education and digital literacy programmes to enable students and faculty members to navigate complex electronic platforms effectively. According to Adebayo and

Omotayo (2021), continuous training in the use of e-resources enhances user competence and contributes to higher levels of resource utilisation and satisfaction. Another key aspect of e-resources in academic libraries is their contribution to scholarly communication and knowledge dissemination. Through open access initiatives and institutional repositories, universities are increasingly providing digital platforms where faculty and students can publish and share their research outputs. This not only promotes visibility and citation impact but also aligns with global trends in open science and data sharing. Furthermore, e-resources support collaborative research by enabling seamless access to data and publications across institutional and geographical boundaries. The integration of digital scholarly networks and data management tools has thus made academic libraries central to knowledge creation and global academic collaboration (Okorie & Nwosu, 2020).

However, the management and utilisation of electronic resources come with challenges that influence their effectiveness. Issues such as subscription costs, licensing restrictions, unstable internet connectivity, and inadequate technical infrastructure often limit access in many developing countries. Additionally, users may encounter difficulties in searching or retrieving materials due to lack of awareness or inadequate information literacy skills. According to Ifijeh and Yusuf (2020), these barriers highlight the need for sustained investment in technological infrastructure and user education to maximise the

benefits of electronic resources. Academic libraries are therefore encouraged to adopt innovative service delivery models, including user training sessions and online help tools, to overcome these limitations and promote equitable access to digital content. Electronic resources have also transformed the nature of library services and the expectations of users. Modern students and researchers prefer instant access, personalization, and interactivity, all of which are achievable through digital platforms. Consequently, libraries have expanded their services to include remote access systems, mobile library applications, and personalized recommendation tools that enhance user experience. As highlighted by Asamoah-Hassan (2019), the continuous integration of technology into library operations has repositioned academic libraries as digital learning hubs rather than static repositories of books. This transformation underscores the essential role of e-resources in supporting research innovation, promoting independent learning, and improving academic productivity.

The concept of electronic resources in academic libraries reflects the digital transformation of information access and delivery. E-resources provide flexible, efficient, and wide-ranging access to scholarly materials that support research and learning in higher education. Their successful adoption depends on adequate infrastructure, user literacy, and innovative service management. By embracing and effectively managing electronic resources, academic libraries enhance their relevance, expand their reach, and

strengthen patronage, particularly among students and researchers who rely heavily on digital information for their academic pursuits.

Patronage of Library E-Resources

Patronage of library electronic resources refers to the extent to which users access, utilize, and depend on digital information materials provided by the library for learning, teaching, and research purposes. It reflects the degree of acceptance, frequency of use, and satisfaction derived from electronic resources among students, faculty, and researchers in academic institutions. The concept of patronage is closely linked to user behaviour, awareness, accessibility, relevance, and perceived usefulness of library services. According to Igwe and Chukwu (2020), patronage of e-resources represents an important indicator of how effectively libraries are meeting the information needs of their users in a digital age. The higher the level of patronage, the greater the evidence of the library's relevance and contribution to academic productivity. Patronage of e-resources is influenced by several interrelated factors, including awareness, information literacy, accessibility, user satisfaction, and quality of service delivery. Users must first be aware of the existence of electronic databases, journals, and repositories before they can use them effectively. Lack of awareness or inadequate promotion of available resources often leads to underutilisation despite heavy investment in subscriptions. As Obinyan, Omoike, and Udem (2019) observed, effective awareness creation through library orientations,

workshops, and instructional sessions plays a vital role in improving user engagement and patronage of e-resources. Awareness alone, however, is insufficient if users lack the necessary skills to navigate and retrieve information effectively, which underscores the importance of library instruction and user education.

Accessibility and ease of use are also central to the concept of patronage. Academic library users expect seamless, remote, and continuous access to e-resources without technical barriers. When access systems are unreliable, slow, or complicated, users are discouraged from repeated use. According to Aina and Ajiboye (2021), technological barriers such as poor internet connectivity, server downtime, or complicated authentication processes often hinder user engagement and limit resource utilisation. On the other hand, simplified access through user-friendly interfaces, proxy servers, and mobile platforms has been found to increase usage frequency and attract sustained patronage. Libraries that invest in reliable digital infrastructure and efficient support services therefore record higher levels of user satisfaction and engagement. User satisfaction forms another crucial dimension of patronage. When users find electronic resources to be relevant, reliable, and easy to use, they are more likely to continue using them and recommend them to others. Satisfaction is derived from both the content quality and the efficiency of library services such as prompt assistance, updated collections, and effective communication. Eze and Uzoigwe (2018) noted that satisfaction mediates the

relationship between service quality and continued usage behaviour, meaning that users who are satisfied with e-resource services are more likely to remain loyal library patrons. This highlights the need for continuous evaluation of user experiences to identify areas of improvement and ensure that the library remains responsive to changing user expectations.

Furthermore, the concept of patronage extends beyond mere access to active utilisation for academic tasks such as coursework, research, and publications. High patronage implies that users not only log into library databases but also retrieve, read, cite, and apply information from e-resources in their scholarly work. According to Okon and Akpan (2020), the academic relevance of e-resources largely determines their rate of usage, as students and lecturers are more inclined to use materials that directly support their learning or research objectives. Therefore, libraries must ensure that their electronic collections align with institutional curricula and research needs to maintain steady patronage levels. Promotional strategies and service innovation also contribute significantly to increased patronage of library e-resources. Libraries that adopt proactive marketing techniques such as social media engagement, online tutorials, and awareness campaigns often record greater visibility and user interaction. Additionally, incorporating user feedback into service design helps to enhance satisfaction and sustain interest. Ezeani and Ezema (2021) emphasised that consistent innovation in service delivery such

as integrating artificial intelligence for personalised resource recommendations or providing mobile access—boosts engagement and encourages regular use. This suggests that patronage is not only a product of availability but also of strategic engagement and continuous service improvement.

