



AVAILABILITY AND ATTITUDE TOWARDS USE OF ELECTRONIC INFORMATION RESOURCES BY STUDENTS OF NIGERIAN BAPTIST AND CHRIST APOSTOLIC CHURCH THEOLOGICAL SEMINARIES, OYO STATE

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ABSTRACT

This study examined the availability and attitudes towards the use of electronic information resources (EIRs) by students of Nigerian Baptist Theological Seminary (NBTS), Ogbomosho and Christ Apostolic Church Theological Seminary (CACTS), Ibadan. A descriptive survey research design was adopted. The population of this study was 1,853 comprising all the registered male and female students from the various faculties in NBTS and schools in CACTS. Systematic sampling technique was adopted, and therefore random sample was drawn from the large population with a fixed periodic interval of every 11th member across all the faculties and schools, giving a figure of 168. The instrument used for data collection was a self-developed questionnaire. All the 168 copies of the questionnaire were administered and retrieved, but only 167 copies



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representing 99 percent were found usable for the analysis. The data gathered were organized in tabular form to indicate raw scores, which were converted into percentages. The study found that students were more favourably disposed to using mostly considered available printed materials than EIRs. The study, therefore concluded that there was an unfavourable disposition of attitudes towards the use of EIRs by the students. Lack of ICT skills required for electronic application by the students precipitated the unfavourable disposition of the attitudes. The study recommended education and training to Seminary students to impart skills applicable to accessing and using electronic library resources and services effectively for their academic and research works.

Keywords: Availability, Attitudes, EIRs, Theological seminaries, Nigeria

Introduction

Seminaries and theological education aim to produce pastors known as theologians or learned clergies (Morison, 1963). Scholarship and technical knowledge of biblical languages and texts were key to pastoral authority in the Reformation. According to Greig (1999), Harvard College was the first seminary prototype founded in North America in 1636 to educate clerics. Undoubtedly, Harvard's style of teaching and educating pastors had a huge influence on the educational philosophy and spiritual fortifications found in all succeeding seminaries, universities, and accrediting agencies. The desired outcome of seminaries and theological education is for students to demonstrate a level of functioning that demonstrates their ability to manage their perceived strengths, weaknesses, and abilities in such a way that they achieve their goals within their specific vocation (Wang et al, 2023). This degree of integrated cognitive, emotional, and mental functioning entails using mental control, self-regulation, problem-solving, reasoning, decision-making, and strengths recognition to help them accomplish their intended goals in their specific leadership responsibilities.

Seminarians and theologians are expected to be involved in activities central to historic Baptist spirituality and participate in corporate worship, fellowship, and services. Seminaries and theological education address these formational goals through mandatory courses like Introduction to Pastoral Care, Integrative Seminar: Faith and Practice, Leadership for Ministry, and the Mentoring Experience (Field Education). Students have additional opportunities to learn about spiritual development, evaluate their own growth, and develop skills for caring for the spiritual lives of others in a number of elective courses in the Spiritual Formation and Discipleship concentration, such as Traditions of Christian Spirituality and Prayer, Formation for Congregations and their Leaders, and Spiritual Guidance and Soul Care (Wang et al., 2023). As a result, literature is produced to examine the variety of subjects intended to encourage personal development and mold people into having the interpersonal abilities, moral character, and spiritual resources required for ministry leadership. The literature produced is gathered in seminary libraries to support the programmes provided by the theological school, just like any other academic library would (Banjo & Ikonne, 2021).



The major goal of seminary libraries is to consistently support teaching, learning, and research in a manner that furthers the objectives of the institutions to which they are affiliated. Due to the diverse information needs of library clients in terms of quality, depth and currency and the difficulty of libraries to adequately fulfill user needs through traditional information sources alone, electronic information forms an integral part of libraries to support the users in learning, teaching and research. EIRs are information resources that require computer access or any electronic product that delivers a collection of data such as full-text bases, electronic journals, image collections and other multimedia products, numerical, graphical, or time-based, as a commercially available title that has been published with the intention of being marketed (Dhanavandan & Tamizchelvan, 2012). These can be transmitted on CD-ROM, cassette, the internet, and other media. A number of procedures, in addition, concerning related standards have been established in recent years, allowing documents to be prepared and delivered in electronic form.

