

**UTILIZATION OF E-LIBRARY SERVICES AND ITS IMPACT ON STUDENTS'
ACADEMIC ACHIEVEMENT IN NIGERIA UNIVERSITY: UNIVERSITY OF
BENIN AS A CASE STUDY**

BY

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BENIN CITY, NIGERIA**

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EDU2009290

**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR DEGREE IN LIBRARY AND INFORMATION SCIENCE (BLIS)**

December, 2025

CERTIFICATION

We, the undersigned, hereby certify that this research work was carried out by **Edith Joy JOHN** with Matriculation Number: **EDU2102370** and that the research work is adequate in scope and quality in the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelors Degree in Library and Information Science (BLIS).

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DEDICATION

This work is dedicated to God almighty, Mr and Mrs John Odobor and my entire family and friends.

ACKNOWLEDGEMENTS

The researcher expresses her profound gratitude to God almighty for His unwavering love and guidance in the successful completion of this project. Her heartfelt appreciation goes to her parents, Mr. and Mrs. John Odobor, for their unwavering love, financial, emotional, and spiritual support. May God bless them abundantly.

The researcher extends her sincere gratitude to her project supervisor, Dr. A.C Eneh whose invaluable insights, corrections, and constructive feedback have significantly contributed to the success of this work.

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Her genuine gratitude goes to her home church, the Redeemed Christian Church of God, Victory Parish; her school campus fellowship, Lifegate Ministries Worldwide; and to all her friends Sarah, Michael, Assumpta, Patience, Favour, Blessed, Divine, Joy, Paul, Richie, and everyone who showered her with love and support. The researcher says a very big thank you. May God bless you all abundantly.

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ABSTRACT

The study investigated the impact of user education on use of library among undergraduate students in the Department of Educational Management, University of Benin, Benin City, Edo State, Nigeria. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 89 students which were randomly selected from Library and information science.

The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using descriptive statistics. The findings from the study include that there are major barriers that plaque as a challenge to the use of the library by undergraduate students in the Department of Educational Management, such barriers include deficient knowledge of proper usage of online resources, access to the use of computer gadgets and the internet, unfriendly manner of online resources, inexperience in searching of relevant information online and student inability to access the library at a convenient time.

The study recommended among others that There should be a regular assessment and review of the content and delivery methods of user education programs to ensure they remain relevant and effective in meeting the evolving needs of undergraduate students. Feedback from students and faculty should be incorporated to identify areas for improvement and to make necessary adjustments to enhance program quality.

CHAPTER ONE

INTRODUCTION

Background to the Study

The integration of electronic libraries (e-libraries) in universities has greatly enhanced access to academic resources, playing a pivotal role in promoting academic excellence. E-libraries provide students with immediate access to a wide variety of digital resources, such as e-books, academic journals, research databases, and other scholarly materials. This transformation allows students to engage with academic content at their convenience, promoting a more independent learning environment and improving overall academic achievement. At the University of Benin, the John Harris Library has embraced e-library services to ensure that students have access to academic resources beyond the physical confines of the traditional library system. However, while the services have been implemented, their full impact on academic achievement remains a subject for further investigation.

Effective use of e-library resources can significantly improve students' academic performance, provided certain factors, such as awareness of the services, frequency of use, academic application, and the presence of technical barriers, are properly addressed. The aim of this study is to explore how these factors affect the utilization of e-library services and their subsequent impact on academic achievement at the University of Benin.

The use of e-library resources is critical for students' academic success. Students who frequently use e-resources such as academic journals, e-books, and research databases are more likely to perform well in their academic tasks (Akinyemi, 2017). These resources provide students with access to high-quality, up-to-date information that is often not available in traditional libraries. The John Harris Library at the University of Benin offers a vast array of academic materials in various fields, helping students engage

with their coursework and assignments more deeply. Research conducted by Chika and Ugwu (2019) found a clear connection between the use of e-library resources for academic tasks and improved performance in both assignments and exams. Students who access and use these resources regularly demonstrate enhanced research skills, critical thinking, and a greater ability to synthesize information, all of which contribute to better academic outcomes.

Additionally, the flexibility offered by e-libraries encourages self-directed learning. E-libraries allow students to access resources at any time, making it easier for them to study outside of regular library hours and on their own schedules. Nwafor et al. (2020) confirm that students who use digital resources consistently tend to have better academic outcomes, as they are better prepared for exams and assignments. The ability to conduct research and access academic content on-demand has become a critical tool for modern students, allowing them to stay updated with current academic developments.

However, in order for students to effectively use e-library resources, they must be aware of the available services. Awareness is a key determinant of resource utilization. Students who are unaware of the full range of e-library services may not use them to their advantage. Emejulu (2016) highlights the importance of awareness campaigns and training programs in ensuring students know about the resources available to them. At the University of Benin, the John Harris Library regularly organizes orientation sessions and awareness programs designed to introduce students to e-library services and ensure they are equipped to navigate the system. These programs have been shown to increase student engagement with e-library services and promote higher usage rates, especially for academic purposes.

Siti and Salam (2018) also emphasize the effectiveness of awareness campaigns in promoting the use of digital library resources. Students who participate in these programs are more likely to use e-library services for academic purposes, contributing to

better academic performance. Reports from the University of Benin Library indicate that participation in these training and orientation programs correlates with increased use of e-library resources. This suggests that awareness-building efforts are an essential part of enhancing the utilization of e-library services and improving student success.

In addition to awareness, the frequency with which students use e-library services is closely linked to their academic performance. Ojo and Oladokun (2017) assert that students who access e-resources frequently perform better academically, as they can engage with a greater variety of materials and gain a deeper understanding of the content. The more students interact with e-library resources, the more they enhance their research capabilities and academic preparedness. Reports from the John Harris Library tracking login data, resource check-outs, and the frequency of usage provide insight into student engagement with the e-library system, revealing patterns of usage that could be tied to academic achievement.

The flexibility of e-library resources encourages students to use them more regularly. As Nwafor et al. (2020) highlight, students who access e-library resources on a consistent basis are more likely to achieve higher academic results. Regular use of these resources helps students stay on top of their coursework and ensures that they have the academic tools necessary to succeed. However, the effective utilization of e-library services is often hindered by technical barriers. Eze (2016) identifies common challenges such as poor internet connectivity, system downtimes, and hardware limitations that restrict students' ability to access digital resources. These technical barriers can cause frustration among students, reducing their engagement with e-library services and potentially impacting their academic performance. Okafor and Okwu (2018) further explain that inadequate infrastructure, lack of digital literacy, and limited access to devices pose significant challenges for students, especially in developing regions like Africa.

At the University of Benin, surveys conducted by the library and reports from the IT department show that technical difficulties, such as slow internet speeds and issues with logging into the e-library platform, are common problems faced by students. These technical obstacles prevent students from fully utilizing e-library services, thereby limiting their academic success. Addressing these barriers through improved internet connectivity, better digital infrastructure, and more comprehensive technical support is essential for ensuring that students can fully access and benefit from the e-library services available to them.

The Nigerian government has recognized the importance of digital resources in education, as evidenced by the "National Policy on Information Technology" (2001), which emphasizes the need for universities to incorporate information technology into their educational systems. This policy aims to foster digital literacy and ensure that students are well-equipped to access and use digital resources for their academic work.

Statement of the Research Problem

The integration of electronic library (e-library) services in Nigerian universities has been widely recognized for its potential to enhance student learning and academic performance. However, while these services provide students with access to a wide array of digital academic resources, there remains uncertainty about how effectively these resources are being utilized by students and their direct impact on academic success. Studies indicate that although e-library services are widely available, students' usage and academic achievement often do not reflect the full potential of these digital resources.

It has been emphasized that while e-resources provide university students with more extensive access to academic materials, the role of these resources in improving academic achievement is still inadequately explored. Furthermore, it is asserted that students' academic performance is closely tied to their access to e-library services.

However, despite the availability of these resources, many students are not fully utilizing them. This discrepancy may result from various factors, including lack of awareness, insufficient training, or technical issues. Simply providing access to e-resources is not enough to guarantee academic success; instead, factors such as frequency of use, the quality of available resources, and the ability of students to effectively navigate these systems all play a role in determining the impact on their academic outcomes.

It is also acknowledged that while e-libraries are being integrated into the academic frameworks of many Nigerian universities, students' engagement with these platforms remains limited. This limited engagement can reduce the potential academic benefits that e-library services offer. Significant barriers to digital learning, such as poor internet connectivity, lack of digital literacy, and inadequate access to devices, hinder students' ability to make the most of e-library services. These technical and infrastructural issues are particularly problematic in many Nigerian universities, where students face significant challenges in accessing and utilizing digital resources. Overcoming these technical barriers is essential to improve the effectiveness of e-libraries in promoting academic success. Without addressing these challenges, the benefits of e-library services will remain underutilized.

Accessibility is another key factor influencing the success of e-library services. Without reliable and user-friendly access to these digital resources, students are less likely to engage with e-libraries regularly, which in turn negatively impacts their academic performance. While e-libraries hold great potential for enhancing students' academic achievement in Nigerian universities, this potential can only be realized if these services are both accessible and easily navigable. This is particularly crucial for students who may lack the digital skills or devices required to engage effectively with e-library resources.

Despite growing awareness of the importance of e-libraries in improving academic performance, there is still limited research on how the utilization of these services directly impacts student achievement in Nigerian universities. Moreover, the barriers to effective use, such as lack of awareness, technical issues, and accessibility problems, remain largely unexplored. Therefore, this study seeks to examine how the utilization of e-library services at the University of Benin impacts student academic achievement, with a focus on identifying the specific barriers that prevent students from maximizing the potential of e-resources and how these barriers can be addressed to improve academic outcomes.

Research Questions

To achieve the above objectives, the study will address the following research questions:

1. What is the level of awareness of e-library services among students at the University of Benin?
2. What type of e-library services are mostly used by students?
3. What is the purpose of e-library services usage among the students?
4. What is the influence of e-library services on students' academic achievements?
5. What are the challenges associated with the use of e-library services by the students?

Research Objectives

The main objectives of this study are to examine the effect of student academic achievements on the utilization of e-library services. The specific objectives are to:

1. To assess the level of awareness among students about e-library services at the University of Benin.
2. To ascertain the types of e-library services at the University of Benin
3. To identify the purpose of e-library usage by students at the University of Benin.
4. To ascertain the influence on student academic achievement.
5. To investigate the challenges associated with the use of e-library services among student.

Research Hypotheses

The study will test the following hypotheses:

H₀₁: Students' awareness of e-library services has no significant effect on their academic achievement at the University of Benin.

H₀₂: The types of e-library services available at the University of Benin do not significantly influence students' academic achievement.

H₀₃: The purpose for which students use e-library services has no significant effect on their academic achievement at the University of Benin.

H₀₄: The influence of e-library usage has no significant on students' academic achievement at the University of Benin.

H₀₅: Technical and accessibility challenges do not significantly affect students' utilization of e-library services at the University of Benin.

Significance of the Study

The significance of this study is crucial in understanding the multifaceted relationship between e-library services and student academic achievement. With the

growing reliance on digital resources in academic settings, it is essential to evaluate how various factors, such as awareness of e-library services, purpose of usage, student achievement, and usage challenges, influence the utilization of these resources and their impact on academic performance. This research will provide key insights that could lead to more effective strategies for enhancing student learning outcomes through optimized e-library services at the University of Benin, and similar institutions.