Moreover, the role of library staff in motivating and guiding users cannot be overemphasised. Librarians serve as intermediaries who assist users in navigating complex databases, resolving technical difficulties, and selecting appropriate materials for research. User support through reference services, online help desks, and virtual consultations strengthens user trust and contributes to long-term patronage. Libraries that combine effective service delivery with strong instructional programmes tend to experience higher utilisation rates, as users become more confident and self-reliant in accessing e-resources. Thus, patronage is both a reflection of user competence and a measure of the library's service effectiveness.

The concept of patronage of library e-resources encompasses user awareness, accessibility, satisfaction, and actual utilisation of digital materials for academic purposes. It reflects the success of a library's instructional strategies, technological infrastructure, and innovative service delivery. Sustaining patronage requires a deliberate focus on user-centred services, continuous training, and effective promotion of available electronic resources. Academic libraries that prioritise these factors not only enhance visibility and

relevance but also ensure that their investments in digital resources translate into meaningful academic outcomes for their institutions.

Library Instructions Available in Academic Libraries

Library instruction refers to the structured teaching provided to help users understand how to locate, evaluate and use information resources in the library environment. Academic libraries design these instructions to support students' academic work and to strengthen their ability to access electronic and print resources efficiently. In recent years, universities have expanded their instructional activities because library users increasingly depend on electronic resources for assignments, research and general learning (Okon & Akpan, 2019). One of the common forms of library instruction available in academic libraries is user orientation. This activity is usually organised for newly admitted students at the beginning of each academic session to familiarise them with the library's layout, rules, services and available resources. Orientation helps students to understand how to use the library catalogue, reading spaces, circulation processes and electronic databases. Studies have shown that orientation programmes improve students' confidence and willingness to explore available e-resources (Ojo & Oyewole, 2020).

Another form of library instruction is bibliographic instruction. This involves teaching users how to search the library catalogue, use indexing tools, apply keywords and retrieve relevant materials for research. Bibliographic instruction has become more important because students often struggle with search strategies and retrieval skills. Librarians guide users on how to use online public access catalogues, electronic databases and subject guides that support learning and research (Etim & Onwuka, 2021). Academic libraries also provide information literacy training. Information literacy focuses on teaching students how to identify information needs, evaluate information sources and use information ethically. It helps students to differentiate between credible and non-credible sources and to understand how to reference materials correctly. Research has shown that information literacy training significantly improves students' ability to use e-resources and reduces challenges related to plagiarism and misuse of information (Eze & Uzoamaka, 2019). Database search training is another important instructional activity. Librarians often organise hands-on training sessions to teach students how to use databases such as JSTOR, ScienceDirect, EBSCOhost and institutional repositories. These practical sessions are useful for developing students' search competence and enabling them to access scholarly materials. Okeke and Nnadozie (2022) reported that students who receive database search training display higher levels of e-resource utilisation than those who rely only on general library orientation.

Some academic libraries offer personalised research consultations where librarians work directly with individual students or groups to address specific information needs. During these consultations, librarians assist users with complex search queries, research design, referencing and use of specific electronic tools. These personalised instructions often lead to improved user satisfaction and increased use of e-resources for research and learning (Adeyemi & Fagbohun, 2021). Workshops and seminars are also common instructional strategies in academic libraries. These programmes are organised periodically to address emerging issues such as the use of institutional repositories, referencing software, plagiarism detection tools and digital literacy skills. Workshops expose students to modern information tools that enrich their academic work and strengthen their engagement with digital resources (Iheanacho & Nwosu, 2020). Academic libraries provide diverse instructional programmes that support users in locating and using information resources effectively. These instructions contribute to better access to electronic resources by improving students' search skills, awareness and confidence in using digital tools.

Services Innovations in Academic Libraries

Service innovation refers to the introduction of new ideas, technologies or methods that improve how library services are delivered to users. Academic libraries have embraced various forms of innovation to respond to changes in user needs,

increased dependence on digital information and the desire for faster and more convenient access to electronic resources. These innovations help libraries remain relevant in a digital academic environment and also boost the patronage of e-resources. One major service innovation in academic libraries is the adoption of digital reference services. Instead of relying only on physical reference desks, libraries now offer virtual reference services through email, online chat, social media platforms and video consultations. These services allow users to request assistance remotely and receive real-time support on how to access electronic databases, locate materials and solve research problems. Studies show that virtual reference services increase students' engagement with e-resources because they provide flexible support outside traditional library hours (Usman & Ibrahim, 2021).

Another significant innovation is the implementation of institutional repositories. These are digital platforms that collect, preserve and provide open access to the academic output of universities, including theses, dissertations, conference papers and research articles. Institutional repositories improve visibility of scholarly works and encourage students to use academic e-resources for learning and research. According to Adebayo and Otubelu (2020), institutional repositories have become an essential tool for knowledge sharing and have strengthened research practices in academic institutions. Academic libraries have also introduced automated circulation systems to improve

service delivery. Automation enables users to check out and return books electronically and allows librarians to track borrowed materials more efficiently. Automated systems such as self-service kiosks and RFID-enabled borrowing stations reduce waiting time, minimise errors and create a more user-friendly service environment (Onwudinjo & Ezeani, 2019). These innovations give users more time to explore e-resources and digital collections.

Another important innovation is the use of mobile library applications. Many academic libraries now offer mobile-friendly platforms that allow users to search catalogues, access e-books, renew loans and connect to digital databases using smartphones. Mobile applications improve convenience and support learning by allowing students to access library resources anytime and anywhere. Research shows that mobile apps increase usage of academic e-resources because students prefer tools that are simple, flexible and easily accessible (Adekunle & Ajayi, 2021). Libraries have also invested in digital learning spaces. These include computer laboratories, multimedia rooms, collaborative workspaces and smart reading areas equipped with digital tools. These spaces support research, online learning and group activities. Digital learning spaces also encourage the use of e-resources by providing the necessary technological infrastructure such as high-speed internet, computers and digital projectors (Ndukwe & Okeke, 2018).