According to Naik (2014), EIRs have huge potential. They do not occupy physical space; eliminate time, space and cost limit; content is easy to archive and organized subjectively; and are available 24 hours a day and 7 days a week, among others. The benefits of EIRs have driven libraries to better serve their patrons. Despite these significant benefits, a number of issues continue to impede the use of EIRs. Unreliable power supplies, insufficient network connectivity, low budget, a lack of expertise, a lack of technological infrastructure to support the services, and weak IT skills are just a few of them. Studies conducted over time in Nigerian seminaries have revealed that the degree of use of EIRs is low (Okiki, 2012; Banjo & Ikonne, 2021; Nyemezu, 2022). The utilization by students is determined by attitudes and how they feel about the availability and accessibility of EIRs. A key issue highlighted was a lack of knowledge retrieval abilities for utilizing EIRs, which resulted in very poor resource utilization by students.

Whereas students in Nigerian seminaries use the Internet extensively, findings by Ani (2010) suggested that their use of EIRs such as electronic journals and online databases was poor. Although, libraries have successfully implemented EIRs for their patrons, maintained access tools, imparted lifelong skills through information literacy skills training, and promoted EIRs, the use of EIRs in seminary libraries still remains low. As the seminary libraries spend a lot of money on purchasing and managing EIRs, then they should be used to their fullest potential. However, if the issue is not addressed, the institutions will continue to squander resources on unused information.

Statement of the Problem

Access to EIRs offers chances to obtain timely and accurate information. Nonetheless, despite the fact that a significant amount of money is spent on obtaining or subscribing to various electronic information resource packages, poor student utilisation of EIRs poses a problem to the studied seminary libraries. The statistics from the libraries showed this. The effective use of EIRs in Nigerian seminaries is limited by a number of factors, including a lack of expertise, insufficient technical infrastructure, and unpredictable power supply, among others, as encountered by



seminary students.

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Despite all of the efforts made by the Nigerian Seminaries toward automated information retrieval, it appears that very little progress has been accomplished in terms of facilitating seminary students' electronic access to information. Previous studies on the attitude of librarians and research scientists about the use of EIRs have been conducted, but less is known about how students feel about this method of information delivery. This demonstrates that there is an empirical gap that has to be filled. This study will assist the seminary library administrators in rethinking how to improve electronic resource access and use. As a result, this study is necessary to contribute to the limited information on availability and students' attitudes toward the usage of EIRs in NBTS and CACTS.

Research Questions

The following questions will be answered by this study:

1. What EIRs are available to students in NBTS and CACTS?
2. What are the attitudes of students towards the use of EIRs in NBTS and CACTS?
3. What are the preferred electronic information sources mostly used by students in NBTS and CACTS?
4. What are the motivating factors for the use of EIRs by students in NBTS and CACTS?

Review of Related Literature

EIRs, according to the (Johnson et al, 2012), are materials that require computer access, whether via a personal computer, mainframe, or handheld mobile device. They can be accessible locally or remotely via the Internet. E-journals, E-books, Full-text (aggregated) databases, indexing and abstracting databases, and Reference databases (biographies, dictionaries, directories, encyclopedias) are some of the most commonly encountered forms. Electronic data is accessible through remote and direct methods, with remote access involving the use of EIRs via computer networks. Direct access is using EIRs via digital media such as discs, cassettes, or cartridges, designed for use with computerized devices or their auxiliary equipment (Maurer, 2002). Thanuskodi (2012) describes EIRs as those that deliver a collection of information in the form of a full text (aggregated) database, e-journals, image collections, multimedia on CD, tape, Internet, web technology, e-discussions, e-news, data archives, e-mail online chatting. According to Okorie (2018), electronic information sources provide a diverse spectrum of products ranging from electronic periodicals to CD-ROMs, from mailing lists to databases, with the common feature of being utilized directly and occasionally as modified by a computer. Electronic information sources are becoming increasingly significant to the academic community (Egberongbe, 2011).