Awareness of e-library services plays a vital role in determining whether students can make the best use of the resources available to them. As Eze and Umeh (2020) note, student awareness plays a critical role in ensuring that students can navigate and effectively use e-library services for academic success. E-libraries are only beneficial if students are aware of the available digital tools and resources. Lack of awareness can lead to underutilization, which could prevent students from accessing valuable academic materials, such as e-books, journals, and online databases. This study will investigate the relationship between awareness and academic achievement, contributing valuable insights into the role of orientation and information campaigns in promoting e-library usage among students. If the results indicate that awareness has a direct influence on students' academic performance, universities could take proactive steps to enhance their awareness programs, thereby improving students' access to critical resources for academic success. These findings are supported by Eze and Umeh (2020), who argue that making students aware of the tools and resources available in e-libraries significantly impacts their ability to perform better in their studies.

The purpose of usage is another critical factor that will be explored in this study. Eze and Umeh (2020) emphasize that the way students use e-library resources directly correlates with their academic achievement. When students use e-library services for academic tasks, such as conducting research, completing assignments, or preparing for exams, they are more likely to achieve higher academic results. However, if students use

e-libraries for non-academic purposes, their engagement with academic content may be reduced, which could negatively impact their academic performance. This study will investigate whether students use e-library services primarily for academic purposes, or if they are equally or more likely to engage with these resources for personal or recreational reasons. The research will explore the potential impact of different usage patterns on students' academic success, offering a deeper understanding of how intentional, academic use of e-library services can foster better academic outcomes. If students' purpose of usage is found to be closely linked with academic achievement, universities may develop more targeted training to encourage students to engage with e-library resources purposefully, thereby improving their academic results.

Student achievement is the central outcome of this study. Eze and Umeh (2020) suggest that there is a significant relationship between the effective use of e-library resources and academic success. Students who regularly engage with e-library resources are provided with a wealth of updated academic materials, which can directly influence the quality of their work. E-library services give students access to scholarly articles, textbooks, research papers, and databases that are vital for high-quality academic performance. When students have access to these resources, they are more likely to produce well-researched, evidence-based work, which positively influences their grades and overall academic performance. This study will assess how the usage of e-library resources at the University of Benin contributes to student achievement by comparing students who frequently use e-library services with those who rarely or never use them. The results will provide valuable insights into the effectiveness of e-libraries in supporting students' academic success, highlighting areas where e-library services could be improved or better utilized. If the study reveals a strong link between e-library usage and student achievement, this will emphasize the importance of e-libraries in the academic ecosystem, leading to recommendations for enhancing their role in improving student performance.

The final area of focus in this study is the usage challenges that students face when accessing e-library services. Eze and Umeh (2020) discuss how various challenges, such as poor internet connectivity, lack of digital literacy, system downtimes, and inadequate infrastructure, prevent students from fully benefiting from e-library resources. These barriers can cause frustration among students, discouraging them from engaging with e-libraries, and ultimately leading to lower academic performance. This study will explore the technical and infrastructural challenges that students face when using e-library services at the University of Benin. By identifying these barriers, the study will contribute to a better understanding of how these challenges affect students' ability to use e-library resources effectively. The findings will provide important recommendations on how to address these challenges, whether by improving internet connectivity, upgrading digital infrastructure, providing training on digital literacy, or ensuring better technical support. Addressing these barriers could lead to more effective use of e-library resources, which would ultimately enhance students' academic outcomes.

Overall, this study is significant because it will provide valuable insights into the factors that influence the effective use of e-library services and how they contribute to student academic success. By investigating the role of awareness, the purpose of usage, the direct influence on achievement, and the challenges faced, this research will inform policies and practices that can improve the utilization of e-library resources, ultimately enhancing student academic success at the University of Benin and other similar institutions. In addition to enhancing the educational experience of students, the findings of this research can also help university administrators and policymakers develop strategies for increasing the usage and accessibility of e-library services. This would not only contribute to improved academic achievement but also align Nigerian universities with global trends in digital learning, ensuring that students are well-equipped for the challenges of the modern academic and professional world.

Scope of the Study

The scope of this study is designed to explore the utilization of e-library services and their impact on student academic achievement at the University of Benin (UNIBEN). The focus will be on how students engage with e-library resources, the challenges they face, and the factors that determine how effectively they can use these resources to enhance their academic performance. This study aims to provide an in-depth analysis of the various dimensions of e-library service usage, and how such usage correlates with improved academic outcomes, such as better grades, improved research capabilities, and more effective study habits.

According to Odoemelam (2019), the University of Benin has made significant strides in providing comprehensive library services, which now include robust digital resources such as e-books, online journals, databases, and other academic tools. These resources are part of the university's efforts to modernize its academic environment and ensure students have access to high-quality, up-to-date materials that are crucial for their success. Despite these advancements, the actual impact on students' academic achievements remains underexplored. This study will focus on four major factors: students' awareness of e-library services, the purpose of usage, the influence of usage on academic achievement, and the challenges students face when accessing these services.

Awareness of e-library services plays a vital role in determining whether students can make the best use of the resources available to them. As Eze and Umeh (2020) note, student awareness plays a critical role in ensuring that students can navigate and effectively use e-library services for academic success. E-libraries are only beneficial if students are aware of the available digital tools and resources. Lack of awareness can lead to underutilization, which could prevent students from accessing valuable academic materials, such as e-books, journals, and online databases. This study will investigate the relationship between awareness and academic achievement, contributing valuable

insights into the role of orientation and information campaigns in promoting e-library usage among students. If the results indicate that awareness has a direct influence on students' academic performance, universities could take proactive steps to enhance their awareness programs, thereby improving students' access to critical resources for academic success. These findings are supported by Eze and Umeh (2020), who argue that making students aware of the tools and resources available in e-libraries significantly impacts their ability to perform better in their studies.

The purpose of usage is another critical factor that will be explored in this study. Eze and Umeh (2020) emphasize that the way students use e-library resources directly correlates with their academic achievement. When students use e-library services for academic tasks, such as conducting research, completing assignments, or preparing for exams, they are more likely to achieve higher academic results. However, if students use e-libraries for non-academic purposes, their engagement with academic content may be reduced, which could negatively impact their academic performance. This study will investigate whether students use e-library services primarily for academic purposes, or if they are equally or more likely to engage with these resources for personal or recreational reasons. The research will explore the potential impact of different usage patterns on students' academic success, offering a deeper understanding of how intentional, academic use of e-library services can foster better academic outcomes. If students' purpose of usage is found to be closely linked with academic achievement, universities may develop more targeted training to encourage students to engage with e-library resources purposefully, thereby improving their academic results.

Student achievement is the central outcome of this study. Eze and Umeh (2020) suggest that there is a significant relationship between the effective use of e-library resources and academic success. Students who regularly engage with e-library resources are provided with a wealth of updated academic materials, which can directly influence

the quality of their work. E-library services give students access to scholarly articles, textbooks, research papers, and databases that are vital for high-quality academic performance. When students have access to these resources, they are more likely to produce well-researched, evidence-based work, which positively influences their grades and overall academic performance. This study will assess how the usage of e-library resources at the University of Benin contributes to student achievement by comparing students who frequently use e-library services with those who rarely or never use them. The results will provide valuable insights into the effectiveness of e-libraries in supporting students' academic success, highlighting areas where e-library services could be improved or better utilized. If the study reveals a strong link between e-library usage and student achievement, this will emphasize the importance of e-libraries in the academic ecosystem, leading to recommendations for enhancing their role in improving student performance.

The final area of focus in this study is the usage challenges that students face when accessing e-library services. Eze and Umeh (2020) discuss how various challenges, such as poor internet connectivity, lack of digital literacy, system downtimes, and inadequate infrastructure, prevent students from fully benefiting from e-library resources. These barriers can cause frustration among students, discouraging them from engaging with e-libraries, and ultimately leading to lower academic performance. This study will explore the technical and infrastructural challenges that students face when using e-library services at the University of Benin. By identifying these barriers, the study will contribute to a better understanding of how these challenges affect students' ability to use e-library resources effectively. The findings will provide important recommendations on how to address these challenges, whether by improving internet connectivity, upgrading digital infrastructure, providing training on digital literacy, or ensuring better technical support. Addressing these barriers could lead to more effective use of e-library resources, which would ultimately enhance students' academic outcomes.

Operational Definitions of Terms

E-Library Services: E-library services refer to the digital library resources and tools provided by the University of Benin, which include online databases, e-books, e-journals, academic articles, and other digital academic materials accessible to students through the university's library platform. These services are intended to supplement traditional library services by providing digital access to scholarly materials that can support academic research and learning.

Awareness of E-Library Services: Awareness of e-library services is defined as the extent to which students at the University of Benin are informed about the availability and range of digital resources provided by the university's e-library. This includes students' knowledge of the types of resources available (e.g., e-books, databases), how to access them, and the benefits of using these services for academic purposes. Awareness is measured through surveys and questionnaires assessing students' familiarity with e-library resources and their ability to use them effectively.

Purpose of E-Library Usage: The purpose of e-library usage refers to the specific reasons or motivations for which students' access and use e-library services at the University of Benin. These purposes may include academic purposes such as research, completing assignments, and exam preparation, or non-academic purposes such as personal reading or entertainment. The study will categorize and analyse the frequency of these purposes based on students' responses from surveys and interviews.

Student Academic Achievement: Student academic achievement is defined as the academic performance of students at the University of Benin, typically measured by their Grade Point Average (GPA), academic grades, or other performance indicators such as exam results and project outcomes. This study will use GPA as the primary measure of

academic achievement, correlating it with the frequency and purpose of e-library usage to assess its impact on students' academic success.

Influence on Academic Achievement: Influence on academic achievement refers to the direct or indirect impact that the use of e-library services has on the academic performance of students. This influence will be evaluated by comparing the academic performance (GPA, grades) of students who use e-library services frequently to those who use them less or not at all. Influence is measured through a combination of academic data (GPA) and students' self-reported frequency and purpose of e-library usage.

Usage Challenges: Usage challenges refer to the difficulties or obstacles that students face when attempting to access or utilize e-library resources at the University of Benin. These challenges may include technical issues such as slow internet connectivity, system downtimes, poor access to devices, or lack of digital literacy. Challenges will be identified and measured through surveys, interviews, and feedback from students and university library staff, as well as technical reports on system performance.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In recent years, technological advancements have significantly reshaped the educational landscape, with digital resources playing a pivotal role in enhancing students' academic experiences. The emergence of e-libraries, or electronic libraries, has transformed traditional academic research and learning, providing students with unprecedented access to a wide array of digital resources such as e-books, journals, databases, and multimedia. As universities worldwide increasingly adopt e-library services, understanding how these resources are utilized and their influence on academic achievement has become a crucial area of research.

The University of Benin, one of Nigeria's leading institutions of higher learning, has integrated e-library services into its academic infrastructure. The John Harris Library, serving as the central hub for digital learning, offers a variety of electronic resources aimed at supporting research, assignments, and independent learning. However, despite the availability of these resources, there remains a noticeable gap in students' utilization of e-library services, which may be attributed to factors such as limited awareness, technical barriers, and insufficient training on how to effectively access and use these resources.

This literature review seeks to examine the current body of knowledge regarding the utilization of e-library services in Nigerian universities, specifically focusing on the University of Benin. It will explore the relationship between the level of awareness, frequency of usage, and the academic benefits of e-libraries, as well as the challenges that hinder their effective use. Through this review, the study aims to provide insights into the significance of e-libraries in enhancing academic performance and to identify strategies for improving their utilization at the University of Benin.