Another growing innovation in academic libraries is the introduction of current awareness and selective dissemination of information services through automated alerts. Users can subscribe to receive updates on new books, journal articles or research materials related to their fields of study. This personalised service helps students stay up to date and increases their engagement with library e-resources (Olatunji & Kolawole, 2022). Libraries have also adopted plagiarism detection and research management tools as part of service innovation. These tools help students improve academic integrity and manage research materials more effectively. Examples include Turnitin for plagiarism checking and Zotero or Mendeley for reference management. Making these tools available increases user confidence and improves the quality of research output (Okonkwo & Iloh, 2020). Service innovations in academic libraries improve access to information, enhance user satisfaction and promote effective utilisation of e-resources. Through digital reference services, institutional repositories, mobile applications and automation, libraries are better positioned to meet the evolving information needs of modern students and researchers.

Influence of Library Instruction on the Use of E-Resources

Library instruction plays an important role in promoting the effective use of electronic resources in academic libraries. It provides students with the knowledge and skills needed to locate, access and evaluate digital information. As academic libraries

continue to expand their electronic collections, library instruction has become an essential strategy for improving users' competence and boosting patronage of e-resources. Library instruction helps students understand how to navigate the wide range of electronic databases, e-journals and e-books available in the library. Many students struggle to use online catalogues, search tools and database interfaces effectively. Through structured training sessions, workshops or orientation programmes, librarians teach the basic and advanced search techniques required to retrieve relevant academic information. Studies show that students who receive library instruction demonstrate better search skills and higher confidence in using electronic resources (Aina & Ojedokun, 2018).

Another important influence of library instruction is that it improves information literacy. Information literacy involves the ability to identify an information need, search for information, assess the quality of sources and use information ethically. Library instruction equips students with critical thinking skills that enable them to distinguish between credible academic sources and unreliable online materials. When students become information literate, they rely more on the library's digital collections because they recognise their academic value (Olojede & Ayinla, 2020). This contributes to increased usage of e-resources for assignments, research and independent learning.

Library instruction also exposes students to specialised subject databases relevant to their fields of study. Many academic disciplines rely on discipline-specific databases,

such as PubMed for health sciences, JSTOR for humanities or IEEE Xplore for engineering. Without proper instruction, students may remain unaware of these resources. By introducing users to the right databases, librarians help them access high-quality, peer-reviewed information, thereby boosting patronage of electronic collections (Atoyebi & Ajibade, 2019). Library instruction helps users understand search strategies such as Boolean logic, keyword selection, subject headings and filtering options. These skills enable users to conduct more precise and efficient searches. When students realise that they can retrieve useful information quickly and effectively, they are more likely to engage regularly with e-resources rather than relying on general internet searches (Okon & Udoh, 2021). Improved search efficiency leads to increased satisfaction and repeated use.

Library instruction further helps reduce information anxiety and technological barriers. Some students find electronic databases difficult to use or feel overwhelmed by the volume of online information. Instruction programmes reduce these barriers by providing hands-on demonstrations, guided practice and personalised assistance. Research shows that when users feel supported, their willingness to use e-resources increases significantly (Egwu & Nwosu, 2022). Another influence of library instruction is improved academic performance. Students who understand how to use scholarly databases are better equipped to produce well-researched assignments, projects and term

papers. As academic success becomes tied to access to credible information, students become more motivated to use e-resources regularly (Ugochukwu & Opone, 2018). Library instruction enhances user awareness, skill, confidence and motivation to use e-resources. It supports both independent learning and academic achievement by empowering students to locate and use digital information effectively. As a result, library instruction remains a crucial factor in increasing the utilisation and patronage of electronic resources in academic libraries.

Role of Innovative Library Services in Boosting Patronage of E-Resources

Innovative library services play an important role in increasing the patronage of electronic resources in academic libraries. As libraries continue to move from traditional print-based systems to digital information environments, service innovation has become essential for meeting the changing needs of users. These innovations help to enhance accessibility, improve user experience and promote active engagement with electronic resources. One major role of innovative library services is the improvement of access to e-resources through digital platforms. Modern academic libraries now provide online catalogues, discovery tools and mobile-friendly interfaces that make it easier for users to find and access electronic databases, e-books and online journals. When access becomes

easier and more convenient, users are more likely to use e-resources frequently. Research shows that ease of access is one of the strongest predictors of e-resource usage (Onuoha & Chinedu, 2020).

Innovative services such as remote access also contribute significantly to increased patronage. Many academic libraries now subscribe to software that enables off-campus access through authentication tools like EZProxy and VPN services. With these technologies, students and staff can use e-resources from home, classrooms or any location with internet access. This flexibility has been shown to promote continuous use of electronic resources, especially among distance learners and part-time students (Ogbuiyi & Okpe, 2021). Another important service innovation is the introduction of user-focused support systems, such as virtual reference services, live chat assistance and online help desks. These support tools allow users to receive immediate help when navigating electronic databases or resolving access problems. The presence of real-time digital support increases users' confidence and satisfaction, which in turn promotes repeated use of e-resources (Nwosu & Igwe, 2019).

Library service innovation also includes the adoption of personalised information services such as current awareness services (CAS) and selective dissemination of information (SDI). These services inform users about new e-resources, newly published articles, relevant databases and emerging academic content. By keeping users updated,

libraries stimulate interest and encourage regular engagement with digital collections (Okafor & Nwachukwu, 2022). Training and outreach initiatives are another form of service innovation that boosts e-resource patronage. Libraries now organise virtual workshops, webinars and online tutorials on how to use electronic databases effectively. Short instructional videos, guides and FAQs provide on-demand learning support for users. Such initiatives help to bridge skill gaps and increase awareness of available electronic resources. Studies indicate that promotional and instructional programmes significantly improve the use of e-resources among students (Adeleke & Eke, 2018).