There are numerous advantages to using an electronic information resource over traditional print-based resources (Ji, Michaels, & Waterman, 2014). Electronic journals for example provide more efficient access to information and are thus easier to deliver to library patrons than traditional print journals. In the financially constrained environment of higher education, electronic journals have become a medium that is less expensive than traditional printed journals (Ellis & Oldman, 2005). According to Afolabi (2017), the most effective option for academic libraries to provide access to electronic books/journals is through subscribing to online databases that can be



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accessed over the Internet. Online databases are collections of electronic information sources (e-journals/e-books) published by publishers from a variety of fields and disciplines. Some of these databases are provided free of charge by publishers or vendors to libraries in underdeveloped nations. Researchers and students can access thousands of scholarly publications in their fields of specialty or research through this initiative (Fatoki, 2014).

The opportunities created by EIRs for the enhancement of academic work allow students to gain access to a wealth of EIRs with just a press of a few buttons (Idowu, 2004), further noting that online search engines such as Google, Yahoo, and MSN, and others, enable users to locate and select different databases and information bases, as well as download large amounts of information into digital storage devices in a short time. Another significant example of EIRs is the introduction of CD-ROM databases, which provide users with access to relevant information in libraries without robust Internet connectivity. If the system is networked, CD-ROM databases outperform print because patrons at their terminals can access information without visiting the library (Gakibayo, Ikoja-Odongo, & Okello-Obura, 2013). As a result of the information revolution brought about by breakthroughs in information and communication technology, institutions all over the world have been able to take advantage of these developments. The maximum use of these tools will depend on the availability and attitudes of students.

EIRs Availability

The introduction of EIRs has aided in breaking down physical territorial barriers and increasing access to information in a timely manner. This has encouraged the use of information as a strategic instrument and commodity for global development (Adeyoyin, Idowu, & Sowole, 2016). Availability of EIRs to users in institutions and organizations has been identified as another component of the electronic information environment. Due of its promise, acceptance and usage of EIRs in academia, business, and organizations is growing. EIRs provide quick and easy access to information in all areas of human effort where they are available. Among the electronic information systems used by the seminarians to get most of their information are the Internet, e-mail, electronic journals, bulletin boards, telephone, telex, CD-ROM databases, electronic readers, and electronic books (Adeyoyin, Idowu, & Sowole, 2016).

As the availability of EIRs grows, libraries must play a more active role in promoting and providing access to them. Theological libraries are encouraged to promote e-resources more widely, both on their websites and in their libraries, for greater access (Ganski, 2008). For students, scholars, and teachers, theological library websites offer as a virtual front door to an ever-increasing volume of electronic information. This raises a number of issues for theological librarians, including website design to facilitate availability of e-resources (Ganski, 2008). The use of these resources is also likely to be influenced by certain factors such as awareness, access, and use (Adeyoyin, Idowu & Sowole, 2016).

Banjo, and Ikonne (2021) evaluated the influence of information resources availability and self-efficacy on library resources utilization by seminarians in selected theological seminary libraries in Ijesha land, Osun State, Nigeria. The study adopted a survey design with a study population of 533 registered students in the two seminaries. Total enumeration was used a



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structured questionnaire for data collection. The findings demonstrated that information resources were available in the two theological seminary libraries at a moderate level. Compared to electronic materials, there were more print resources available. The results further indicated a high level of usage of print resources compared to the level of use of EIRs.

According to Blandy (2012), in order to use the expanding spectrum of EIRs, users must acquire and practice the skills required to exploit them, as it is widely thought that attitude toward a certain phenomenon can improve or degrade human approach to such phenomenon. According to Okorie (2018), a positive attitude is widely recognized as a necessary condition for effective use and integration of ICT and its resources for teaching and learning.

Preference for EIRs by Students

EIRs are products of information and communication technologies found to be useful in the learning and research processes in higher education institutions, particularly theological schools. According to Shuling (2007), electronic information has gradually become a major resource in every academic library. The proliferation and diversity of EIRs, particularly e-journals, has prompted many to predict the extinction of printed journals (Okello-Obura & Magara, 2008). This is because moving from text-based to resource-based learning has resulted in heavier use of library materials and a desire for more and diverse media sources (Kinengyere, 2007).