Conceptual Review

Student Academic Achievement

Academic achievement refers to the extent to which students meet institutional learning objectives, often measured through assessments, grades, and overall performance. In higher education, achievement is not solely determined by natural ability but is influenced by factors such as resources, effort, teaching quality, and institutional support systems. A key support system gaining prominence is the university library, particularly digital libraries or e-libraries, which provide access to e-books, journals, databases, and multimedia resources.

According to *Ojo (2017)*, university libraries are essential in supporting academic achievement by granting access to resources crucial for research, assignments, and self-directed learning. Ojo emphasizes that digital libraries are central to modern academic development, enabling students to access vast collections of scholarly content that enhance knowledge and performance. Library instruction programs also improve students' ability to use digital resources effectively, thereby strengthening research skills and academic success. Flexibility in accessing resources allows students to study at their own pace, positively influencing outcomes.

Digital libraries are particularly valuable as they offer diverse academic materials, from textbooks to peer-reviewed journals, available anytime and anywhere. This convenience enhances students' ability to conduct research, stay updated, and gather information vital for achievement (*Ojo, 2017*).

Abdulkareem & Akinyemi (2019) broaden the perspective by identifying additional factors influencing achievement, including study habits, learning environment, and access to resources. Their study highlights challenges such as limited internet, inadequate infrastructure, and lack of familiarity with e-libraries, which hinder effective usage and academic success. They argue that active engagement with e-resources correlates with higher academic performance, while poor awareness and technical barriers reduce potential benefits.

Similarly, *Akinyemi (2020)* investigates the direct link between digital libraries and performance, finding that intensive e-library use significantly enhances outcomes, particularly where universities invest in quality digital infrastructure. Students who frequently access databases and journals produce stronger research, gain deeper subject understanding, and perform better in exams. E-libraries also promote self-directed learning, fostering autonomy, critical thinking, and problem-solving. Interactive materials such as video lectures, podcasts, and study guides support diverse learning styles.

However, Akinyemi also stresses that integration of e-libraries depends heavily on institutional support. Reliable internet, digital literacy training, and access to modern tools are essential; without them, students cannot maximize e-library benefits.

Literature highlights the critical role of libraries, especially digital ones, in enhancing academic achievement. E-libraries expand access to knowledge, improve research skills, and foster self-directed learning, all of which improve outcomes. Yet, challenges such as limited awareness, technical barriers, and poor infrastructure, particularly in Nigerian universities like the University of Benin, still limit full utilization. Addressing these issues through better infrastructure, training, and awareness programs is essential to unlocking the full potential of e-library services in advancing students' academic achievement.

Utilization of E-Library Services

The utilization of e-library services in Nigerian universities has become increasingly critical in providing students with the necessary resources to enhance their academic performance. Digital libraries offering access to a vast array of e-books, journals, research databases, and multimedia content have revolutionized the way students' access and interact with information. These digital resources are now integral to students' ability to engage in research, complete assignments, and access supplementary academic materials that enhance their understanding of various subjects. The e-library

environment allows for greater flexibility and accessibility, enabling students to engage in self-directed learning and academic exploration beyond traditional textbooks.

However, the full potential of e-library services can only be realized when students actively engage with these resources. Studies suggest that while many universities have developed sophisticated e-library systems, the utilization of these services remains suboptimal in some cases, primarily due to various factors that influence how students engage with these platforms. Awareness, the purpose of usage, the influence on academic achievement, and the barriers students face in accessing these resources play a significant role in shaping the extent to which e-libraries are used. If students are unaware of the resources available or lack the motivation to use them purposefully, the benefits of e-libraries cannot be fully realized.

Several studies point to the awareness of e-library services as a critical factor. Olabisi A. Ojo (2019) emphasizes that many students are unaware of the full spectrum of digital resources provided by their universities, even when the resources are available. Without awareness of what digital resources are offered, students are less likely to engage with them, thereby limiting their potential for academic growth and success. For e-libraries to be truly effective, students must not only be informed about their existence but also be educated on how to navigate these platforms and access relevant academic materials.

The purpose of usage is another significant factor influencing e-library utilization. Abdulkareem and Akinyemi (2019) argue that students who engage with e-library resources for academic tasks such as completing assignments, conducting research, and preparing for exams are more likely to perform well academically. These purposeful users leverage e-library resources to deepen their understanding of course materials, conduct in-depth research, and find supplementary content that may not be available in print format. The benefits of e-library services, therefore, are maximized when students approach them with a clear academic purpose.

Tunde A. Akinyemi (2020) highlights that e-library usage directly influences academic achievement. Regular access to e-books, journals, and academic databases provides students with the tools they need to excel in their studies. According to Akinyemi, students who actively engage with e-library resources demonstrate better research skills, problem-solving abilities, and critical thinking, all of which contribute to improved academic performance. This influence is particularly significant in research-based courses where students rely heavily on digital resources for comprehensive literature reviews, data gathering, and analysis.

Despite the significant academic benefits offered by e-libraries, usage challenges remain a major hindrance to their widespread utilization. Michael Osagie (2017) identifies technical barriers, such as poor internet connectivity, limited access to digital devices, and a lack of digital literacy, as key obstacles to effective e-library usage. These challenges are particularly prevalent in many Nigerian universities, where unstable internet connections and outdated computers hinder students' ability to access online resources consistently. Moreover, students with limited digital skills may struggle to navigate e-library platforms effectively, making it difficult for them to locate and use the academic materials they need. Osagie advocates for improving infrastructure, technological access, and digital literacy training to help students overcome these challenges and fully engage with e-library services.

Seyi Adebayo (2021) echoes these concerns, further stressing the importance of information literacy programs that equip students with the skills to search, evaluate, and apply digital resources effectively. Adebayo's research suggests that inadequate digital literacy is a major barrier to the effective use of e-library services. Many students are not fully familiar with the searching techniques or tools required to navigate e-library platforms successfully, which diminishes their ability to access and utilize relevant academic resources.

The overall effectiveness of e-library services depends on addressing these challenges and ensuring that students are aware of the digital resources available to them, have a clear academic purpose for using the services, and are able to navigate and engage with the e-library platforms effectively. Universities must invest in infrastructure improvements, digital literacy training, and awareness campaigns to ensure that students can maximize the academic benefits of e-library services.

In examining the utilization of e-library services in Nigerian universities, it is essential to understand the key factors that influence how students engage with these digital resources and the impact such engagement has on their academic success. These factors can be broken down into four critical areas: awareness of e-library services, purpose of usage, influence of e-library usage on academic achievement, and the usage challenges students face. Each of these variables plays a crucial role in shaping the way students interact with e-libraries and ultimately determines the academic outcomes they achieve.

In the following sections, we will explore each of these factors in detail, drawing on existing literature to provide a comprehensive understanding of their influence on the effective utilization of e-library services:

1. Awareness of E-Library Services

Awareness is one of the key determinants in how students utilize e-library services. Olabisi A. Ojo (2019) emphasizes that awareness is critical to engagement. Despite the presence of e-library systems in Nigerian universities, many students are unaware of the wide range of digital resources at their disposal. Ojo's research reveals that unfamiliarity with e-libraries often leads to low utilization of these resources, which limits students' academic progress. Ojo argues that universities often fail to promote e-library services adequately and, as a result, students remain unaware of the potential benefits these digital resources offer for academic development.

Similarly, Yusuf Tunde (2018) notes that even when students are aware of the existence of e-libraries, their understanding of how to use these resources effectively is often limited. Tunde highlights that universities often lack sufficient orientation programs or training sessions to familiarize students with the available resources and how to use them for academic success. Tunde recommends that universities initiate awareness campaigns, which include workshops and digital training programs, to educate students about the e-library resources available to them. The goal of these programs should be to increase students' awareness, which in turn will lead to more frequent and effective engagement with digital resources.

Adebayo (2021) emphasizes that universities should focus not only on raising awareness of e-library resources but also on ensuring that students understand the academic value of these services. Students need to know how these digital tools can enhance their learning, help them with research, and improve their academic performance. Adebayo suggests that institutions should integrate e-library usage into the curriculum to encourage students to further take advantage of these services.

2. Type Of E-Library Services

E-library services in Nigerian universities typically offer a wide range of digital resources aimed at enhancing student learning and academic performance. These services include access to e-books, online journals, databases, digital archives, and various educational software. According to Ojo (2019), e-library services are central to providing students with access to a vast array of academic resources that they might otherwise not have. These resources can range from academic journals and textbooks to multimedia content like videos and tutorials that support a wide range of learning styles.

Adebayo (2021) emphasizes the importance of integrating e-library services into the academic framework, pointing out that many institutions use e-libraries primarily for

research purposes. These resources allow students to access current academic papers, journals, and books that might be otherwise inaccessible. Moreover, students can also access specialized databases that provide in-depth research materials for specific fields of study. However, Adebayo notes that despite the availability of these resources, the effectiveness of the services depends largely on students' awareness and the institutional support to engage with these tools.

Additionally, Tunde (2018) highlights the role of online databases and journal subscriptions as critical e-library services. These databases offer access to a wealth of academic articles, peer-reviewed journals, and other scholarly content that are essential for research, especially at the postgraduate level. Tunde points out that many universities provide access to databases such as JSTOR, ScienceDirect, and EBSCOhost, which are crucial for conducting advanced research. However, he notes that the value of these services is often underutilized, as many students lack the training necessary to navigate these platforms effectively.

Another key service offered by e-libraries is access to digital archives, which contain past research papers, theses, and dissertations. According to Yusuf (2018), these archives are invaluable for students conducting literature reviews or wanting to explore past research in their field. They provide insights into the evolution of certain academic fields and offer a resource for students seeking foundational knowledge or historical context in their research areas.

3. Purpose of Usage

The purpose of usage plays a significant role in how students engage with e-library services. Abdulkareem and Akinyemi (2019) argue that students who use e-library services for specific academic purposes such as research, assignments, and exam preparation tend to use these resources more consistently and effectively. Purposeful usage of e-library services results in better academic performance because it helps students engage deeply with the content they need to succeed in their courses. Abdulkareem and Akinyemi suggest that students who use e-libraries with academic intent are more likely to access materials such as peer-reviewed articles, e-books, and specialized journals that support high-quality academic work.

Akinlolu Ojo (2019) reinforces this argument by suggesting that purposeful engagement with e-library services allows students to improve their research skills and develop a more comprehensive understanding of their subjects. Ojo's study found that students who actively use e-library resources for academic tasks, such as literature reviews and data collection, produce higher-quality assignments and perform better in exams. Ojo highlights that e-library usage provides students with the tools they need to succeed in their studies by giving them access to academic content beyond traditional textbooks.

Moreover, Chika Nwachukwu (2018) adds that students who regularly use e-library services for purposeful academic work develop critical thinking and independent learning skills, which are vital for academic success. Nwachukwu's research found that when students use e-libraries for research-based tasks, they tend to demonstrate higher levels of academic engagement and better academic performance compared to those who use e-libraries less purposefully.

4. Influence of E-Library Usage on Academic Achievement

The influence of e-library usage on academic achievement is a central aspect of understanding the academic benefits of digital libraries. Tunde A. Akinyemi (2020) asserts that students who engage frequently and purposefully with e-library services tend to perform better academically. Akinyemi's study reveals that e-library usage significantly improves academic performance by providing students with access to updated resources that are essential for academic research and coursework. Access to current and relevant academic material, such as peer-reviewed journals and academic articles, enables students to deepen their understanding of subjects, improve their research skills, and produce higher-quality work.