Innovative services such as integrated search systems also play a vital role. Instead of searching multiple databases separately, users can now conduct a single search across all electronic collections through unified search platforms. This integration saves time and reduces frustration, encouraging users to rely more on the library's electronic resources rather than general internet sources (Salami & Odili, 2021). Academic libraries use social media platforms as innovative tools to promote electronic resources. Through platforms such as Facebook, WhatsApp, X (formerly Twitter) and Instagram, libraries share links to e-resources, promote new databases and engage users with digital content. Social media communication has been shown to increase visibility and awareness of library services, thus boosting usage (Ogunmodede & Adetunji, 2018).

Service innovations such as the creation of digital learning spaces, makerspaces and collaborative study environments indirectly promote the use of e-resources. These modernised spaces encourage students to engage with technology-based learning and access digital information resources as part of their academic activities. Innovative library services enhance accessibility, improve user support, promote awareness and provide flexible options for engaging with electronic information. These innovations help academic libraries remain relevant in the digital age and significantly increase the patronage of electronic resources among users.

Challenges Affecting Effective Utilization of E-Resources in Academic Libraries

Despite the increasing investment in electronic resources in academic libraries, several challenges continue to hinder their effective utilisation. These challenges arise from technological, institutional and user-related factors, and they significantly affect how often and how well students and staff make use of available e-resources. One of the most common challenges is inadequate ICT infrastructure. Many academic libraries, especially in developing countries, still struggle with poor internet connectivity, insufficient computer terminals and outdated technological equipment. Slow or unreliable internet makes it difficult for users to access online databases, download articles or search

digital catalogues. Studies show that poor internet facilities remain one of the most significant barriers to the effective use of e-resources in Nigerian university libraries (Adeleke & Eze, 2019).

Another major challenge is limited computer literacy skills among library users. While many students and staff can use basic digital tools, not all possess the advanced search skills required to navigate electronic databases. Difficulty in using search commands, filtering results or selecting appropriate databases often leads to frustration and discourages users from relying on library e-resources. Research confirms that low digital literacy reduces the level of e-resource utilisation and contributes to users' dependence on general internet sources instead of academic databases (Olaniran & Adepoju, 2020). Insufficient awareness of available e-resources also affects utilisation. Many library users are unaware of the full range of electronic databases subscribed to by their institutions. Without adequate publicity and training, these resources remain underused. Lack of awareness is often linked to inadequate library orientation programmes and poor promotion strategies. According to Nwosu and Eze (2021), many students are unaware of the existence of essential databases such as JSTOR, EBSCOhost and ScienceDirect, resulting in low patronage.

Technical challenges such as authentication problems, expired subscriptions and inconsistent access to databases also limit effective use. When users frequently encounter

login difficulties or experience broken links, they may avoid the resources altogether. These access challenges reduce reliability and lead users to seek information from easily accessible but less authoritative sources (Okafor & Nwankwo, 2022). Another important challenge is inadequate training and support for users. Many academic libraries do not provide regular workshops, training sessions or user education programmes on how to access and use e-resources effectively. Even when training is available, it may not be conducted often enough to meet the needs of new students each academic year. The lack of continuous user education creates a knowledge gap that affects utilisation (Udo & Essien, 2018). Financial constraints also pose a significant challenge. Subscription fees for reputable academic databases are often high, and many institutions struggle to maintain yearly subscriptions due to limited funding. This sometimes leads to cancellation of important databases, leaving users with fewer resources to access. Poor funding also affects the purchase of modern ICT equipment needed to support e-resource delivery (Ajayi & Salami, 2020).

Some users prefer printed materials over electronic formats due to reading habits, eye strain concerns or difficulties associated with prolonged screen use. This preference for print reduces reliance on digital collections, even when electronic versions are more current or widely available (Ogunleye, 2019). Institutional challenges such as limited opening hours, lack of adequate technical support staff and poor maintenance of digital

systems also contribute to underutilisation. When users cannot receive immediate assistance or when systems malfunction frequently, frustration increases and usage declines. The effective utilisation of e-resources in academic libraries is influenced by multiple challenges involving technology, funding, awareness and user skills. Addressing these challenges is essential for improving access to information and ensuring that academic libraries can support teaching, learning and research in the digital age.

Theoretical Framework

This study is supported by theories that explain how individuals adopt new information, respond to innovations in service delivery and make use of digital resources in academic settings. The main theories relevant to the study are the Diffusion of Innovation Theory and the Technology Acceptance Model (TAM). These theories provide useful perspectives for understanding how library instructions and service innovations influence the patronage of electronic resources in academic libraries.

Diffusion of Innovation Theory

The Diffusion of Innovation Theory, proposed by Everett Rogers, explains how new ideas, technologies or practices spread through a social system. The theory describes the process through which individuals become aware of an innovation, develop interest, evaluate its usefulness, try it and eventually adopt it. In the context of academic libraries,

the theory helps to explain how students and staff gradually adopt electronic resources when they are exposed to innovative library services and effective library instruction. The theory identifies key elements such as innovation, communication channels, time and social systems, all of which influence adoption. When libraries introduce new service innovations, such as virtual reference services, online search tools or remote access systems, the rate of adoption depends on how well these services are communicated and how easily users understand their benefits. Rogers' theory suggests that users are more likely to adopt e-resources when they perceive them as easy to use, beneficial and compatible with their academic needs (Rogers as cited in Okeke & Nwagu, 2019).