According to Liew, Foo, and Chennupati (2000), many people are beginning to recognize the prospect that electronic documents can provide users with advanced features and unique forms of functionality that are not available in printed form. Preference for EIRs covers beyond issues relating to physical and financial access for the widest possible range of people and locations, but also extends to having all groups in society recognise the potential benefits and the significance of the information they contain (Nyemez, 2022). Identified mediums for accessing EIRs include laptops, phones, cybercafé, library, personal computer, departmental laboratory, or libraries. Nyemez (2022) also mentioned that locations of access can be home, school, and workplace, as well as a range of community venues, which helps to identify the choice for a certain electronic information resource. As observed by Webb and Zhang (2012), the development of local online databases has also enabled libraries to make available to students a rich stock of otherwise hidden information and knowledge that is outside the purview of traditional publishers.

Electronic information can thus provide a number of advantages over traditional print-based sources. It is faster than when consulting print indexes, especially when searching retrospectively. It is more straightforward when combining keywords. It opens up the possibility of searching multiple files at once, a feat accomplishable more easily than when using printed equivalents. EIRs are more frequently updated than printed items and can be printed and searches saved for a repeated process at a later time (Emasealu & Umeozor, 2016). One other advantage of electronic information, particularly for distance learners or those with limited time to visit the library, is its availability from the outside via a dial-up connection. Accordingly, optimal access to information resources and ICT literacy are becoming increasingly important for realizing maximum human capital potential.



Motivating Factors and Attitudes to Use EIRs

EIRs are particularly valuable to students in Nigeria nowadays since they allow them to acquire relevant, remote, and germane information (Omodeko, Adomi, & Otolo, 2014). According to Okafor (2014), undergraduate students' use of EIRs increases their access to a broader range of information. Moreso, they are motivated to use EIRs since they can get information quickly. EIRs are especially valuable to students in higher education because they save time. Electronic information serves as a motivating factor to seminarians as it provides them the chance to transmit, acquire or download, process, and disseminate information (Adeyoyin, Idowu & Sowole, 2016). In a study carried out by Onwueme and Lulu-pokubo (2017), the use of EIRs was motivated by increased access to current materials, research purposes, access to a wide range of books, access to reliable information resources, quick and immediate information retrieval and access from outside of one's comfort zone.

This is in line with the study carried out by Okiki (2012) who discovered that there was a remarkable shift in choice from print information resources to EIRs and that availability of EIRs has also resulted in fewer people visiting academic libraries because they can now access it right at their fingertips. According to Nyemezue (2022), despite the benefits of EIRs, student's attitudes towards these resources could change to the negative if they are not aware of the importance of these resources and if they do not possess the necessary skills involved in making use of them. In other words, negative attitude is driven by lack of interest and lack of ICT skills needed to maximally use EIRs by the students. As reported by Bashorun, Isah and Adisa (2011), a lack of skills to use information sources, a lack of consistent technical support and provision and a lack of time to be spent on searching for information are demotivating factors to the use of EIRs.

According to Dutton (1990), the skills required to unlock the potential of EIRs are far more than those required to search printed sources. Such skills include knowledge of the database's structure and the instructions that the searcher must enter into the computer, as well as an understanding of how the instructions are interlinked with one another. Users should be knowledgeable enough to search databases available to them, which necessitates a thorough understanding of the fundamentals of the e-resources at their disposal (Joshua, 2014).

Casey (2016) revealed that student's expectation of finding information on the EIRs is rarely straightforward. Casey pointed out that students without understanding of specific protocols will be frustrated in accessing information, when entering search terms and passwords. Procter et al. (as cited in Mandodo, Chrisita, & Sithole 2017) conducted a survey of the virtual library user population. Majority of the participants, who were undergraduate students, thought they were poor at conducting complex searches. This study sums it up that this situation leaves many seminary students without access to computers, Internet services, and subsequent use of EIRs. This constitutes a hindrance to students' use of EIRs and predisposes their negative attitudes towards their use.