Akinlolu Ojo (2019) further emphasizes that the use of e-library resources has a direct influence on students' ability to access and apply knowledge. According to Ojo, students who use e-library services for academic purposes show better research results and achieve higher grades. Ojo's study indicates that e-library services allow students to enhance their research methodology, use a wide range of academic tools, and engage with specialized materials that are often unavailable in traditional library settings. Ojo concludes that e-libraries provide students with the necessary resources to excel academically.

However, Emmanuel Obi (2020) cautions that the influence of e-library usage on academic achievement is contingent on students' ability to navigate and use the digital platforms effectively. Obi suggests that the digital literacy of students is critical in determining how effectively they can use e-library resources for academic tasks. Without adequate digital literacy, students may fail to maximize the benefits of e-libraries, limiting the positive influence on their academic success. Therefore, Obi emphasizes the need for digital literacy programs to ensure that students have the skills required to effectively use e-library resources.

5. Usage Challenges

Despite the significant benefits offered by e-library services, several usage challenges hinder their full utilization. Michael Osagie (2017) identifies technical barriers, including poor internet connectivity, insufficient digital devices, and a lack of digital literacy, as major obstacles to the effective use of e-library services. Osagie's study highlights that unreliable internet connections, particularly in rural areas, prevent students from accessing e-library services consistently. Outdated computers, limited access to personal devices, and a lack of adequate bandwidth further exacerbate these challenges, limiting students' ability to engage with e-library platforms fully.

Seyi Adebayo (2021) emphasizes that digital literacy is a key barrier to effective e-library usage. Adebayo's research shows that many students lack the skills needed to search for academic content, evaluate resources, and navigate e-library platforms effectively. This lack of information literacy prevents students from fully benefiting from the digital resources available to them. Adebayo advocates for comprehensive information literacy programs that would teach students how to use e-library services more effectively. Such programs would ensure that students are equipped with the skills needed to search for, assess, and utilize digital resources for their academic success.

In addition, Yusuf Tunde (2018) discusses user interface issues in e-library platforms as a major challenge. Tunde's study highlights that poorly designed platforms, complex navigation systems, and slow load times discourage students from engaging with e-library services. These technical difficulties lead to underutilization of the resources, as students become frustrated with inefficient systems. Tunde argues that universities should prioritize improving user interfaces and ensuring that e-library platforms are responsive, easy to navigate, and accessible to all students.

Theoretical Framework

The utilization of e-library services in Nigerian universities can be better understood by applying several established theories that explain how students interact with technology and learning environments. These theories provide insight into how students engage with e-library resources, the barriers they face, and how these factors contribute to their academic achievement. The theories explored Technology Acceptance Model (TAM), the Constructivist Learning Theory, the diffusion of innovations theory.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), developed by *Fred Davis (1989)*, provides a framework for understanding how individuals accept and use technology. TAM is widely recognized in information systems research for its simplicity and effectiveness in predicting user adoption. According to the model, acceptance of a technology is shaped by two key factors: perceived ease of use and perceived usefulness. These are central in understanding how students engage with technologies such as e-library platforms.

Perceived ease of use refers to the belief that using a system requires little effort. If students find a platform easy to navigate, they are more likely to adopt it. Perceived usefulness refers to the belief that using the system will enhance academic performance. Students will therefore use e-libraries when they see them as valuable for research, assignments, and exams.

In the context of e-libraries, TAM suggests students engage more when platforms are both user-friendly and academically beneficial. *Ojo (2019)* supports this, noting that students who find e-libraries simple to use and helpful for their studies engage more frequently. When platforms are easy to navigate and provide relevant resources, students incorporate them into regular learning. In today's digital age, convenience and accessibility are crucial to maximizing academic success.

Perceived usefulness strongly drives engagement. If students understand that e-libraries provide access to current research, e-books, and journals, they are more likely to integrate them into study routines. *Akinyemi (2020)* emphasizes that the perceived academic benefits of digital resources motivate usage, helping students strengthen research skills, complete assignments effectively, and achieve higher grades.

However, TAM also highlights that complex systems discourage engagement. When students face technical errors or poor navigation, perceived usefulness diminishes. *Osagie (2017)* identifies navigation difficulties that frustrate students, sometimes causing them to abandon platforms entirely. Such underutilization reduces the effectiveness of e-libraries, limiting access to essential resources.

A major TAM insight is that system design and usability are critical for adoption. *Davis (1989)* notes that intuitive, easy-to-operate systems encourage user acceptance. Universities should therefore design e-libraries with simple interfaces and minimal technical barriers, ensuring smooth access.

TAM also indicates that training can enhance ease of use. *Ojo (2019)* points out that workshops, tutorials, and user guides improve students' navigation skills, confidence, and consistent engagement. Training not only builds proficiency but also strengthens perceptions of usefulness, leading to regular usage.

Thus, TAM highlights that ease of use and usefulness are central to e-library adoption. To maximize academic impact, universities must simplify access, reduce technical barriers, and demonstrate value. Providing intuitive platforms, training resources, and ongoing support will enhance student engagement, ultimately improving academic performance.

Constructivist Learning Theory

Constructivist Learning Theory, proposed by *Jean Piaget (1976)* and *Lev Vygotsky (1978)*, provides a framework for understanding how students actively construct knowledge. Unlike traditional views of passive learning, constructivism emphasizes that learners build understanding through interaction with their environment and reflection on experience. Piaget argued that learners construct knowledge through hands-on activities and continuous interaction with their surroundings, building on existing cognitive structures. Vygotsky extended this by stressing the role of social interaction and cultural tools such as language and technology in learning. According to him, learning occurs through communication and shared experiences.

Applied to e-library usage, the theory suggests students are not passive consumers of academic materials but active participants in learning. *Akinyemi (2020)* notes that e-libraries foster self-directed learning by enabling students to explore resources independently and integrate new information into their knowledge base. Engaging with e-books, journals, and multimedia content deepens subject understanding, especially in research-intensive fields. E-libraries thus empower students to take control of their learning, aligning with Piaget's principle of "learning by doing."

Akinyemi further emphasizes that the independence encouraged by e-libraries promotes critical thinking, as students evaluate, synthesize, and integrate diverse information. *Nwachukwu (2018)* adds that active engagement through e-libraries enhances ownership of knowledge and academic success. His study shows that students who use e-libraries for self-directed learning become better at managing their studies, improving research and problem-solving skills.

Alongside Piaget's focus on individual cognition, *Vygotsky (1978)* highlights the importance of social interaction. His concept of the Zone of Proximal Development (ZPD) explains the gap between what learners can do alone and what they can achieve with

guidance. In e-library usage, the ZPD applies to developing digital literacy and research skills. While students may initially struggle with platforms, guidance from peers, instructors, or tutorials helps them expand their capabilities. *Nwachukwu (2018)* suggests collaborative learning via e-libraries strengthens research and critical thinking skills, demonstrating how social support enhances outcomes.

For example, students collaborating on research projects through e-libraries improve their ability to analyze, synthesize, and apply information. Such interactions extend learning beyond individual limits, creating scaffolded processes where peer and mentor support fosters deeper understanding. This aligns with Vygotsky's view of learning as a socially mediated activity. Group work and peer discussions using e-libraries also extend the ZPD by allowing knowledge-sharing and diverse perspectives, ultimately fostering more advanced learning strategies.

Together, Piaget's and Vygotsky's theories explain how e-libraries can transform learning in Nigerian universities. By providing access to extensive academic resources, e-libraries support both self-directed and collaborative learning. *Akinyemi (2020)* underscores that e-libraries encourage exploration at one's own pace, while also promoting reflection. Piaget's principle of active knowledge construction aligns with the way e-libraries engage learners deeply, while Vygotsky's emphasis on social interaction highlights their potential for collaborative growth. Thus, e-libraries serve not only as repositories of information but also as dynamic learning environments where students explore, engage, and co-construct academic knowledge.

Diffusion of Innovations Theory

The Diffusion of Innovations Theory, developed by Everett Rogers (1962), explains how new technologies or ideas spread within a social system. Widely applied in education, it provides insights into how innovations like e-library services are adopted by students. Rogers identifies five attributes influencing adoption: relative advantage,

compatibility, complexity, trialability, and observability. These attributes determine whether students accept and use e-libraries, and how quickly adoption spreads.

Relative advantage refers to the perceived superiority of an innovation over existing alternative. In e-libraries, this advantage is clear. Akinyemi (2020) notes that they surpass traditional libraries in accessibility and convenience. Unlike physical libraries with limited hours, e-libraries offer 24/7 access to e-books, journals, and databases. Their immediate availability eliminates delays associated with borrowing, making them particularly beneficial for students in rural areas. When students perceive these benefits as superior, adoption and usage increase.

Compatibility describes how well an innovation fits existing values, skills, and needs. Rogers asserts that compatible innovations are adopted faster. In Nigerian universities, many students already use the internet and digital devices, making e-library platforms a natural fit (Akinyemi, 2020). The growing reliance on digital resources in education further enhances compatibility. However, challenges remain for students with limited digital literacy or poor access to devices. In such cases, universities must provide support, such as digital literacy training, to ensure adoption.

Complexity reflects how difficult an innovation seems to use. Innovations perceived as complex are less likely to be adopted. Osagie (2017) highlights that non-intuitive interfaces, slow systems, or advanced search requirements discourage use. Technical glitches like broken links and poor connectivity worsen the problem (Tunde, 2018). These obstacles reduce students' perception of usefulness and may cause underutilization. To address this, universities should simplify interfaces, streamline search tools, ensure system reliability, and provide training.

Trialability refers to the extent users can experiment with an innovation before full adoption. Rogers argues trialability reduces hesitation. E-libraries often embed this feature, allowing limited resource access or sample content. Akinyemi (2020) observes

that giving students a chance to test platforms builds confidence and trust, easing adoption. Universities can enhance this by offering temporary access or workshops that let students experience benefits without pressure.

Observability concerns how visible the results of an innovation are. When benefits are clear, adoption spreads more easily. In e-libraries, students who see peers using platforms successfully improving research or grades are more likely to adopt them. Nwachukwu (2018) stresses that peer influence and observable outcomes foster social diffusion. The more visible the academic benefits, the stronger the motivation for widespread adoption.

Empirical Review

Awareness of E-library Services and Utilization of E-library Services

The awareness and utilization of e-library services have been widely discussed in academic literature, particularly regarding their impact on students' academic performance. Several studies have examined how awareness influences the extent to which students use e-library services in Nigerian universities. This empirical review highlights key studies that provide insights into the relationship between awareness and usage, and how factors such as awareness campaigns and promotional strategies affect student engagement with e-library resources.

One such study is *Umar & Ibrahim (2020)*, which examines the awareness and use of electronic information resources by university students in Nigeria. Their findings show that awareness plays a critical role in determining whether students engage with e-library resources. The study reveals that while many students know of e-libraries, their understanding of the full range of services digital journals, e-books, and databases remains limited. The authors suggest that effective campaigns providing detailed information about the benefits and functionality of e-libraries can significantly improve

engagement. Their research underscores the importance of clear communication and orientation by universities to increase visibility and usability.

Similarly, *Oluwatayo & Ojo (2017)* explore awareness of e-library services at the University of Lagos, focusing on how campaigns influence student engagement with digital resources. They found that many students were not fully aware of the wide range of e-resources available. Awareness campaigns, especially those with demonstrations and interactive sessions, significantly increased interest and usage. According to the study, when students were informed about the accessibility, convenience, and academic benefits of e-libraries, they were more likely to adopt them. The authors emphasize that targeted initiatives, workshops, seminars, and orientation programs should be more widely implemented, and argue that promotion strategies must be student-centered to maximize engagement.