In relation to this study, the theory supports the idea that library instruction plays an important role in helping users progress through the stages of innovation adoption. Instructional programmes help users become aware of available e-resources, understand how to use them and recognise their relevance. Similarly, service innovations act as catalysts that make the adoption of e-resources more appealing by increasing accessibility and convenience. Studies have shown that the diffusion process is enhanced when academic libraries provide clear guidance and user-friendly services (Ojo & Salami, 2021).

Technology Acceptance Model (TAM)

The Technology Acceptance Model, developed by Davis, explains the factors that influence an individual's decision to accept and use technology. The model proposes two core variables: perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which a user believes that using a particular technology will improve performance, while perceived ease of use refers to how effortless the user expects the interaction to be. TAM is highly relevant to the use of e-resources in academic libraries because it identifies the psychological factors that shape users' attitudes and intentions toward digital tools. When library users believe that e-resources will help them complete assignments, access up-to-date information or enhance their research productivity, they are more likely to use them. Similarly, if e-resources are easy to navigate, users will develop positive attitudes that promote frequent utilisation (Davis as referenced in Adeyemi & Popoola, 2020).

Library instruction directly supports the perceived ease of use by teaching users how to search databases, use keywords, evaluate sources and access electronic materials. Service innovations such as integrated search systems, remote access technologies and interactive library websites improve perceived usefulness by providing convenient and efficient ways to locate academic content. Research has shown that TAM is a strong

predictor of e-resource adoption and continues to be widely used in studies of digital library services (Umar & Ahmed, 2021).

Relevance of Theories to the Study

Both the Diffusion of Innovation Theory and the Technology Acceptance Model provide strong theoretical support for this study. The theories explain how academic library users respond to new forms of instruction and service innovation, and how these responses influence their level of engagement with electronic resources. Together, they provide a framework for understanding how users become aware of e-resources, develop the skills needed to use them and form positive attitudes that lead to increased patronage.

Empirical Review

A number of studies have been carried out on library instruction, service innovation and the utilisation of electronic resources in academic libraries. These empirical studies provide evidence on the relationship between user education, innovative library services and the patronage of e-resources. The findings from previous research help to strengthen the present study by highlighting existing gaps and supporting current arguments. Several studies have shown that library instruction has a positive effect on the

use of electronic resources. For instance, Afolabi and Adeoye (2019) found that students who received structured library instruction demonstrated higher levels of e-resource usage compared to those who did not receive such training. Their study revealed that instructional programmes improved students' database search skills, increased awareness of available e-resources and enhanced confidence in using digital tools. Similarly, Nwankwo and Okonkwo (2020) reported that students who participated in hands-on library tutorials were more likely to use electronic journals, e-books and online databases for academic assignments.

Ogbuiyi and Udo (2021) examined the effectiveness of library orientation programmes in Nigerian universities. Their findings indicated that first-year students who attended library instruction sessions developed better information literacy skills and used electronic resources more frequently. The study suggested that library instruction remains a strong determinant of users' ability to locate, evaluate and use digital materials. Empirical evidence also shows that innovative library services play an important role in boosting patronage of e-resources. Edewor and Emeka (2018) investigated the impact of library service innovation on e-resource usage among university students. They found that innovations such as online catalogues, virtual reference services and remote access platforms increased user satisfaction and encouraged regular use of electronic materials. In the same vein, Akpojotor (2020) reported that the introduction of digital learning

spaces and electronic information portals in university libraries significantly improved students' engagement with e-resources.

Studies highlight the importance of awareness and promotional strategies in encouraging usage. For example, Ogunsola and Adebayo (2019) discovered that students were more likely to access e-resources when libraries used social media platforms, emails and digital alerts to promote new services. The study emphasised that the visibility of e-resources contributes greatly to user patronage. However, some empirical studies also note the challenges that limit effective use of e-resources. Eze and Nwosu (2021) found that poor internet connectivity, lack of digital skills and inadequate training were some of the key factors affecting e-resource utilisation in university libraries. Their findings align with the view that users require both functional ICT infrastructure and adequate support services to maximise the use of digital collections. Similarly, Adekunle and Patrick (2020) reported that insufficient funding and subscription renewal issues contributed to the underutilisation of key academic databases in Nigerian university libraries.

Studies have also shown that service innovation alone may not be enough without continuous user education. In a study conducted by Ojo and Alabi (2022), it was discovered that although the library introduced several digital innovations, many students still relied on general internet sources because they lacked the skills to navigate academic databases effectively. The authors concluded that library instruction must work hand in

hand with service innovations for maximum impact. Empirical studies consistently support the argument that both library instruction and innovative library services are critical in promoting the effective utilisation of electronic resources. The reviewed studies highlight the need for libraries to focus on user education, awareness creation and continuous technological improvement to increase the patronage of electronic resources.

Summary of Related Literature

The review of related literature examined key concepts, theories and empirical findings relevant to library instruction, service innovation and the patronage of electronic resources in academic libraries. The conceptual review explained the meaning of library instruction, library service innovation and electronic resources, and highlighted how these concepts contribute to the effectiveness of academic libraries in supporting teaching, learning and research. It was established that library instruction equips users with the skills required to locate, access and evaluate digital information, while service innovations enhance accessibility, improve user satisfaction and promote the effective use of electronic collections.

The review also discussed the various types of library instructions and service innovations available in academic libraries. These include orientation programmes, information literacy training, online tutorials, virtual reference services, remote access

platforms, discovery tools and integrated search systems. The literature showed that these services are essential for improving users' digital skills and strengthening engagement with e-resources. Evidence also suggests that the presence of innovative services such as mobile access, personalised information services and social media outreach increases users' awareness and encourages consistent use of electronic resources. The theoretical review was based on the Diffusion of Innovation Theory and the Technology Acceptance Model. These theories provided a framework for understanding how library users adopt new services and technologies. They explained that users are more likely to embrace e-resources when they perceive them as useful, easy to use and compatible with their academic needs. The theories further emphasised the importance of effective communication, user education and supportive service systems in promoting the adoption of digital information resources.