Methodology

A descriptive survey research design was used and the population was 1,853, which included all the registered male and female students of the various faculties and schools in both NBTS and CACTS, Oyo State. The breakdown of the population from the two seminaries is as follows: Faculty of Church music (352), Faculty of Education (403), Faculty of Divinity and Theological studies (246); and at CAC Seminary, School of Theology (554) and School of Evangelism (298). Systematic sampling technique was adopted, and therefore a random sample was drawn from the large population with a fixed periodic interval of every 11th member across all the faculties and schools, yielding a total of 168. The breakdown of the sample from each faculty and school is as follows: Faculty of Church music (32), Faculty of Education (37), Faculty of Divinity and Theological studies (22); and at CAC Seminary, School of Theology (50) and School of Evangelism (27). This is summarily presented in Table 1.

Table 1: Population and Sample Size of the Respondents

S/N	Faculty/School	Population	Sample
1	Faculty of Church Music	352	32
2	Education	403	37
3	Divinity and Theological Studies	246	22
4	Theology	554	50
5	Evangelism	298	27
Total		1,853	168

The instrument used for data collection was a self-developed questionnaire. The data collected from the field was analyzed using the descriptive statistics Data gathered were organized in tabular forms to indicate raw scores which were converted into percentages.

Data Analysis

Questionnaire administration and response rate

All the 168 copies of the questionnaire were administered and retrieved, but only 167 copies representing 99 percent were found usable for the analysis.

Background information of the respondents

The background information about the respondents is presented in Table 2.



Table 2: Demographic Characteristics of the Respondents

Demographic Characteristics of Respondents	Frequency	Percentage (100%)
Gender of Respondents		
Male	102	61
Female	65	39
Total	167	100
Faculty and School		
Faculty of Church Music	28	17
Faculty of Education	39	23
Faculty of Divinity and Theological Studies	23	14
School of Theology	49	29
School of Evangelism	28	17
Total	167	100
Academic Year/Level		
1 st	82	49
2 nd	85	51
Total	167	100

Source: Field Survey, 2022

Table 2 shows that male respondents were in the majority with frequency of 102(61%) as against female respondents with just 65(39%). Respondents from the School of Theology were in the majority with frequency of 46(29%), followed by Faculty of Education 39(23%), Faculty of church music and School of evangelism 28(17%) each respectively. Faculty of divinity and theological studies had fewest respondents with frequency of 23(14%). The table also indicates that majority of the respondents were in the 2nd year with frequency of 85(51%).

Research question 1: What are the EIRs available to students in NBTS & CACTS, Oyo State?

Table 3 presents results on the availability of the EIRs available to students in NBTS and CACTS, Oyo State.

Table 3: EIRs Available to the Respondents

S/N	EIRs	Frequency	Percentage (100%)
1	CD-ROM	68	40.7
2	OPAC	31	18.5
3	LAN	49	29.3
4	WAN	68	40.7
5	News Group	23	13.7
6	Digital library	160	95.8
7	Online academic databases	69	41.3
8	Phone	162	97.0
9	Laptop	123	73.6
10	Cybercafés	92	55.0
11	Library printed materials	167	100
12	Personal computer	165	98.8

Source: Field Survey, 2022



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Table 3 shows the multiple response analysis on the availability of EIRs to respondents. All respondents 167(100%) indicated availability of library printed materials. Almost all the students 165(98.8%) indicated possession of personal computers, followed by possession of phones and availability of digital libraries with frequency of 162(97.0%) and 160(95.8%) respectively. The least available resources as indicated by respondents were OPAC 31(18.5%) and Newsgroup accounting for a meagre 23 representing 13.7 percent.

Research question 2: What are the attitudes of students towards the use of EIRs in NBTS and CACTS, Oyo State?

Data on the attitude of students towards the use of EIRs in NBTS and CACTS, Oyo State is presented in Table 3.