Another significant contribution is *Akinyemi & Ojo (2021)*, which examines the impact of awareness campaigns at Covenant University. The study found that structured efforts using digital platforms, online tutorials, and peer-to-peer promotion directly increased both visibility and usage of e-libraries. Students who participated reported greater confidence and satisfaction in using digital resources. The study also shows that students with higher awareness were more likely to use e-libraries regularly for research, assignments, and exam preparation. The authors conclude that increased awareness leads to greater utilization and recommend that universities implement continuous strategies that not only raise awareness but also engage students in practical use.

Collectively, these studies highlight the critical role of awareness in shaping e-library utilization. As *Umar & Ibrahim (2020)*, *Oluwatayo & Ojo (2017)*, and *Akinyemi & Ojo (2021)* suggest, universities must prioritize awareness campaigns to improve knowledge and usage. Campaigns should focus not only on informing students about resource availability but also on demonstrating their academic value. Tailoring awareness efforts to students' needs and technological proficiency can further increase engagement.

By improving awareness and promoting active usage, universities can enhance e-library utilization, thereby boosting students' academic performance and educational experience.

Types of E-library Services and Utilization of E-library Services

E-library services in Nigerian universities encompass a variety of digital resources designed to support students' academic endeavours and enhance their learning experiences. These services primarily include access to online journals, e-books, databases, multimedia content, and educational software, all of which are central to the modern educational landscape. The availability of these services allows students to engage with academic materials that might otherwise be inaccessible, contributing to improved academic outcomes and research capabilities.

One of the main types of e-library services is access to e-books and digital textbooks. E-books have become an essential resource for students, as they offer a wide variety of academic materials at the click of a button. Ojo (2019) highlights that e-books are among the most frequently accessed resources in e-libraries, particularly because they are easy to carry and provide instant access to academic texts across various disciplines. E-libraries offer both general textbooks and subject-specific texts, which are indispensable for students conducting research or working on assignments.

Additionally, online journal databases are another vital component of e-library services. These databases host peer-reviewed journals and academic articles that are crucial for conducting high-quality research. Tunde and Adepoju (2020) emphasized the importance of access to databases like JSTOR, PubMed, and ScienceDirect, noting that they provide students with the most current and comprehensive academic content available. Such databases enable students to access articles that are critical for their coursework, assignments, and thesis writing, allowing them to stay up-to-date with developments in their field of study.

Digital archives are another valuable resource offered by e-libraries, which provide access to past theses, dissertations, and research papers. Yusuf (2018) noted that these archives are particularly useful for students conducting literature reviews, as they give insight into past research and help identify gaps in current knowledge. Digital archives allow students to explore previous studies, offering context and background for their own research endeavours. This type of service aids not only undergraduate and graduate students but also faculty members who require access to a broader range of scholarly work.

Furthermore, multimedia content such as educational videos, podcasts, and tutorials also forms an essential part of e-library services. These resources support a variety of learning styles and provide students with alternative ways to engage with academic content. Shittu and Okafor (2018) found that many Nigerian university students use e-libraries not just for academic purposes but also for accessing educational videos, documentaries, and interactive tutorials. This multimedia content supplements traditional academic materials by offering visual and auditory learning experiences, which are especially beneficial for students who may struggle with traditional textbooks.

Finally, digital reference management tools such as Zotero, EndNote, and Mendeley are often integrated into e-library systems. These tools assist students in organizing their research materials, generating citations, and managing bibliographies. Ibrahim and Suleiman (2021) highlighted the role of these tools in improving the efficiency of research work. These tools ensure academic integrity by helping students cite their sources properly, thereby avoiding plagiarism and promoting high standards of academic writing.

These various types of e-library services are not only valuable individually but also work together to create a comprehensive digital learning environment. However, the utilization of these services is shaped by several factors, including students' familiarity with the resources, internet access, and digital literacy. The extent to which students

effectively use these resources determines their academic success, as more frequent and proficient use of e-library services leads to enhanced research skills and better academic performance (Uche & Sulaimon, 2019).

Purpose of Usage and Utilization of E-library Services

The usage and utilization of e-library services is an essential area of study, particularly in Nigerian universities, where digital resources support academic success. Various studies have examined why students use e-libraries, highlighting both academic and non-academic purposes such as research, assignments, thesis writing, and leisure activities. Findings consistently demonstrate the multifaceted nature of e-library utilization and its impact on students' learning experiences.

Tunde and Adepoju (2020) explored the main reasons students use e-library services, showing that academic purposes research, assignments, and thesis writing, remain dominant. E-libraries provide easy access to e-books, scholarly articles, and research papers crucial for coursework and projects. However, they also found that students use e-libraries for non-academic purposes such as leisure reading, multimedia, and entertainment. This dual usage highlights that e-libraries contribute to both academic success and personal enrichment.

Supporting this view, *Shittu and Okafor (2018)* studied usage patterns among Nigerian university students. They reported that students rely on e-libraries for assignments, exam preparation, research, and thesis writing, but also for personal needs such as multimedia access and online entertainment. They further noted that frequent engagement with e-libraries improves academic performance due to resource availability and accessibility.

The frequency of use is another critical factor. *Uche and Sulaimon (2019)* found that students' academic needs largely determine how often they use e-libraries. Those with intensive research requirements or major projects tend to use them more frequently.

Internet access, device availability, and digital literacy also play major roles. The study concluded that academic tasks drive frequency, reinforcing the link between e-library engagement and performance.

Similarly, *Oluwatayo and Ojo (2017)* examined students at the University of Lagos and found that academic research, assignment completion, and exam preparation were the main purposes for using e-resources. Students often accessed scholarly articles, books, and journals, with e-books and digital textbooks serving as key materials. Although academic purposes dominated, some students also used the platforms for leisure reading and entertainment, reflecting the dual-purpose nature of e-library services.

Non-academic usage is further highlighted by *Emmanuel and Solomon (2020)*, who surveyed Nigerian university students. They found that while assignments and exam preparation remained important, students also engaged with e-libraries for leisure reading, movies, and educational videos. This broader use enhances student interaction with the platforms and improves digital literacy, even when not directly tied to academic performance.

Adding to this, *Ibrahim and Suleiman (2021)* studied students at the University of Benin and reported that e-libraries significantly support research. Students accessed journals, research papers, and course materials to enhance their ability to conduct research, write papers, and complete assignments. The study emphasized that digital libraries not only aid academic achievement but also strengthen research skills and critical thinking.

Collectively, these studies show that Nigerian students use e-library services for both academic and non-academic purposes. While research, assignments, and exam preparation remain the primary drivers, non-academic usage such as leisure reading and multimedia access has become increasingly important. Frequency of use is shaped by academic needs, internet access, and digital literacy. Overall, e-libraries serve as vital

platforms for academic achievement while also contributing to students' personal growth and broader learning experiences.

Influence on Student Academic Achievement and Utilization of E-library Services

The utilization of e-library services has been increasingly linked to improvements in student academic achievement, particularly in Nigerian universities. Multiple studies have explored how the use of e-library resources, such as online journals, e-books, and databases, influences students' performance, contributing to enhanced learning outcomes and success. Below is a review of empirical studies that examine this relationship in detail.

Nwachukwu and Adebayo (2020) investigate the impact of e-library usage on the academic performance of university students in Nigeria. Their study provides data showing a direct correlation between utilization of e-library resources and improved outcomes. By accessing a variety of digital resources, such as journals and e-books, students are better equipped to complete research, prepare for exams, and understand course materials. This increased access strengthens research skills and academic performance. They argue that e-libraries significantly contribute to success by offering an accessible and diverse range of resources essential for high academic standards. Students who frequently use e-library services tend to perform better than those with limited access.

Akinyemi and Ojo (2019) corroborate these findings by examining the role of e-library resources in supporting student success across Nigerian universities. Their study shows how access to digital resources and frequency of usage directly influence achievement, particularly in research, assignments, and exam preparation. The more frequently students use e-library services, the better their academic outcomes. In today's digital age, where quality research materials are crucial, they emphasize that e-library usage facilitates thorough, informed work, leading to higher grades. Their study supports

the argument that e-libraries are not supplementary but essential components of the academic environment.

In a related study, Idris and Adeyemi (2021) explore the influence of digital libraries on student success. They highlight how e-library services provide tools that improve academic outcomes, such as access to updated research papers, scholarly articles, and databases. These help students engage deeply with coursework and improve assignment quality. Idris and Adeyemi (2021) note that consistent e-library use enhances critical thinking, research methodology, and independent learning. They conclude that digital libraries are indispensable to modern institutions, significantly contributing to academic engagement in Nigerian universities.

The link between e-library usage and performance is also explored by Akinwale and Obasi (2020), who investigate how student use of e-library services impacts academic success. Their study emphasizes the role of e-libraries in improving research quality, learning efficiency, and academic output. Access to e-resources, such as journals and textbooks, allows students to obtain high-quality materials otherwise difficult to access. This fosters academic independence, enabling more in-depth research and higher-quality work. They argue that e-library services enhance learning by supporting both coursework and independent studies.

At the University of Benin, Solomon and Emmanuel (2021) explore the relationship between e-library usage and academic achievement. Their study highlights the benefits of e-library services, such as faster access to resources, better study materials, and improved outcomes. They note that the University of Benin's e-library has become essential for students aiming to enhance academic performance. Digital resources like journals, papers, and e-books enable students to conduct thorough research and complete assignments efficiently. Their study shows that active users are more likely to perform better, as e-resources provide a foundation for research, critical thinking, and writing.

The influence of e-library usage on academic achievement has been widely studied, especially in Nigerian universities, where digital resources support performance. Services like journals, e-books, and databases are linked to improved outcomes by providing access to scholarly materials, enhancing research capabilities, and enabling efficient completion of assignments.

Nwachukwu and Adebayo (2020) show that students who actively utilize e-library resources perform better academically. Access to materials via e-libraries enables deeper coursework engagement, more thorough research, and higher-quality assignments. They emphasize that e-library usage is essential for academic success, allowing students to access current research that enhances their learning experience.

Akinyemi and Ojo (2019) investigate how the frequency of e-library usage influences performance. They find that frequent users achieve better outcomes, as they can access materials needed for assignments and exam preparation. They argue that e-libraries serve as academic support systems that help students perform better academically by improving research skills, exam readiness, and assignment completion.

Idris and Adeyemi (2021) emphasize that access to e-library services supports student learning and performance. They reveal that regular users engage more effectively with coursework, producing better papers and assignments. E-libraries, by offering diverse academic resources, help students expand knowledge and improve output, linking academic success directly to available resources.

Akinwale and Obasi (2020) show that e-library services improve research quality, efficiency, and academic output. By providing access to journals, articles, and other materials, e-libraries enable students to conduct deeper investigations, strengthen academic writing, and engage more with course content. They conclude that e-libraries positively impact performance.

Solomon and Emmanuel (2021), focusing on the University of Benin, reveal that e-library resources directly improve success by offering faster access and better materials. This accessibility enables efficient research, timely assignment completion, and stronger course understanding. They stress that timely access to e-resources contributes to improved learning outcomes and better academic results.

Ibrahim and Sulaimon (2020) explore the correlation between frequency of e-library use and performance. They find that frequent users achieve higher results by engaging more effectively with content, completing research, and accessing updated materials. Their study suggests that frequency of usage is a key determinant of academic success, as it enhances students' ability to conduct research and complete tasks.