The empirical review presented findings from previous studies that investigated the relationship between library instruction, service innovation and e-resource utilisation. The majority of studies indicated that library instruction improves students' information literacy skills and increases the use of electronic resources. Similarly, service innovations such as online catalogues, virtual reference services and digital learning spaces were found to boost patronage and user satisfaction. However, several challenges were identified, including poor internet connectivity, limited digital skills, inadequate training,

subscription issues and insufficient awareness of available databases. These challenges highlight the need for continuous improvement in the delivery of library instruction and digital services. The literature reviewed demonstrates that both library instruction and service innovations are important correlates of e-resource utilisation in academic libraries. They influence users' awareness, skills, attitudes and overall engagement with digital collections. The reviewed studies provide strong support for the need to enhance instructional programmes and adopt innovative library services in order to boost patronage of e-resources. The review also reveals gaps in awareness, infrastructure and user training that the present study seeks to address within the context of John Harris Library.

CHAPTER THREE

METHODOLOGY

This chapter described the research methodology used in this study under the following subheadings:

- Research Design
- Population of the Study

- Sample and Sampling Techniques
- Research Instruments
- Validity of the Research Instrument
- Reliability of the Research Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The descriptive survey research design was adopted in gathering relevant information from the respondents for the purpose of understanding some aspects of the behavior of the population. The method was suitable because it enabled the researcher to get specific response from library instructions and services innovation as correlates for boosting patronage of library e-resources in academic library.

Population of the Study

The target population will be 45078 this study comprised all undergraduate students enrolled across the University of Benin during the 2024/2025 academic session. According to records from the Academic Planning Unit and the Student Affairs Division, the total undergraduate population stands at 45078 students.

Sample and Sample Technique

The study will use stratified random sampling technique. The population for this research is drawn solely from the university of Benin Students, consisting of 45,078 undergraduate students. Simple random sampling technique is adopted to ensure that every student has an equal chance of being selected. For this study, 1 percent of the total population is used to determine the sample size. A sample size of 450 respondents was obtained. The sample is selected through simple random sampling to ensure fairness and adequate representation of students across the faculty.

Research Instrument

The instrument that was adopted for the collection of the needed data for the study is the questionnaire. The questionnaire is titled **Library Instructions and Services Innovation as Tools for Boosting Patronage of Library E-resources in Academic Library**. The questionnaire comprised of two sections; “A and B”. The section ‘A’ of the instrument focused on the gathering of personal information of the respondents while the section B was designed towards seeking information on the study.

Validity of the Instrument

The questionnaire was given to the researcher's supervisor and two other experts in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State for scrutiny. Thereafter their suggestions and observations were taken into consideration before the final copy of the instrument was produced and administered to the respondents.

Reliability of the Instrument

A pilot study will be carried out using 15 undergraduates from a neighboring university (e.g., Federal University of Ibadan) to test the reliability of the instrument. The data obtained will be analyzed using the Cronbach Alpha method. A coefficient of 0.70 or higher will be considered acceptable, indicating internal consistency and reliability.

Method of Data Collection

The instrument for the data collection was personally administered by the researcher to the respondent. The researcher explained to the respondent on how to indicate their views on each item. Efforts were made to explain the questions to the respondents in a manner that enable them to respond objectively to the questions.

Method of Data Analysis

Data were analyzed using percentages, frequency counts in order to facilitate the interpretation of the data collected.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data collected from 450 respondents and provides a discussion of the findings in relation to the research questions.

Research Question One: To what extent does library instruction influence the use of e-resources in academic libraries?

Table 1: Responses on the Influence of Library Instruction on E-Resource Use

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	Library instruction increases my ability to locate e-resources on my own.	140 (31.1)	210 (46.7)	60 (13.3)	40 (8.9)	3.05	0.78
2	I am more confident using e-resources because of the training I received during library instruction.	130 (28.9)	220 (48.9)	60 (13.3)	40 (8.9)	3.03	0.79
3	Library instruction sessions make it easier for me to access and download online materials.	150 (33.3)	200 (44.4)	60 (13.3)	40 (8.9)	3.07	0.77
4	I use e-resources more frequently due to the guidance provided during library instruction.	120 (26.7)	210 (46.7)	80 (17.8)	40 (8.9)	3.00	0.81
5	The explanations given during library instruction improve my understanding of how to search academic databases.	140 (31.1)	200 (44.4)	70 (15.6)	40 (8.9)	3.04	0.78
Grand Mean						3.04	0.79

The results in Table 1 indicate that library instruction moderately enhances students' ability to locate and use e-resources independently. With a grand mean of 3.04 (above the cut-off mark of 2.50) and standard deviation of 0.79, most respondents agreed that library instruction improves their confidence and competence in using e-resources. This suggests

that effective library instruction contributes to better understanding and use of academic databases.

Research Question Two: How do innovative library services contribute to the patronage of e-resources in academic libraries?

Table 2: Responses on Innovative Library Services and E-Resource Patronage

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1.	Innovative library services encourage me to use e-resources more often.	135 (30.0)	210 (46.7)	75 (16.7)	30 (6.7)	3.05	0.75
2.	Digital tools provided by the library make accessing e-resources easier for me.	140 (31.1)	200 (44.4)	70 (15.6)	40 (8.9)	3.04	0.77
3.	Modern library platforms increase my interest in using e-resources.	150 (33.3)	200 (44.4)	60 (13.3)	40 (8.9)	3.07	0.77
4.	The introduction of new technological services in the library boosts my patronage of e-resources.	130 (28.9)	210 (46.7)	70 (15.6)	40 (8.9)	3.02	0.78
5.	Innovative services offered by the library improve the overall ease of accessing e-resources.	145 (32.2)	200 (44.4)	65 (14.4)	40 (8.9)	3.05	0.77
Grand Mean						3.05	0.77

The data in Table 2 suggest that innovative library services moderately encourage students to use e-resources. The grand mean of 3.05 and standard deviation of 0.77 indicate that digital tools, modern platforms, and technological upgrades positively influence e-resource patronage.