Table 4: Attitude of the Respondents towards the Use of EIRs

S/N	Attitude	SA (%)	A (%)	D (%)	SD (%)	Total F (%)
1	I do not think I can get exactly what I need	22(13.2)	13(7.8)	91(54.4)	41(24.6)	167(100)
2	It is quicker to use physical books and materials in the library	36(21.6)	82(49.1)	18(10.8)	31(18.5)	167(100)
3	Information obtained is usually outdated	16(9.6)	52(31.1)	75(44.9)	24(14.4)	167(100)
4	It enhances access to a wider range of information	41(24.6)	86(51.5)	30(17.9)	10(6.0)	167(100)
5	It provides access to up-to-date information	48(28.7)	73(43.7)	8(4.8)	38(22.8)	167(100)
6	I lack the skills required for electronic application	61(36.5)	90(53.9)	14(8.4)	2(1.2)	167(100)

Source: Field Survey, 2022

Table 4 shows the summary of frequency and percentage responses regarding the attitude towards the use of EIRs. Majority of respondents agreed they lacked skills required for electronic application 90(53.9%). However, the next majority of respondents 86(51.5%) indicated that use of EIRs enhances access to a wider range of information, closely followed by respondents 82(49.1%) who expressed the opinion that it was quicker to use physical books and materials in the library. Very few respondents 13(7.8%) expressed the statement which suggested they may not get exactly the information they desired.



Research question 3: What are the preferred media for accessing EIRs mostly used by students in NBTS and CACTS, Oyo State? Information on the preferred media for accessing EIRs in NBTS and CACTS, Oyo State is presented in Table 5.

Table 5: Preferred Media for Accessing EIRs mostly used by the Respondents

S/N	Preferred Media	Frequency	Percentage (100%)
1	CD-ROM	40	24.0
2	Personally-subscribed Internet	157	94.0
3	OPAC	19	11.4
4	LAN	92	55.1
5	WAN	17	10.2
6	News Group	16	9.6
7	Digital library	88	52.7
8	Online academic databases	124	74.3
9	Phone	165	98.8
10	Cybercafés	87	52.1
11	Library printed materials	140	83.8
12	Personal computer	139	83.2

Source: Field Survey, 2022

From the multiple response set of data analysed in Table 5, use of phone for accessing EIRs was indicated by respondents 165(98.8%) as most preferred. Portals was indicated next as a channel of using EIRs by respondents 146(87.4%), library printed material by 140(83.8%) and then personal computers by 139(83.2%) respondents. Newsgroup 16(9.6%), WAN 17(10.2%) and OPAC 19(11.4%) were indicated by respondents as the least channels for accessing electronic information. It is important to notice that respondents overwhelmingly indicated that they used personally-subscribed Internet 157(94.0) rather than the Digital Library 88(52.7%) or WAN which accounted for only 10.2%.

Research question 4: What factors motivate the use of EIRs by students in NBTS and CACTS, Oyo State?

Table 6 shows the results of analysis on the factors that motivate the use of EIRs in NBTS and CACTS, Oyo State.



Table 6: Factors that Motivate the Use of EIRs by the Respondents

S/N	Motivating Factors	SA (%)	A (%)	D (%)	SD (%)	Total F (%)
1	It provides quick access to information	64(38.3)	90(53.9)	9(5.4)	4(2.4)	167(100)
2	It gives current information	58(34.7)	71(42.5)	22(13.2)	16(9.6)	167(100)
3	It is of high-quality	32(19.2)	61(36.5)	43(25.7)	31(18.6)	167(100)
4	It assists in getting research materials	57(34.1)	86(51.5)	12(7.2)	12(7.2)	167(100)
5	It provides regular information	32(19.2)	100(59.8)	27(16.2)	8(4.8)	167(100)

Source: Field Survey, 2022

Table 6 shows the statistical summary of the responses on the factors that motivated the use of EIRs by students. Most respondents 100 (59.8) and 90(53.9) agreed they were motivated to use EIRs because they provided information on a regular basis and in a quickly manner. However, very few respondents agreed that they were motivated to use EIRs because they were of high quality.