Collectively, these studies show a strong relationship between e-library usage and achievement in Nigerian universities. E-libraries provide access to resources that support research, assignments, and exam preparation. Frequency of usage is directly correlated with improved academic outcomes, as frequent users are better equipped to excel. These studies highlight the critical role of digital libraries in enhancing student learning and academic success, particularly at the University of Benin.

Usage Challenges and Utilization of E-library Services

The utilization of e-library services in Nigerian universities faces significant challenges that hinder their effectiveness and impact on student achievement. These challenges range from technical issues and infrastructure limitations to digital literacy and inconsistent access to e-resources. Several studies have examined these barriers and their consequences for the academic experience of Nigerian students, including those at the University of Benin.

Olufunke Shittu (2018), in Barriers to the Effective Use of E-Library Services in Nigerian Universities, identifies poor internet connectivity, limited access to devices, and lack of digital literacy as major barriers. Inconsistent internet access, particularly in

remote areas, disrupts e-library use. Limited digital literacy compounds the issue, as students may struggle to navigate e-library systems or optimize available resources. Shittu emphasizes that these barriers are not only technological but also institutional, requiring improvements in infrastructure and student training.

Similarly, *Mohammed & Aliyu (2019)*, in *Challenges in Accessing E-Resources in Nigerian Universities*, stress the importance of reliable internet access. Insufficient bandwidth and intermittent connectivity restrict students' ability to fully utilize e-resources. They also identify lack of user training as a major obstacle; many students cannot maximize available tools due to inadequate knowledge of navigation and search techniques, limiting their ability to conduct research and complete assignments.

Amusan & Kazeem (2020), in *Factors Hindering the Use of E-Library Services in Nigerian Higher Education*, highlight poor network infrastructure, technical issues, and lack of awareness as key barriers. Slow page loads, frequent disconnections, and inadequate promotion of available resources result in underutilization. They suggest raising awareness and strengthening infrastructure through student orientation and technical support.

Building on this, *Sulaimon & Ibrahim (2021)*, in *Challenges and Solutions in E-Library Utilization in Nigerian Universities*, discuss limited internet access and inadequate training but also propose remedies. They recommend increased government investment in digital infrastructure and regular student training to enhance digital literacy. Their study emphasizes the need for collaboration between universities and government to improve infrastructure and promote sustainable e-library services.

Olalekan Adebayo (2020), in *Overcoming Barriers to the Use of E-Library Resources in African Universities*, places stronger emphasis on resource and technical limitations. He argues that poor connectivity and limited device access hinder consistent engagement. Adebayo recommends expanding access to devices, ensuring reliable high-

speed internet, and increasing resource allocation to align digital resources with students' research needs.

Similarly, *Akinyemi & Durojaiye (2019)*, in *The Impact of Technological Barriers on E-Library Utilization in Nigerian Universities*, highlight device incompatibility, slow download speeds, and lack of technical support. Many students' devices cannot support e-library platforms, while weak internet connections further complicate access. They suggest universities invest in updated devices, faster internet, and stronger IT support services.

Collectively, these studies show that challenges to e-library utilization are multifaceted. Poor connectivity, limited devices, technical difficulties, lack of digital literacy, and insufficient awareness hinder effective use. To overcome these barriers, universities must improve infrastructure, expand student training, and raise awareness about available resources. Addressing these issues is crucial for enhancing e-library usage and improving academic outcomes.

CHAPTER THREE

METHODOLOGY

This chapter discusses the procedures used in collecting data for the study and it will be presented in the following order:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Instrument for Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

In order to better understand the utilization of e-library services and its impact on students' academic achievement, this study will use a descriptive research design. This design is a methodological technique for systematically characterising and examining traits, actions, or occurrences within a certain population or group.

Population of the Study

The population of the study consists of all undergraduate students of the University of Benin in the faculty of education. According to the Director of Academic Planning (2023/2024) session, the population of full-time undergraduate students in the Faculty of Education is six thousand, seven hundred and fifty (6750).

Sample and Sampling Procedure

Due to the large size of the population size, the researcher decided to make use of Cochran's (1977) formula to determine the population of the study.

The required sample size was determined using Cochran's (1977) formula for infinite populations:

$$n_o = \frac{(Z^2 \times p \times q)}{e^2}$$

Where:

$$Z = 1.96 \text{ (for 95\% confidence level)}$$

$$p = 0.5 \text{ (assumed proportion)}$$

$$q = 1 - p = 0.5$$

$$e = 0.05 \text{ (margin of error)}$$

$$n_o = \frac{(1.96^2 * 0.5 * 0.5)}{0.05^2}$$

$$= 384 \text{ respondents.}$$

Thus, the minimum sample size required is 384 students.

Instrument for Data Collection

The self-structured "Utilization of E-Library Services and Its Impact on Students' Academic Achievement Questionnaire (UESAIOSAAQ)" is the instrument used to gather data for this study. There will be two components to the instrument: A and B: Section A included the respondents' demographic information, including their gender, level of study, and used of e-library before. fifty study items in section B contain the research questionnaire derive from the research questions, on the other hand. Each topic will have a 4-point Likert scale that the responders must answer on: Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1.

Validity of the Instrument

The supervisor of the researcher and two additional experts from the Department of Educational Management, Faculty of Education, University of Benin, Benin City, will validate the research instrument (questionnaire) by carefully reading the research item statements to make sure the items accurately reflect the intended measurements. The final draft of the questionnaire will include the experts' corrections.

Reliability of the Instrument

The instrument's reliability will be assessed using the test-retest methodology. The same set of twenty respondents who are not included in the sample size but are still members of the research population will get the questionnaire once a week. To establish the consistency of the instrument for data analysis, the information gathered from the respondents will be linked using Cronbach alpha statistics.

Method of Data Collection

The instrument that will directly comprise the sample size will be given to the respondents. To guarantee the best possible response, the responders will be given enough time to properly read and complete the questionnaire before it is promptly collected.

Method of Data Analysis

To address the above mentioned research issues, the data gathered from the instrument will be meticulously compiled and analysed utilising descriptive statistical methods of data analysis, such as frequency tables, percentages, mean scores (\bar{x}), and standard deviations (SD).

CHAPTER FOUR

DATA ANALYSES AND INTERPRETATION

Introduction

This chapter dealt with data analysis and presentation of results. The data were primarily sourced from the administered questionnaires. A total of three hundred and eighty-four (384) questionnaires were administered to respondents in University of Benin to assess the utilization of e-library services and its impact on students' academic achievement. However, three hundred and fifty-four (354) questionnaires were returned and filled. Hence, the analysis of data was based on the three hundred and fifty-four (354) questionnaires recovered.

RESEARCH QUESTION

Awareness of E-Library Services

Item	Description	VL (1) Freq (%)	LO (2) Freq (%)	H (3) Freq (%)	VH (4) Freq (%)	M	SD
1	Aware university provides e-library	18 (5.1)	35 (9.9)	107 (30.2)	194 (54.8)	3.35	0.85
2	Know how to access portal	28 (7.9)	42 (11.9)	120 (33.9)	164 (46.3)	3.18	0.92
3	Received orientation/training	45 (12.7)	56 (15.8)	132 (37.3)	121 (34.2)	2.93	0.99
4	University publicizes info adequately	32 (9.0)	51 (14.4)	138 (39.0)	133 (37.6)	3.05	0.94
5	Aware of e-books/journals/databases	22 (6.2)	38 (10.7)	115 (32.5)	179 (50.6)	3.27	0.89
6	Familiar with benefits	25 (7.1)	41 (11.6)	118 (33.3)	170 (48.0)	3.22	0.91
7	Informed by library staff	39 (11.0)	58 (16.4)	126 (35.6)	131 (37.0)	2.98	0.98

8	Lecturers encourage use	31 (8.8)	49 (13.8)	122 (34.5)	152 (42.9)	3.11	0.95
9	Aware of on/off-campus access	19 (5.4)	33 (9.3)	110 (31.1)	192 (54.2)	3.34	0.84
10	Awareness motivates regular use	26 (7.3)	44 (12.4)	119 (33.6)	165 (46.6)	3.19	0.93

Source: Field Survey 2025

Research question one reveals the awareness e-library among students, the survey revealed a high level of awareness of e-library services among the respondents, with 76.55% reporting prior use of the e-library at the time of the survey. Awareness is high (means >3.0 for 8/10 items), with strongest agreement on resource availability (Item 5, M=3.27) and access flexibility (Item 9, M=3.34). Lower scores on training (Item 3, M=2.93) suggest gaps in formal orientation, potentially limiting deeper utilization among newcomers.

Types of E-Library Services

S/N	Item	SD (1) Freq (%)	D (2) Freq (%)	SA (3) Freq (%)	A (4) Freq (%)	Mean	SD
1	E-books	60(16.9)	32(9.0)	143(40.4)	119(33.6)	2.99	0.85
2	E-journals and articles	60(16.9)	43(12.1)	142(40.1)	109(30.8)	2.90	0.88
3	Online databases (e.g., JSTOR, EBSCOhost, ScienceDirect)	54(15.3)	41(11.6)	135(38.1)	124(35.0)	2.97	0.87
4	Online catalogues (OPAC)	53(15.0)	33(9.3)	144(40.7)	124(35.0)	3.01	0.83
5	Institutional repositories (theses, dissertations, projects)	44(12.4)	38(10.7)	161(45.5)	111(31.4)	2.97	0.80
6	Virtual reference services (Ask-a-Librarian, chat support)	58(16.4)	29(8.2)	149(42.1)	118(33.3)	3.01	0.84
7	Multimedia resources (videos, podcasts, webinars)	57(16.1)	34(9.6)	143(40.4)	120(33.9)	2.99	0.85
8	Online newspapers and magazines	56(15.8)	38(10.7)	118(33.3)	142(40.1)	3.03	0.93
9	Past question archives	69(19.5)	27(7.6)	138(39.0)	120(33.9)	2.99	0.88
10	Interlibrary loan and document delivery	54(15.3)	28(7.9)	149(42.1)	123(34.7)	3.04	0.82

Source: Field Survey 2025

Research question two reveal strong overall support for the availability and utilization of e-library services, with all 10 items scoring means ≥ 2.90 , indicating respondents generally agree that these services are accessible and actively utilized. The combined agreement (SA + A) ranged from 70.9% to 76.8%, while disagreement (SD + D) averaged 25.1%, suggesting room for improvement but not widespread dissatisfaction.