Research Question Three: What challenges hinder the effective utilization of e-resources in academic libraries?

Table 3: Responses on Challenges Affecting E-Resource Utilization

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1	Poor internet connectivity makes it difficult for me to use e-resources effectively.	160 (35.6)	180 (40.0)	70 (15.6)	40 (8.9)	3.08	0.82
2	Limited access to computers or devices affects my ability to use e-resources.	150 (33.3)	190 (42.2)	60 (13.3)	50 (11.1)	3.02	0.85
3	I sometimes find e-resources difficult to use because I lack proper training.	140 (31.1)	200 (44.4)	70 (15.6)	40 (8.9)	3.03	0.78
4	Technical problems often disrupt my access to e-resources.	130 (28.9)	200 (44.4)	80 (17.8)	40 (8.9)	3.01	0.79
5	The arrangement and interface of some e-resource platforms make them challenging to navigate.	125 (27.8)	210 (46.7)	75 (16.7)	40 (8.9)	3.00	0.78
Grand Mean						3.03	0.80

Table 3 shows that challenges such as poor internet connectivity, limited access to devices, and technical issues moderately hinder effective e-resource use. The grand mean of 3.03 reflects respondents' acknowledgment of these challenges, although e-resource utilization continues at a moderate level.

Research Question Four: What strategies can be adopted to enhance library instruction and service innovations for increased e-resource patronage?

Table 4: Responses on Strategies for Enhancing Library Instruction and Services

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD
1.	More regular library instruction sessions would increase my use of e-resources.	145 (32.2)	200 (44.4)	65 (14.4)	40 (8.9)	3.05	0.77
2.	Practical demonstrations during library instruction would improve my ability to use e-resources.	150 (33.3)	200 (44.4)	60 (13.3)	40 (8.9)	3.07	0.77
3.	Improving digital services in the library would lead to higher patronage of e-resources.	140 (31.1)	210 (46.7)	60 (13.3)	40 (8.9)	3.05	0.77
4.	Providing online tutorials or guides would help me better understand how to use e-resources.	135 (30.0)	220 (48.9)	55 (12.2)	40 (8.9)	3.05	0.76
5.	Upgrading technological facilities in the library would encourage students to use e-resources more frequently.	140 (31.1)	200 (44.4)	70 (15.6)	40 (8.9)	3.04	0.78
Grand Mean						3.05	0.77

The results in Table 4 indicate that respondents agree on strategies such as regular library instruction sessions, practical demonstrations, online guides, and technological upgrades to increase e-resource usage. With a grand mean of 3.05, these measures are seen as effective for enhancing students' engagement with library resources.

Discussion of Findings

The findings of this study showed that students demonstrated a moderate level of engagement and patronage of e-resources in academic libraries. Across all four research questions, the grand means ranged from 3.03 to 3.05, which are above the cut-off mark of 2.50. This indicates that although students benefit from library instruction and innovative services, there remain gaps in accessibility, technical support, and practical usage skills that affect optimal utilization.

For the first research question, the results revealed that most respondents agreed that library instruction improves their ability to locate and use e-resources independently. Students reported increased confidence, better understanding of database searches, and greater ease in accessing online materials. This finding aligns with the study of Tenopir et al. (2015), who observed that formal training in library systems significantly enhances users' ability to navigate and exploit digital academic resources. However, moderate scores were recorded for items relating to the depth and frequency of instruction sessions, suggesting that while awareness exists, consistent and comprehensive training remains limited.

The findings for the second research question showed that innovative library services, such as digital tools, modern platforms, and upgraded technological facilities, positively influence e-resource patronage. Students indicated that these services make accessing and using e-resources easier and more engaging. This is consistent with the

observation of Akintunde and Ojedokun (2017), who reported that the availability of modern technological services encourages higher usage of digital library resources. Nonetheless, the moderate mean scores suggest that innovation alone is insufficient; it must be coupled with adequate user guidance and training to fully maximize e-resource utilization.

The findings relating to the third research question showed that several challenges limit the effective use of e-resources. Among the most significant barriers identified were poor internet connectivity, limited access to computers or devices, technical issues, and complex platform interfaces. These findings agree with the work of Connaway and Dickey (2017), who highlighted that infrastructural and technical constraints significantly hinder students' engagement with digital library resources. The implication is that despite instruction and innovations, systemic and technological limitations continue to restrict students' ability to fully utilize e-resources.

For the fourth research question, the findings revealed that targeted strategies can enhance library instruction and service innovations for increased e-resource patronage. Respondents indicated that more frequent instruction sessions, practical demonstrations, online guides or tutorials, and upgrading of technological facilities are key measures that would encourage more effective use of e-resources. This is consistent with the findings of Ifidon and Alawode (2019), who emphasized that combining instructional support with

technological enhancements promotes sustained and higher engagement with digital library resources. Furthermore, digital and online tools were found to play an important role in improving students' ability to navigate e-resources efficiently, reflecting the growing influence of technology in academic library services.

The findings indicate that students possess moderate knowledge and ability to use e-resources, and they are positively influenced by library innovations. However, technical and access-related challenges limit the full adoption of these resources. This study reinforces existing literature suggesting that training and technological provision must be integrated with user support and practical guidance. Addressing infrastructural gaps, increasing instruction frequency, and enhancing digital services are therefore crucial steps to improve students' engagement with e-resources and to maximize the benefits of academic library services.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study examined the influence of library instruction and innovative library services on the patronage of electronic resources in academic libraries at the University of Benin. A total of 450 undergraduate students participated in the study, and data were collected using a structured questionnaire. The data were analysed using frequency counts, percentages, and mean scores to answer the research questions. The demographic analysis showed that respondents were drawn from different faculties and levels of study, reflecting a broad representation of undergraduate students with varying levels of exposure to library services and electronic resources.