Discussion of the Findings

Availability of EIRs to the Students

The findings of the study on EIRs availability showed that printed materials were considered mostly available by the students in NBTS and CACTS, Oyo State. On the contrary OPAC an online catalogue that provides a means to easily locate available printed materials for prompt access and use was found to be least available by the students. This is similar to a recent study by Banjo and Ikonne (2021), which by way of comparison, found that there were more print resources than EIRs available and utilised by students in selected theological seminary libraries in Ijesha land, Osun State, Nigeria. This suggests that the institutions favoured print information resources in the theological seminary libraries in the state. This is despite the fact that browsing through the library shelves is becoming unpopular among students and more so since electronic journals and electronic books can be accessed anywhere and at any time. Similar to this, Okiki (2012) pointed out that there was a remarkable shift of choice from print information resources to EIRs and the availability of EIRs has reduced the number of those who visit the academic library as they can now access it from their fingertips.

Attitudes of the Students towards the Use of EIRs

Students indicated that use of EIRs enhanced access to a wider range of information. However, students also expressed the opinion that it was quicker to use physical books and materials in the library. This is an outlier and it seems to suggest that students were more



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favourably disposed to using printed materials more than EIRs. This, therefore portrays an unfavourable disposition of attitudes towards the use of EIRs by Seminary Students. This is so because findings also showed that seminary students lacked required skills for electronic applications. This confirms the suggestion of Dutton (1990) to the effect that the skills required to maximize the potential of EIRs are much greater than those required for searching printed sources.

Preferred Media for Accessing EIRs by the Students

Students indicated preference for the use of phones, portals and personal computers as means for accessing EIRs. This supports findings by Nyemezue (2022) who identified mediums for accessing EIRs to students to include laptops, phones, cybercafé, library, personal computer and departmental laboratory or libraries. In addition, students overwhelmingly indicated that they used Internet rather than the Digital Library. According to Banjo and Ikonne (2021), when apathy is experienced with the use of digital libraries, students resort to their phones for online searches with the hope of finding more recent and up-to-date materials.

Factors that Motivate the Use of EIRs by the Students

Findings showed that most students were motivated to use EIRs because they provided information on a regular basis and quick access to information. This is consistent with the studies earlier carried out by Okafor (2014) and Onwueme and Lulu-pokubo (2017) whose findings revealed that students were motivated to use EIRs because they provided quick access to information and that they enhanced their access to a wider range of information.

Implications of the Findings

Printed materials were considered mostly available by the students in NBTS and CACTS, Oyo State. This seems to imply that students engaged more with printed materials which they feel were more available to them in the library. However, since OPAC is least available to students, they might likely be in the habit of conducting manual searches for printed materials, rather than opting for OPAC searches which usually return better results in terms of ease of locating and in a timely manner. Yet, this is despite the fact that browsing through the library shelves is becoming unpopular among students and more so since electronic journals and electronic books can be accessed anywhere and at any time.

There was an indication by the Seminary students suggesting that the use of EIRs enhanced access to a wider range of information. However, the students also admitted that it was quicker to use physical books and materials in the library. This seems to suggest that students were more favourably disposed to using printed materials more than EIRs. This, therefore portrays an unfavourable disposition of attitudes towards the use of EIRs by Seminary Students.

Conclusion

Although, students admitted that they were motivated to use EIRs because they provide quick and current information on a regular basis, their preference for the use of library printed materials seems to suggest that digital library and by extension use of library EIRs there from was



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unpopular among them. What may account for these undesirable revelations may be due to lack of skills required for electronic application by the students as indicated in the findings. This may have also precipitated the unfavourable disposition of attitudes by students towards EIRs use.

Recommendations

Based on the findings of this study, appropriate recommendations were made as follows:

1. Since it was found that OPAC was actually available, the management should bring the notice of its availability to the attention of the students as they may not be aware of its availability or are yet to realise its usefulness.
2. Management of both institutions should make efforts to increase the bandwidth of their digital libraries and Wide Area Network (WAN) on campus to increase access speed. This will encourage digital library patronage or increase students' interest in using their phones or personal computers to access library EIRs anywhere and at any time on campus.
3. The theological seminaries should introduce a course on the use of library and ICT intended to educate and impart skills applicable to accessing and using electronic library resources and services effectively for their academic and research works.
4. To motivate students, the seminary libraries should initiate awareness campaigns that should focus on the availability and benefits of using EIRs in their libraries for their academic works.

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