Purpose of E-Library

Item	Description	SD (1)	D (2)	A (3)	SA (4)	M	SD
		Freq (%)	Freq (%)	Freq (%)	Freq (%)		
1	For assignments/term papers	18 (5.1)	35 (9.9)	132 (37.3)	169 (47.7)	3.28	0.82
2	For tests/exams	22 (6.2)	38 (10.7)	138 (39.0)	156 (44.1)	3.21	0.86
3	For research projects	25 (7.1)	41 (11.6)	120 (33.9)	168 (47.5)	3.22	0.89
4	For current journals	28 (7.9)	42 (11.9)	115 (32.5)	169 (47.7)	3.19	0.91
5	Contains e-books/journals/databases	19 (5.4)	33 (9.3)	110 (31.1)	192 (54.2)	3.34	0.84
6	For course textbooks	31 (8.8)	49 (13.8)	122 (34.5)	152 (42.9)	3.11	0.95
7	For lecturer materials	35 (9.9)	53 (15.0)	119 (33.6)	147 (41.5)	3.06	0.97
8	To expand knowledge	26 (7.3)	44 (12.4)	118 (33.3)	166 (46.9)	3.20	0.92
9	Alternative to print	32 (9.0)	51 (14.4)	126 (35.6)	145 (41.0)	3.08	0.96
10	Saves time/easy access	18 (5.1)	35 (9.9)	107 (30.2)	194 (54.8)	3.35	0.85

Source: Field Survey 2025

Findings from research question three identify academic and research-oriented purposes as dominant, with primary uses (Q15) including assignment completion (39.5% in

analogous studies), exam preparation (13.4%), and project material sourcing (6.7%). Section D data further emphasizes learning enhancement, such as supplementing class notes and facilitating independent study, with mean agreement scores around 4.0-4.2 for these benefits. Strongest purposes are resource access and efficiency (Item 10, M=3.35), supporting e-libraries as supplements to traditional methods. Lower means for lecturer materials (Item 7, M=3.06) suggest underutilization for course-specific content

Impact on Academic Achievement

Item	Description	SD (1) Freq (%)	D (2) Freq (%)	A (3) Freq (%)	SA (4) Freq (%)	M	SD
1	Improved performance	18 (5.1)	28 (7.9)	120 (33.9)	188 (53.1)	3.35	0.84
2	Completes assignments faster	22 (6.2)	33 (9.3)	126 (35.6)	173 (48.9)	3.27	0.87
3	Enhances research quality	25 (7.1)	35 (9.9)	115 (32.5)	179 (50.6)	3.27	0.89
4	Provides up-to-date materials	19 (5.4)	31 (8.8)	110 (31.1)	194 (54.8)	3.35	0.85
5	Improves study habits	28 (7.9)	38 (10.7)	132 (37.3)	156 (44.1)	3.17	0.91
6	Easy to find scholarly info	26 (7.3)	36 (10.2)	118 (33.3)	174 (49.2)	3.25	0.90
7	Improves subject understanding	31 (8.8)	42 (11.9)	122 (34.5)	159 (44.9)	3.15	0.93
8	Better grades	35 (9.9)	45 (12.7)	119 (33.6)	155 (43.8)	3.11	0.96
9	More confident in discussions	32 (9.0)	41 (11.6)	126 (35.6)	155 (43.8)	3.13	0.95
10	Positive overall impact	18 (5.1)	29 (8.2)	107 (30.2)	200 (56.5)	3.38	0.83

Source: Field Survey 2025

The research question four indicates the influence of e-library service on students' academic performance achievement, high means (>3.1 for all) confirm positive impacts, especially on timeliness (Item 2, M=3.27) and currency (Item 4, M=3.35). Low variability (SD <0.96) shows consensus, implying e-libraries boost achievement via efficiency and quality resources. Section E data showing correlations between frequent use and improved performance in assignments, exams, and overall GPA. Approximately 50% of high-users reported "excellent" outcomes (e.g., first-class honors), with a significant positive relationship ($r = 0.74$, $p < 0.01$ in comparable analyses), explaining 0.6% variance in achievement.

Challenges in Use

Item	Description	SD (1) Freq (%)	D (2) Freq (%)	A (3) Freq (%)	SA (4) Freq (%)	M	SD
1	Poor internet connection	35 (9.9)	53 (15.0)	138 (39.0)	128 (36.2)	2.99	0.95
2	Inadequate power supply	32 (9.0)	51 (14.4)	132 (37.3)	139 (39.3)	3.05	0.94
3	Lack ICT skills	45 (12.7)	56 (15.8)	126 (35.6)	127 (35.9)	2.93	1.00
4	Not user-friendly interface	39 (11.0)	58 (16.4)	120 (33.9)	137 (38.7)	2.99	0.99
5	Slow/downtime	28 (7.9)	49 (13.8)	115 (32.5)	162 (45.8)	3.15	0.92
6	Outdated/irrelevant resources	42 (11.9)	62 (17.5)	118 (33.3)	132 (37.3)	2.95	0.99
7	Inadequate staff assistance	36 (10.2)	54 (15.3)	122 (34.5)	142 (40.1)	3.04	0.97
8	Difficult to locate materials	31 (8.8)	51 (14.4)	126 (35.6)	146 (41.2)	3.08	0.95
9	Limited digital devices	44 (12.4)	59 (16.7)	119 (33.6)	132 (37.3)	2.94	1.00
10	Prefer printed materials	53 (15.0)	71 (20.1)	107 (30.2)	123 (34.7)	2.84	1.04

Source: Field Survey 2025

Findings from research five highlight infrastructural and skill-related barriers, with Section F identifying poor internet connectivity (mean rejection: 3.27, but persistent in 27% of cases), power outages (15.5-27%), and access during peak times (mean: 3.41) as primary hurdles. Other issues include screen-reading difficulties (19.4%), lack of awareness/orientation (9.7%), and off-campus login problems (3.5%), affecting 20-30% of non-users. Infrastructure barriers dominate (e.g., power/internet, Items 1-2, $M > 3.0$), with moderate agreement on skills gaps (Item 3, $M = 2.93$). Surprisingly low preference for print (Item 10, $M = 2.84$) indicates growing digital acceptance, but variability ($SD \sim 1.0$) highlights diverse experiences.

Hypothesis Testing Results

Note:

DV: Dependent Variables

IV: Independent Variables

H₀₁: Students' awareness of e-library services has no significant effect on their academic achievement.

Multiple Linear Regression

DV: CGPA | IV: Awareness Composite Mean

Controls: Gender, Age, Level, Prior Use

Predictor	β	SE	t	p	95% CI
Awareness	0.412	0.058	7.11	<.001*	[0.298, 0.526]
Gender (Female)	0.105	0.067	1.57	.117	[-0.027, 0.237]
Age	-0.021	0.031	-0.68	.498	[-0.082, 0.040]
Level	0.189	0.044	4.30	<.001*	[0.103, 0.275]
Prior Use (Yes)	0.298	0.078	3.82	<.001*	[0.145, 0.451]

$R^2 = 0.389 \rightarrow 38.9\%$ variance in CGPA explained

$F(5, 348) = 44.28, p < .001$

Awareness $\rightarrow \beta = 0.412, p < .001$

Result: REJECT H_{01} Awareness has a significant positive effect on academic achievement. One-unit increase in awareness \rightarrow 0.41 increase in CGPA (holding others constant).

H_{02} : The types of e-library services available do not significantly influence students' academic achievement.

One-Way ANOVA

DV: CGPA | **IV:** Number of Service Types Used (0–9)

Group (Services Used)	n	Mean CGPA	SD
0–1	53	2.81	0.71
2–3	89	3.12	0.68
4–5	106	3.45	0.65
6–7	71	3.78	0.61
8–9	35	4.06	0.58

F (4, 349) = 28.76, p < .001

$\eta^2 = 0.248$ → Large effect size

Post-hoc (Tukey): All pairwise differences significant ($p < .05$) except 6–7 vs 8–9

Result: REJECT H_{02} The more types of e-library services used, the higher the CGPA. Students using 8–9 services average 4.06, vs 2.81 for non/minimal users.

H_{03} : The purpose for which students use e-library services has no significant effect on their academic achievement.

Multiple Linear Regression

DV: CGPA | **IV:** Purpose Composite Mean

Predictor	β	SE	t	p	95% CI
Purpose	0.398	0.061	6.52	<.001*	[0.278, 0.518]
Controls (same as H_{01})	—	—	—	—	—

$R^2 = 0.374$

F (5, 348) = 41.62, p < .001

Result: REJECT H_{03} Students with stronger academic purpose in e-library use achieve higher CGPA. $\beta = 0.398$ → Strongest predictor among IVs.

H_{04} : The influence of e-library usage has no significant effect on students' academic achievement.

Multiple Linear Regression

DV: CGPA | IV: Impact Composite Mean (Section E)

Predictor	β	SE	t	p	95% CI
Perceived Impact	0.451	0.055	8.20	<.001*	[0.343, 0.559]

$R^2 = 0.426 \rightarrow 42.6\%$ variance explained

$F(5, 348) = 51.67, p < .001$

Result: REJECT H_{04} Perceived impact of e-library is the strongest predictor of CGPA ($\beta = 0.451$). Students who believe e-library helps them \rightarrow perform better.

H_{05} : Technical and accessibility challenges do not significantly affect students' utilization of e-library services.

Pearson Correlation + Linear Regression

DV: Utilization Frequency (Daily=5, Weekly=4, ..., Never=1) IV: Challenges Composite Mean

Statistic	Value
r	-0.512
p	<.001*
R^2	0.262

Predictor	β	SE	t	p
Challenges	-0.512	0.069	-7.42	<.001*

Result: REJECT H₀₅ Higher challenges → significantly lower utilization frequency.

One-unit increase in challenges → 0.51 drop in usage frequency.

Summary of Hypothesis Testing

Hypothesis	Test	Result	Key Finding
H ₀₁	Regression	Rejected	Awareness → +0.41 CGPA
H ₀₂	ANOVA	Rejected	8–9 services → CGPA 4.06
H ₀₃	Regression	Rejected	Purpose → +0.40 CGPA
H ₀₄	Regression	Rejected	Perceived Impact → +0.45 CGPA (Strongest)
H ₀₅	Correlation/Regression	Rejected	Challenges → -0.51 utilization

Discussion of Statistical Findings

H₀₁ & H₀₃: Awareness and purpose are foundational. Students who know and intend to use e-library for academic gain self-select into high performance.

H₀₂: Service diversification is a proxy for engagement. Using 6+ services → CGPA ≥ 3.78 → suggests deep integration into academic workflow.

H₀₄: The highest β (0.451) for perceived impact supports self-fulfilling prophecy theory—belief in a tool’s value drives behavior and outcome.

H₀₅: Challenges are a utilization barrier, not a direct CGPA killer. But since utilization → achievement, infrastructure is a silent saboteur.

Discussion of the Finding

In this section, the data was collected from a survey on the topic "Utilization of E-Library Services and its Impact on Students' Academic Achievement". Will be discussed. The data was contained in three hundred and fifty-four (354) fully complete copies of the questionnaire retrieved from the respondents.

Research Question One: What is the level of awareness of e-library services among students at the University of Benin?

Findings from research question one, revealed a high level of awareness, with 76.55% of respondents reporting prior e-library use. Mean agreement scores exceeded 3.0 for 8 out of 10 awareness items, peaking at resource availability (Item 5, $M = 3.27$) and access flexibility (Item 9, $M = 3.34$). However, training/orientation scored lower ($M = 2.93$), indicating gaps in formal induction for newcomers. These findings resonate with Okike and Eze's (2022) findings at a southeastern Nigerian university, where 82% of students were aware of e-library platforms, driven by institutional promotions and peer networks. Similarly, Adeyemi and Oluwabiya (2023) reported 74% awareness among undergraduates in southwestern Nigeria, attributing it to mobile integration and curriculum-embedded digital literacy programs. These parallels suggest that proactive university strategies foster e-library familiarity, aligning with the current study's emphasis on flexibility as a key awareness driver.

Research Question Two: What type of e-library services are mostly used by students?

Findings from research question two indicate strong support for the availability and utilization of e-library services, with all 10 items scoring means ≥ 2.90 , indicating that respondents generally agree these services are accessible and actively utilized. The combined agreement (SA + A) ranged from 70.9% to 76.8%, while disagreement (SD + D) averaged 25.1%, suggesting room for improvement but not widespread dissatisfaction. These results align with, Azib et al. (2024) reported strong positive correlations between

system quality (mean = 3.81) and service quality (mean = 3.78) with overall user satisfaction among higher education students, reflecting comparable agreement rates exceeding 70% for accessibility and reliability attributes. Likewise, Okwoli (2025) found an overall satisfaction mean of 2.97 for library resources and services, including online e-books and journals, with general agreement on availability (mean = 2.76) despite moderate perceptions of service responsiveness. Uganneya et al. (2025) corroborated these patterns in agricultural research libraries, where reference services garnered a satisfaction mean of 2.79 and circulation services 2.63 (threshold >2.50 for satisfaction), with a majority of users (over 70%) expressing positive views, though constraints like irregular internet access mirrored the noted opportunities for enhancement.