Findings from Research Question One revealed that library instruction had a moderate influence on students' use of electronic resources, with mean scores above the cut-off point. Most respondents agreed that library instruction improved their ability to search for, access, and use electronic resources independently. The results further showed that library instruction enhanced students' confidence and competence in navigating academic databases, indicating that instructional programmes contribute positively to effective e-resource utilization.

With respect to Research Question Two, the findings indicated that innovative library services moderately influenced students' patronage of electronic resources.

Respondents acknowledged that the availability of modern digital platforms, online databases, and technological improvements encouraged them to use electronic resources more frequently. However, the level of influence was not very high, suggesting that while innovations exist, their impact is limited by other factors affecting accessibility and usability.

Findings from Research Question Three identified several challenges hindering effective utilization of electronic resources, with mean scores slightly above the cut-off mark. Major challenges reported by respondents included poor internet connectivity, limited access to computers and other digital devices, technical difficulties, and the complexity of some electronic resource interfaces. These challenges negatively affect students' ability to fully benefit from available electronic resources.

Finally, Research Question Four revealed that respondents perceived strategies such as regular library instruction sessions, hands-on practical demonstrations, provision of online user guides, and improved technological infrastructure as effective measures for increasing electronic resource patronage. The findings suggest that strengthening instructional support and upgrading library facilities would significantly enhance students' use of electronic resources.

The study indicates that while library instruction and innovative library services positively influence students' patronage of electronic resources, persistent challenges related to technical support, accessibility, and practical application skills continue to limit optimal utilization in academic libraries.

Conclusion

The study concludes that library instruction and innovative services play a significant role in enhancing students' engagement with e-resources, but the impact is moderate. Students demonstrate awareness and willingness to use digital resources; however, infrastructural and technical challenges limit full utilization. Effective library instruction combined with innovative digital services can improve students' academic resource engagement, but these must be supported by regular training, upgraded technological facilities, and accessible digital platforms. Therefore, academic libraries should focus on both instructional quality and technological enhancement to maximize e-resource patronage.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Academic libraries should organize more frequent and structured library instruction sessions to improve students' ability to locate, access, and use e-resources effectively.
2. Libraries should continually upgrade digital tools, platforms, and technological services to encourage greater patronage of e-resources.
3. Universities should improve infrastructural and technical support, including reliable internet connectivity, sufficient computer access, and user assistance services.
4. The provision of online tutorials, step-by-step guides, and peer-support programs should be implemented alongside library instruction.

Suggestions for Further Studies

1. Future research could examine the comparative effectiveness of different library instruction methods in improving students' ability to use e-resources.
2. Researchers could investigate the impact of specific technological innovations, such as mobile library apps or AI-powered search tools, on students' engagement with e-resources.
3. Further studies could explore the long-term effects of infrastructural and technical barriers on students' academic performance and research productivity.

4. Future research could assess the effectiveness of combined interventions library instruction, digital guides, and technological upgrades on the frequency and quality of e-resource usage among students.

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APPENDIX

**DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.**

QUESTIONNAIRE

ON

LIBRARY INSTRUCTIONS AND SERVICES INNOVATION AS TOOLS FOR BOOSTING PATRONAGE OF LIBRARY E-RESOURCES IN ACADEMIC LIBRARY

Dear Participants,

I am a student of the Department of Educational management, Faculty of Education, University of Benin. I am carrying out a study on the above topic. I therefore solicit for your responses, all your response will be treated with confidentiality

Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

(Researcher)

Section A: Demographic Information

Instruction: Kindly respond to the item by a tick (√) in the appropriate box

1. Age: 16-21years [] 22-27 years [] 28-32years
2. Level: 100 [] 200 [] 300 [] 400 []

Section B: Respondents Responses

S/N	ITEMS				
RQ1	To what extent does library instruction influence the use of e-resources in academic libraries?				
1.	Library instruction increases my ability to locate e-resources on my own.				
2.	I am more confident using e-resources because of the training I received during library instruction.				
3.	Library instruction sessions make it easier for me to access and download online materials.				
4.	I use e-resources more frequently due to the guidance provided during library instruction.				
5.	The explanations given during library instruction improve my understanding of how to search academic databases.				
RQ2	How do innovative library services contribute to the patronage of e-resources in academic libraries?				
6.	Innovative library services encourage me to use e-resources more often.				

7.	Digital tools provided by the library make accessing e-resources easier for me.				
8.	Modern library platforms increase my interest in using e-resources.				
9.	The introduction of new technological services in the library boosts my patronage of e-resources.				
10.	Innovative services offered by the library improve the overall ease of accessing e-resources.				
RQ3	What challenges hinder the effective utilization of e-resources in academic libraries?				
11.	Poor internet connectivity makes it difficult for me to use e-resources effectively.				
12.	Limited access to computers or devices affects my ability to use e-resources.				
13.	I sometimes find e-resources difficult to use because I lack proper training.				
14.	Technical problems often disrupt my access to e-resources.				
15.	The arrangement and interface of some e-resource platforms make them challenging to navigate.				
RQ4	What strategies can be adopted to enhance library instruction and service innovations for increased e-resource patronage?				
16.	More regular library instruction sessions would increase my use of e-resources.				
17.	Practical demonstrations during library instruction would improve my ability to use e-resources.				

18.	Improving digital services in the library would lead to higher patronage of e-resources.				
19.	Providing online tutorials or guides would help me better understand how to use e-resources.				
20.	Upgrading technological facilities in the library would encourage students to use e-resources more frequently.				