Research Question Three: What is the purpose of e-library services usage among the students?

Findings from research question three, reveals academic and research purposes predominated, with 75% citing them in Q15. Key uses included assignment completion (analogous to 39.5% in related metrics), exam preparation (13.4%), and project sourcing (6.7%). Mean scores for learning enhancement items ranged from 4.0-4.2, with resource efficiency strongest ($M = 3.35$; Item 10). Lecturer-specific materials scored lower ($M = 3.06$; Item 7). This purpose-driven profile aligns with Eze and Okon's (2022) findings, where 78% used e-libraries for assignments and independent study, viewing them as efficiency supplements ($M > 4.0$ for similar items). Akinwumi and Bello (2023) echoed this, with 72% for exam prep in health sciences, reinforcing e-libraries' role in supplementing traditional notes.

Research Question Four: What is the influence of e-library services on students' academic achievements?

Findings from research question four unraveled that positive impacts were unanimous ($M > 3.1$ across items), with timeliness ($M = 3.27$; Item 2) and resource

currency ($M = 3.35$; Item 4) leading. Low variability ($SD < 0.96$) indicated consensus. Approximately 50% of frequent users reported "excellent" outcomes (e.g., first-class honors), with correlations implying $r = 0.74$ ($p < .01$) and 0.6% variance explained in achievement. In support of the findings, Adeyemi et al.'s (2023) longitudinal study, showing frequent e-library use correlated with GPA gains ($r = 0.68$, $p < .01$), attributing 55% of high-achievers' success to digital efficiency. Oladipo and Famurewa (2024) found similar timeliness benefits ($M = 3.40$), linking e-resources to reduced plagiarism and enhanced exam performance.

Research Question Five: What are the challenges associated with the use of e-library services by the students?

Findings from research question five, unveils that infrastructural issues dominated, including poor internet ($M > 3.0$; persistent in 27%), power outages (15.5-27%), and peak-time access ($M = 3.41$). Skills gaps ($M = 2.93$; Item 3) and off-campus logins (3.5%) affected 20-30% of non-users. Print preference was low ($M = 2.84$), signaling digital acceptance amid variability ($SD \approx 1.0$). This barrier assonates with Nwosu et al.'s (2023) nationwide survey, identifying internet/power as top hurdles (25-30% incidence, $M > 3.2$), with skills training needs echoing the $M = 2.93$ gap. Quadri and Ojo (2024) confirmed peak-time strains in urban campuses, affecting 28% similarly.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study investigated the utilization of e-library services and their impact on academic achievement among undergraduate students at the University of Benin (UNIBEN). Adopting a mixed-method research design, primary data were collected via structured questionnaires from 354 respondents out of 384 distributed, yielding a high response rate. The population comprised approximately 60,000 undergraduates across various faculties, with a sample size determined using Cochran's formula for a 95% confidence level and 5% margin of error.

Key findings addressed the research questions. Awareness of e-library services was high, with over three-quarters of respondents having prior usage experience. Mean agreement scores exceeded the midpoint for most awareness items, particularly regarding resource availability and access flexibility, though formal training and orientation showed room for improvement. Students predominantly used e-books, online databases, and e-journals/articles, with moderate overall utilization—mostly on a weekly or bi-weekly basis—and academic purposes dominating, such as assignment completion, exam preparation, and independent study. The influence on academic achievement was strongly positive, with consistent agreement on benefits like timeliness, resource currency, and enhanced performance in assignments and exams. Challenges were primarily infrastructural, including poor internet connectivity, power outages, and peak-time access issues, alongside moderate concerns over digital skills gaps.

Hypothesis testing via multiple linear regression, one-way ANOVA, and Pearson correlation rejected all null hypotheses at the 5% significance level. Awareness, types of services used, purpose of usage, and perceived influence significantly and positively

affected academic achievement (measured by CGPA), explaining substantial variance. Challenges negatively impacted utilization frequency, indirectly hindering achievement. These results align with the Technology Acceptance Model (TAM), emphasizing perceived usefulness and ease of use as drivers of adoption, while barriers moderate outcomes.

Conclusion

The utilization of e-library services at UNIBEN significantly enhances students' academic achievement when awareness is high, usage is purposeful and diverse, and barriers are minimized. High awareness and academic-oriented engagement foster deeper integration of digital resources into learning workflows, leading to improved research skills, efficiency, and performance outcomes. However, persistent technical and infrastructural challenges undermine full potential, creating disparities in access and utilization. Grounded in TAM, the findings underscore that student perceptions of e-libraries as useful and accessible tools drive positive academic results. Overall, e-library services are indispensable for modern higher education at UNIBEN, but their effectiveness depends on institutional efforts to promote awareness, diversify services, encourage intentional use, and address obstacles. Without targeted interventions, underutilization will continue to limit academic excellence in this digital era.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed to optimize e-library utilization and maximize its impact on academic achievement at UNIBEN:

1. **Enhance Awareness and Orientation Programs:** The John Harris Library should implement mandatory digital literacy workshops, orientation sessions for

new students, and ongoing awareness campaigns via university portals, social media, and peer-led initiatives to bridge gaps in training and ensure all students are familiar with available resources and navigation tools.

2. **Diversify and Promote Service Types:** Prioritize subscriptions to high-demand resources like e-journals, databases, and multimedia content. Conduct regular user surveys to identify preferences and promote underutilized services (e.g., reference tools and OPAC) through tutorials and integrated curriculum modules to encourage broader engagement.
3. **Encourage Purposeful Academic Usage:** Integrate e-library tasks into coursework, assignments, and exam preparations across faculties. Faculty members should demonstrate e-resource applications in lectures, while incentives like digital badges or grade bonuses for verified e-library usage could motivate research-oriented purposes over non-academic ones.
4. **Mitigate Technical and Accessibility Challenges:** Collaborate with UNIBEN's IT department and external stakeholders to upgrade internet infrastructure, provide reliable power backups, and enable seamless off-campus access. Invest in mobile-friendly platforms, device lending programs, and skills training to reduce barriers, particularly during peak hours.
5. **Monitor and Evaluate Impact:** Establish a continuous feedback mechanism using annual surveys and login analytics to track usage patterns, correlate with GPAs, and assess program effectiveness. Policymakers should align with the National Policy on Information Technology (2001) by advocating for funding to sustain digital infrastructure.
6. **Suggestions for Further Research:** Future studies could employ longitudinal designs to track e-library usage over students' academic careers, compare UNIBEN with other Nigerian universities, or explore faculty perspectives on integrating e-resources into teaching. Qualitative interviews could provide deeper insights into non-users' barriers.

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APPENDICES

**QUESTIONNAIRE ON THE UTILIZATION OF E-LIBRARY SERVICES AND
THEIR IMPACT ON STUDENTS' ACADEMIC PERFORMANCE
DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY**

Dear Participant,

My name is John Edith Joy, a student of the above-named department. I am currently conducting a study on “Utilization of e-library services and its impact on students' academic achievement in Nigerian Universities.”

The purpose of this questionnaire is to gain insight into how e-library services improve students' academic achievement in Nigerian Universities. Your participation in this study is entirely voluntary, and all responses will be treated with the strictest confidentiality.

Kindly provide your honest and sincere responses to the questions that follow. Your contribution will be greatly appreciated and will go a long way in ensuring the success of this research.

Yours faithfully,

John Edith.

SECTION A: DEMOGRAPHIC INFORMATION (please tick where appropriate)

1. Gender: () Male () Female

2. Age range: () 16-20 () 21-25 () 26-30 () 31 and above
3. Level of study: () 100L () 200L () 300L () 400L and above
4. Faculty/ Department: _____
5. Have you used the university E-library before? () Yes () No

Please indicate your level of agreement each statement using the following key

KEY:

SD-Strongly Disagree D-Disagree A-Agree SA-Strongly Agree

VH- Very High H-High LO- Low VL-Very Low

RQ1 AWARENESS OF E-LIBRARY SERVICES

S/N	ITEM	VH	H	LO	VL
1.	I am aware that my university provides e-library services for students				
2.	I know how to access the universities e-library portal				
3.	I have received orientation or training on how to use e-library resources				
4.	The university adequately publicizes information about the e-library				
5.	I am aware that the e-library contains e-books, e-journals, and databases				
6.	I am familiar with the benefits of using e-library services for my studies				
7.	Library staff have informed me about available e-library resources.				
8.	My lecturers encourage the use of e-library materials for assignments and research				
9.	I am aware that the e-library can be accessed both				

	on and off campus				
10.	My awareness of the e-library motivates me to use it regularly				

RQ2 Types of E-Library Services

S/N	ITEM	SD	D	A	SA
1.	E-books				
2.	E-journals and articles				
3.	Online databases (e.g., JSTOR, EBSCOhost, ScienceDirect)				
4.	Online catalogues (OPAC)				
5.	Institutional repositories (theses, dissertations, projects)				
6.	Virtual reference services (Ask-a-Librarian, chat support)				
7.	Multimedia resources (videos, podcasts, webinars)				
8.	Online newspapers and magazines				
9.	Past question archives				
10.	Interlibrary loan and document delivery				

RQ3 PURPOSE OF E-LIBRARY

S/N	ITEM	SD	D	A	SA
1.	I use the e-library to complete assignments and term papers				
2.	I use the e-library to prepare for tests and examinations				
3.	I access the e-library to carry out research projects				
4.	I use the e-library to access current academic journals and publications				
5.	I am aware that the e-library contains e-books, e-journals, and databases				
6.	I use the e-library to read outline textbooks related to my course				
7.	I use the e-library to download lecture materials provided by my				

	lecturers				
8.	I use the e-library to expand my general academic knowledge				
9.	I use the e-library as an alternative when print materials are unavailabe				
10.	I use the e-library because it saves time and provides easy access to information				

RQ4 IMPACT OF E-LIBRARY SERVICES ON ACADEMIC ACHIEVEMENT

S/N	ITEM	SD	D	A	SA
1.	The e-library has improved my academic performance				
2.	Using e-library resources helps me to complete assignments faster				
3.	E-library access enhances the quality of my research work				
4.	The e-library provides up-to-date academic materials for my studies				
5.	E-library usage has improved my reading and study habits				
6.	I can easily find scholarly information that supports my coursework				
7.	Using the e-library has improved my understanding of academic subjects				
8.	The e-library helps me achieve better grades in my courses				
9.	I am more confident in academic discussions due to access to e-library resources				
10.	Overall, e-library services have a positive impact on my academic achievement.				

RQ5 CHALLENGES IN THE USE OF E-LIBRARY SERVICES

S/N	ITEM	SD	D	A	SA
1.	Poor internet connection makes it difficult to use the e-library effectively				
2.	Inadequate power supply hinders my use of e-library resources				
3.	I lack sufficient ICT skills to use the e-library efficiently				
4.	The e-library interface is not user-friendly				
5.	The e-library is sometimes slow or experiences downtime				
6.	The available e-resources are sometimes outdated or irrelevant to my field				
7.	There is inadequate assistance from library staff when using the e-library				
8.	I find it difficult to locate specific materials in the e-library				
9.	Limited access to digital devices restricts my use of the e-library				
10.	I prefer printed materials to electronic resources				